Locust Valley Central School District

District-Wide Safety Plan

2026-2027



This District-wide School Safety Plan template has been developed by Nassau BOCES for the exclusive use of Nassau County School Districts participating in the Nassau BOCES Health & Safety Training and Information Service. This guidance document was written to assist school districts in their compliance efforts to meet the requirements of the Safe Schools Against Violence in Education Act (SAVE) and related legislation. This Plan should be customized as necessary to reflect individual school district's specific endeavors to achieve a safe school environment. This is a general overarching document that can be shared with the public and should be posted on the school district website by October 1st of each school year, as required by law. Parts of the Plan which may include names, contacts and personal information can be redacted for posting purposes. This Plan can also serve as an educational tool to help in-district personnel and the public to understand the requirements of the SAVE legislation. This contrasts to the Building-level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law. This Plan includes proposed amendments to Section 155.17 of the Commissioner of Education Regulations effective July 31, 2024 and July 1, 2025. If the proposals change or are removed, this Plan, which is a living document, will be revised at that time. This update is being provided now to assist school districts in meeting the September 1st deadline for school board approval.

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Locust Valley Central School District
District-wide School Safety Plan

Policy Statement

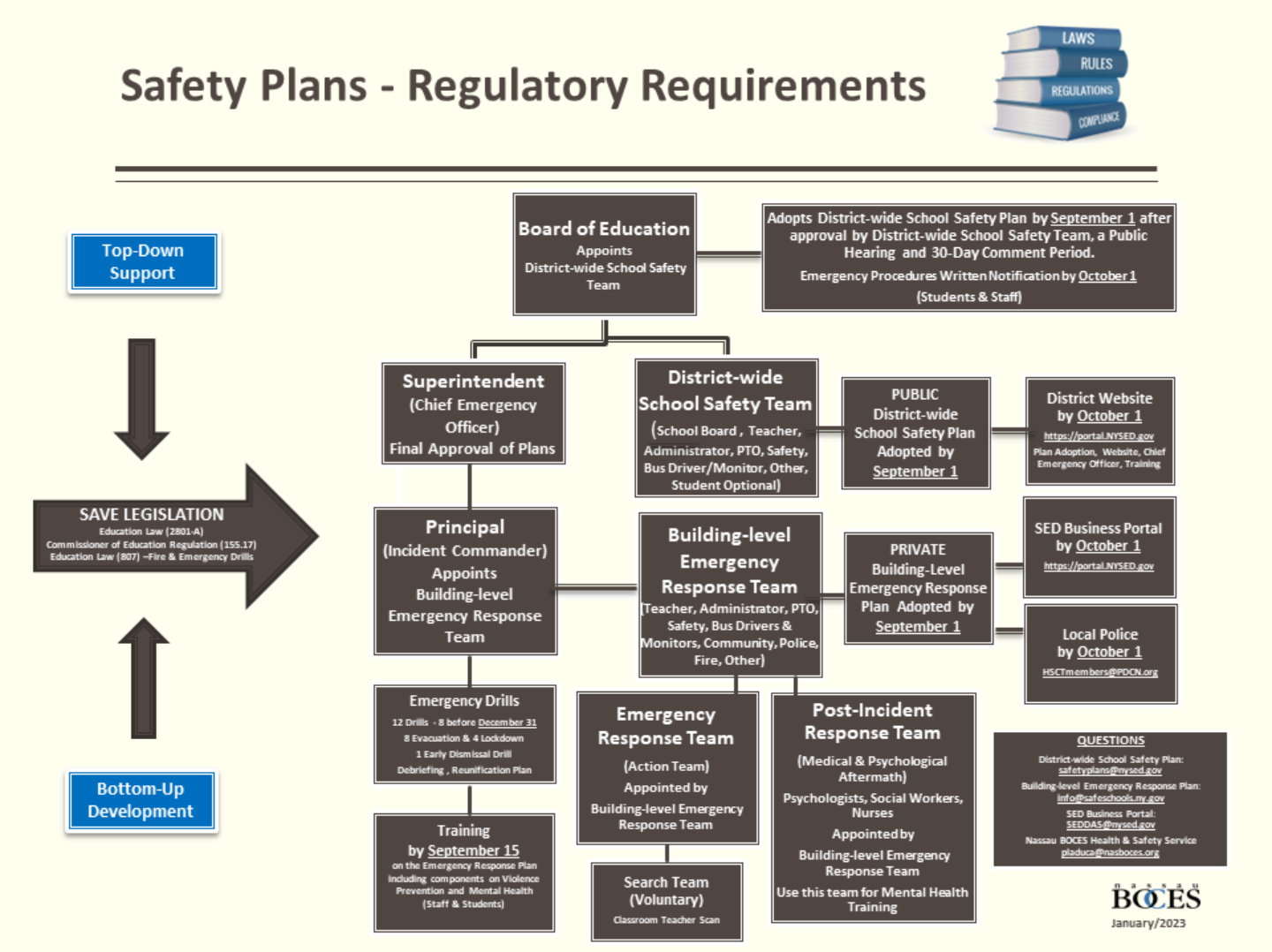
The **District-Wide School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17 and Education Law 2801-a) has been established to provide for the safety, health and security of both students and staff and allows for input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

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

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

Compliance Checklist	Date Achieved
Board of Education Appoints District-Wide School Safety Team	July 7, 2026
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	May 13, 2026
High School/Middle School Building-Level ERT approves Building-Level ERP/Enters in Portal	Sept. 2026
Ann MacArthur Building-Level ERT approves Building-Level ERP/Enters in Portal	Sept. 2026
Bayville Primary Building-Level ERT approves Building-Level ERP/Enters in Portal	Sept. 2026
Bayville Intermediate Building-Level ERT approves Building-Level ERP/Enters in Portal	Sept. 2026
Locust Valley Intermediate Building-Level ERT approves Building-Level ERP/Enters in Portal	Sept. 2026
School Board has at least one public hearing on District-Wide School Safety Plan	June 17, 2026
School Board establishes 30-day public comment period	June 17-July 17, 2026
School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	August 4, 2026
District-Wide School Safety Plan posted on website. The URL is: https://www.locustvalleyschools.org/page/facilities	August 2026
All Building-Level Emergency Response Plans filed with local police	Sept. 2026
Written information on emergency procedures provided to all staff and students by October 1st	Sept. 2026
Certify that all staff have been trained by 9/15 on the Building-level Emergency Response Plan including components on violence prevention and mental health and Sudden Cardiac Arrest.	Sept 2, 2026

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

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)
- ☐ Beginning with the 2025-26 school year and every school year thereafter, the district-wide school safety team shall develop and implement a cardiac emergency response plan that addresses the use of appropriate personnel to respond to incidents involving any individual experiencing sudden cardiac arrest or similar life-threatening emergency on any school site owned or operated by a school or at a location of a school sponsored event, including all athletic events. School officials shall collaborate with local community emergency medical services (EMS) to integrate their cardiac emergency response plan with community EMS responder protocols. The district-wide school safety team may voluntarily provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams. CR155.17(c)(1)(xii)

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, mental health, and sudden cardiac arrest 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. The required training shall also include how to recognize sudden cardiac arrest or similar life-threatening health emergencies and the specific procedures outlined in the cardiac-emergency response plan 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).

Desha's Law-Cardiac Emergency Response Plan

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

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

- The use of appropriate personnel to respond to incidents involving any individual experiencing sudden cardiac arrest or similar life-threatening emergency on any school site owned or operated by a school or at a location of a school sponsored event, including but not limited to all athletic programs.
- Specific procedures for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice or event while on school grounds that are venue specific.
- Integration of nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association.
- Consideration of how to best integrate cardiac emergency response plans into community Emergency Medical Services (EMS) responder protocols.

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

Building-level emergency response plans:

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

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

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

Amendments to Section CR136.4(a)(b)(c)(d)(e)(f)(g)

- **Instructional school facility** includes buildings or facilities maintained by a school district, board of cooperative educational services (BOCES), county vocational education and extension board, charter school, or nonpublic school where instruction is provided pursuant to its curriculum.
- **School-sponsored or school-approved curricular or extracurricular events or activities** include events or activities of a school district, BOCES, county vocational education and extension board, charter school, or nonpublic school that are associated with its instructional curriculum or otherwise offered to its students.

AED Requirement in Facilities:

- Each school district, BOCES, county vocational education and extension board, charter school, and nonpublic school must provide and maintain on-site functional automated external defibrillator (AED) equipment in each instructional school facility for emergency use.
- Each facility must have sufficient AEDs to ensure ready and appropriate access during emergencies.
- Quantity and placement of AEDs must be determined with appropriate consideration (as required by the regulation).

Trained Staff at School Events:

- Whenever an instructional school facility is used for a school-sponsored or school-approved curricular or extracurricular event or activity, school officials and administrators responsible for the facility must ensure the presence of at least one staff person trained in AED operation and use pursuant to Public Health Law §3000-b(3)(a).

Athletic Events:

- During any school-sponsored athletic contest or competitive athletic event held at any location, school officials and administrators responsible must:
    - Ensure AED equipment is provided on-site; and
    - Ensure at least one staff person trained in AED use (pursuant to Public Health Law §3000-b(3)(a)) is present during the event.

AED Standards and Maintenance:

- Each AED must be FDA-approved for adult and/or pediatric use, as appropriate for the anticipated population.
- AEDs must be used according to manufacturer instructions, with attention to operating procedures, maintenance, and expiration dates.
- Each school district, BOCES, county vocational education and extension board, and charter school must ensure AEDs are:
    - Clearly marked,
    - Accessible, and
    - Maintained in accordance with American Heart Association or other nationally recognized emergency cardiovascular care guidelines.

Reporting AED Use:

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

Signage Requirements:

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

Remote Instruction Due to Emergency Conditions

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

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

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

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

Alyssa's Law

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

The District-wide School Safety Team discussed the issue of Silent Panic Alarms at their meeting on May 10, 2023. It was agreed that the Nassau County RAVE system installed and tested annually in our district meets this need.

School District Chief Emergency Officer

The **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:

Address: 22 Horse Hollow Road, Locust Valley, NY 11560 Contact # 516-277-5001

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2026-27 school year on October 7, 2026, February 24, 2027 and May 12, 2027. **Minutes will be kept for each meeting and attendance documented (see Appendix B)**.

- Mr. Erik Nakutavicius, *Director of Facilities*
- Dr. Kristen Turnow, *Superintendent of Schools*
- Kenneth Packert, *Assistant Superintendent of Curriculum and Instruction*
- Mrs. Lindsay Fox, *Board of Education*
- Officer Michael Costanzo, *Nassau County Police Department - Homeland Security*
- 2nd Precinct POP Officers*, Nassau County Police Department*
- Chief James Bonislawski Jr., *Locust Valley Fire Department*
- Chief Dwight McKinney, *Bayville Fire Department*
- Mr. Frank Santiago, Assistant Supervisor *of Transportation*
- Mr. Kurt Simon, *Principal of Ann MacArthur Primary School*
- Mr. Michael Cestaro, *Middle School Principal*
- Ms. Lisa Czerniecki, *Director of Guidance*
- Mrs. Amy Watson, *Assistant Principal of Locust Valley High School*
- Scott McElhiney, *Principal of Bayville Intermediate School*
- Mr. David Dutra, *Assistant Manager of Informational Technology*
- Ms. Romy Bennett, *Teacher (MSHS) and President of the Locust Valley School Employees Association*
- Ms. Cyndy Ergen, *Language Interpreter*
- Erin Gauck, *Teacher* (Elem)
- Matthew Kirschenheiter, *Teacher* (Elem)
- Elizabeth Bressel, *Teacher* (MSHS)
- Ashley Pisanti, *Teacher* (Elem)
- Mrs. Meredith Wachter, *Parent*
- Mr. Kevin Tomlinson, *Parent*
- Mr. Ted Karousos*, Parent*

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, and sudden cardiac arrest** which may be included in existing professional development. New employees will receive training **within 30 days of hire**. Annual staff training on safety and emergency procedures will include information regarding the purpose and procedures of the behavioral assessment team.
2) Dissemination of information regarding early detection of potentially violent behavior.
3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
4) Communicating the Plan to **students and staff and providing written information** about emergency procedures by **October 1st** of each school year. **See Appendix A**

5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (School Safety and Educational Climate (SSEC) including DASA and VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
6) Making recommendations necessary for change.
7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Planning Team.
8) Recommending improved security measures based on school building inspection results.
9) Conducting annual school building surveys of students and staff to identify the potential for violent incidents.
10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Team

The Building-Level Emergency Response 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:

1. Non-violent **conflict resolution** training programs.
2. **Peer mediation** programs.
3. **The Department of Homeland Security** assesses each campus as frequently as possible.
4. **Youth-run** programs.
5. **Mentors** for students concerned with bullying/violence.

6. 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.
7. **Safety Stations** have been established throughout all school buildings.
8. The **Fire Department** conducts annual training in all school buildings.
9. The School District participates in the ***Problem-Oriented Police (POP)*** program.
10. The District plans to implement the NCPD's new **Second Shift** program.

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

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

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

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

Emergency Drills (Minimum Every School Year):

EDUCATION LAW

- **12 Drills Total Required for School Year**
  - **8 Evacuations and 4 Lockdowns**
    - **6 evacuation and 2 lockdown drills shall be held between September 1st and December 31st**
    - **2 evacuation and 2 lockdown drills during the remainder of the school year**
    - **4 of the evacuation drills through secondary means of egress**
    - **For both evacuation and lockdown drills pupils shall be instructed in the procedure to be followed if a fire/emergency occurs during the lunch period or assembly, provided, however, that additional instruction may be waived where a drill is held during the regular school lunch or assembly.**
    - **Parents shall be given advance notice of each drill being conducted within one-week preceding any drill. At the time lockdown drills are conducted, students and staff shall be informed that the activities being conducted are a drill.**
    - **Drills shall be conducted after annual training in emergency procedures has been provided to students and staff.**
- **2 Additional Evacuation Drills Required during Summer School (1 during first week)**
- **1 Early Dismissal Drill at a time not to occur more than 15 minutes earlier than normal dismissal time.**

Implementation of School Security

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

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:

- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building 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 the Raptor system. Upon entry into the building the visitor must show photo identification; then receives a badge and is escorted to the main office. Anyone in the building without a badge would be immediately questioned by building staff and the Main Office would be informed.
- Video surveillance – closed-circuit TV security.

- NYS certified security guards are utilized at all facilities. To ensure high vigilance and mitigate the risks of complacency, the District will rotate security personnel between buildings on a two-year cycle. Transitions will be phased to retain one incumbent guard per location, ensuring a seamless transfer of site-specific knowledge while benefiting from the renewed perspective of incoming staff.
- 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. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the "FACTS" warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites:
  http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf
  http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf.
- A description of the school district's Violence Prevention Program and Safety Plan.
- A description of the roles and responsibilities of the Building-Level Emergency Response Planning Team.
- The building level Incident Command System including the roles and responsibilities of designated staff.
- The Building-Level Emergency Response Plan procedures for implementing the following emergency response terms: shelter/shelter-in-place; hold/hold-in-place; evacuate/evacuation; secure lockout and lockdown.
- Procedures for conducting drills as noted in the section above on ***Training, Drills, and Exercises***.
- District and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health also noted above.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to 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.

Other methods for informing parents and students include:

• Cyberbullying and Internet Safety
• School social worker outreach
• School counselor involvement
• Anger Management programs
• 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:

- Bayville Avenue, West Shore Rd, Forest Avenue
- Locust Valley Long Island Railroad Station
- Bayville, Stehli and Charles E. Ransom Beaches
- Centre Island Beach Field
- Bayville Adventure Park
- Friends Academy, Mill Neck Manor for the Deaf and Portledge Schools
- Glen Cove Schools
- Locust Valley Boys and Girls Club

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

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

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

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

Reporting:

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

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

Investigation:

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

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

Follow-up:

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

Evaluation:

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

Disciplinary Measures:

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

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct was updated on November 16, 2017, 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, e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, Parent Square 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:

Building Administrator	School	Phone	Fax	E-Mail
Patrick DiClemente	Locust Valley High School	516-277-5100	516-277-5108	pdiclemente@locustvalleyschools.org
Michael Cestaro	Locust Valley Middle School	516-277-5200	516-277-5208	mcestaro@locustvalleyschools.org
Scott McElhiney	Bayville Intermediate School	516-277-5400	516-277-5408	smcelhiney@locustvalleyschools.org
Jonathan Zaratin	Locust Valley Intermediate School	516-277-5300	516-277-5308	jzaratin@locustvalleyschools.org
Ross Cohen	Bayville Primary School	516-277-5450	516-277-5458	rcohen@locustvalleyschools.org
Kurt Simon	Ann MacArthur Primary School	516-277-5350	516-277-5358	ksimon@locustvalleyschools.org
Paul J. Stellato	Friends Academy	516-676-0393	N/A	paul.stellato@fa.org
Bradley Porche	Mill Neck Manor School for the Deaf	516-922-4100	516-922-4172	bporche@millneck.org
Simon Owen-Williams	Portledge School	516-750-3201	516-674-7063	sowenwilliams@portledge.org
William Poll	BOCES Barry Tech	516- 622-6816	N/A	wpoll@nasboces.org
Laura Vega	BOCES LIHSFA	516-622-5672	N/A	Lvega@nasboces.org

In general, parent/guardian notification will be conducted by using the Parent Square Application. 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 and call 911.
- The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

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

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

Unidentified Visitor:

- The first person becoming aware of an Unidentified Visitor to the school building will approach the Visitor to determine the nature of their presence and ask them for identification. This will also be reported to the principal's office.
- If no acceptable purpose can be ascertained, ask the individual(s) to leave. Ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law. And that if they do not leave Law Enforcement will be notified.
- If the situation escalates, an Automated Lockdown procedure will be put into effect.
- The School Superintendent's office will be notified so appropriate resources can be made available to the school district.

- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services in a unified manner.

Kidnapping or Missing Student:

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

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

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

Response actions in individual buildings will include:

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

Responses to Acts of Violence (Actual)

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

- Implementation of the Incident Command System.
- Determine the level of threat.
- If necessary, isolate the immediate area through a Hold-In-Place.
- Inform building Principal/Superintendent.
- If necessary, initiate lockdown procedures and contact the appropriate law enforcement agency.
- Monitor the 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	Incident Commander #1	Incident Commander #2	Incident Commander #3	Incident Commander #4
Locust Valley High School	Patrick DiClemente	Amy Watson	Daniel Cava	Michael Cestaro
Locust Valley Middle School	Michael Cestaro	Kathleen Graham	Patrick DiClemente	Amy Watson
Bayville Intermediate School	Scott McElhiney	Marie Fonzo	Cara Testa	Ross Cohen
Locust Valley Intermediate School	Jonathan Zaratin	Alexis Provetto	Allison Carrara	Kurt Simon
Bayville Primary School	Ross Cohen	Carolyn Morales	Tori Shishkoff	Scott McElhiney
Ann MacArthur Primary School	Kurt Simon	Kim Herlich	Alexis Provetto	Daniella Castellanos

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Nassau County Office of Emergency (Commissioner), Nassau County Department of Mental Health, Nassau BOCES District Superintendent,

Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident responses. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

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

Protective Action Options

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

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

National Terrorism Advisory System (NTAS)

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

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

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

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

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The ***If You See Something, Say Something™*** campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terrorist 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
- School Business Official
- Director of Facilities
- Transportation Coordinator
- Food Service Director
- Head Nurse
- Others as deemed necessary

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.

<u>The Six Principles of Threat Assessment:</u>

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

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

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

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

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

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

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

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

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

Please see Appendix F – Threat Assessment Guidance

Multi-Disciplinary Behavioral Assessment Team

Nassau County Threat Advisory Committee (NASTAC)

1. The Nassau County Threat Advisory Committee (NASTAC) is composed 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 task force members who have dual responsibilities to follow policies and procedures of the task force sponsoring agency and their own agency. The NASTAC member shall maintain the standard protocols and interests of its agency and follow all rules and regulations set forth by its agency. For example, members shall comply with matters of confidentiality and sharing of sensitive information in accordance with its agency policies and any applicable laws.

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

Forms and Recordkeeping

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

www.nassauschoolemergency.org under the Safety Plans tab.

APPENDIX A

Parents/Students/Staff Annual Notification

LOCUST VALLEY CENTRAL SCHOOL DISTRICT

EMERGENCY PLANNING · A GUIDE FOR PARENTS/STUDENTS/STAFF

The Locust Valley Central School District (LVCSD) 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 LVCSD 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 LVCSD parents can support those vital efforts.

GENERAL INFORMATION:
The Locust Valley Central School District has established a **District-Wide School Safety Plan (which is posted on our website at https://locustvalleyschools.org/departments_and_programs/facilities)** and a **Building-Level Emergency Response Plan** for each School Building in the District**. The Building-Level Emergency Response Plan is a confidential document which cannot be shared with the public**. Each of these plans is coordinated with police, fire and other officials in the county and state-wide agencies.

WHAT ARE THE SCHOOL SECURITY PROCEDURES?
All doors that lead to the outside are locked when school is in session. In order to enter the building, the parent/visitor may only enter through the main entrance and must obtain a visitor's pass. Any unauthorized person on school property will be reported to the school Principal or designee. Unauthorized persons will be asked to leave. School personnel are required to wear photo ID badges for identification purposes. 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 de-escalating a situation.
4. **Evacuate/Evacuation:** Requires all building occupants to leave the building and go to a predetermined, safe location outside of the school building. Evacuation could mean going outside to the evacuation site until the danger has passed. It could also mean going to the evacuation site with the intention to be **transferred** to another location. Circumstances in which this could happen would include severe weather outside, or a very dangerous hazard that requires students to be out of the area of the school. Evacuation locations are not given out to the general public for safety reasons. However, if students are transferred to another location, parents/guardians will be notified as soon as students are settled and safe.
5. **Secure Lockout:** A lockout is a procedure which allows the school to continue with a normal day inside the building, but locks out any unauthorized persons into the building. A situation which could warrant this would be a dangerous person or threat in the community or area. **Students will not be released to parents/guardians when a lockout is in progress.**
6. **Lockdown:** A lockdown of the building requires all students and staff to remain in the room that they are in, lock all doors and stay out of sight. Students and staff that are in the hallway are to go to the nearest classroom. The presence of an intruder is one reason to invoke this type of response. The only way a lockdown can end is by emergency responders physically releasing all locations that are locked down. **Students will not be released to parents/guardians when a lockdown is in progress.**

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

- Criminal offenses such as bomb threats, kidnapping or violent behavior
- Natural hazards such as severe weather
- Environmental hazards, for example, exposure to hazardous materials, fire, explosions or plane crash
- Medical emergencies including serious contagious disease, accident or illness of a student or staff member

ARE THERE EMERGENCY PLANNING DRILLS?

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

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

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

HOW WILL PARENTS/GUARDIANS AND STUDENTS BE REUNITED?

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

WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?

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

WHERE CAN I GET INFORMATION DURING AN EMERGENCY?

Chances are that you will have difficulty reaching the school by phone when you try. The school will be making every effort to contact you through Parent Square 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 PC 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'S TELEPHONE NUMBERS:

High School	Patrick DiClemente	516-277-5105
Middle School	Michael Cestaro	516-277-5200
Ann MacArthur Primary School	Kurt Simon	516-277-5350
Bayville Primary School	Ross Cohen	516-277-5459
Bayville Intermediate School	Scott McElhiney	516-277-5400
Locust Valley Intermediate School	Jonathan Zaratin	516-277-5360

APPENDIX B

District-wide School Safety Team Meeting Minutes and Attendance

Sample School District
District-wide School Safety Team Meeting Attendance and Minutes
October 8, 2025

Required Attendance

Representatives	Name	Absent/Present
School Board Member		
Teacher Representative		
Administrator		
Parent/Teacher Organization		
School Safety Personnel		
Bus Drivers & Bus Monitors		

Additional Attendance

Organization or School	Name	Title
High School		
Middle School		
Elementary		
Elementary		
Elementary		
Elementary		
Elementary		
Others:		

Agenda

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

Minutes

APPENDIX C

Suicide Prevention & Mental Health Resources

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

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

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

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

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

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

Annual Safety Login | nyscfss.org

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

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

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

SUICIDE IS PREVENTABLE.

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

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

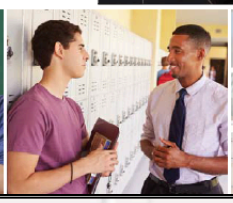
NEW YORK STATE OF OPPORTUNITY. Office of Mental Health

WHAT EVERY TEACHER NEEDS TO KNOW:

Recognizing Suicide Risk in Students









SPC NY Suicide Prevention Center of New York State

www.PreventSuicideNY.org

Youth Suicide Prevention is Everyone's Business!

YOUR ROLE AS A TEACHER IS CRITICAL

Does teaching seem to get harder every year?

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

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

Did you know that according to national data:

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

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

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



Who are these kids?

They're sitting in your classrooms every day.

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

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

So how do you accomplish this?

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

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

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

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

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

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

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

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

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

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

Here's how students describe it:

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

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

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


nassau
BOCES
HEALTH &
ALLIED SERVICES
THERE IS A NEW
NATIONAL SUICIDE
& CRISIS LIFELINE.
988
SUICIDE
& CRISIS
LIFELINE
THIS UNIVERSAL THREE-DIGIT NUMBER
IS TO HELP PEOPLE WHO ARE IN
SUICIDAL, MENTAL HEALTH, or SUBSTANCE USE CRISIS.
IF YOU OR A FAMILY MEMBER NEED HELP—PLEASE CALL!

APPENDIX D

Communicable Disease - Pandemic Plan

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

Prevention/Mitigation

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

Protection/Preparedness

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

Response

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

Recovery

(8) Re-establishing normal school procedures

Prevention/Mitigation:

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

    - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report,* (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
    - Public Health Consultation and Immediate Reporting: 516-227-9639
    - *Coronavirus Hotline: 888-364-3065*
    - *Fax: 516-227-9669*
    - *Weekend/After-hours Consultation and Reporting: 516-742-6154*
- The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Superintendent of Schools** 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 Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The 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 **April 21, 2021** for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at http://www.cdc.gov/flu/school/.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

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

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

The worksheet below has been completed by each department which includes Central Administration, Facilities Services, Transportation and Building Level Personnel.

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

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

Technology & Connectivity for Students - Mandatory Requirements:

- 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)
- Additional Technology Devices Assessments**:**
    - Identify students' technology needs to include adaptive technologies
    - Use the Asset Tracking Management System procedures to check out all mobile devices
    - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
    - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

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

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

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate 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. **Actual information can be found in Appendix E, Essential Employee Worksheets, page 40.**

Protection (Preparedness):

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

- The District-wide Remote Access Location will be at **LVCSD Central Office** with the alternate at **Ann MacArthur Primary School** and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:
    - **Dr. Kristen Turnow, Superintendent of Schools** **516-277-5001**
    - **TBD, *Assistant Superintendent for C&I*** **516-277-5010**
    - **Dr. Jack Mitchell, Assistant Superintendent for Business** **516-277-5021**
    - **Dr. Neil Testa, Executive Director of Human Resources** **516-277-5063**
    - **Mr. Kenneth Packart, Executive Director of Operations and Technology** **516-277-5213**
    - **Ms. Fotini Kyvelos, Executive *Director of Pupil Personnel Services*** **516-277-5050**
    - **Mr. Erik Nakutavicius, *Director of Facilities*** **516-277-5070**

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

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; Parent Square, and the public media. A school district Public Information Officer (PIO) has been designated to coordinate this effort and act as the central point for all communication. The PIO can be reached at 516-277-5015. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The District tests/exercises our Public Address System on a daily basis.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
    - Overall Operations – we have defined the following decision-making authority for the district: **Superintendent, Assistant Superintendent for Curriculum, Assistant Superintendent for Business, Executive Director of Human Resources and Director of Facilities.** Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held digital radios, cell phones and phone mail, e-mail, district automated phone notification system. All members of the district and building safety teams have access to these forms of communication and will use their discretion in using them to send communication. The chain of command will be followed for determining when and how communication is sent.
    - 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: Dr. Jack Mitchell, *Assistant Superintendent for Business and Human Resources*. We have also established the ability to maintain these essential functions off-site from remote locations as follows: Remote access to district network to complete essential business functions. Off-site function is tested on a continual basis throughout the year.
    - 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 for Business and Human Resources has provided cross-training of staff to ensure essential functions with the Business Administrator and Purchasing agent on a continuous basis. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
    - Hard copy, self-directed lessons
    - Use of mobile media storage devices for lessons (CDs, Jump Drives, IPads)
    - On-line instruction; on-line resources; on-line textbooks

- Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

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

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

PPE & Face Covering Availability:

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

PPE Supply Management

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

Disposable Face Covering Supplies					
Group	Number per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	2000 Masks per Week	24000	12000	6000	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	60	720	360	180	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply for 1 Staff	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	5	60	5 per Week per Staff

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

Response:

Once the District determines the need for activation of a pandemic response based on internal monitoring and correspondence with the Nassau County Department of Health and other experts, the District-Wide School Safety Team will be notified. In addition, each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function.
- 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 Assistant Superintendent of Business will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent of Business will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- **If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at Nassau BOCES.**

(5) Preventing Spread and Disinfection

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces

or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.
Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

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

Classroom/Therapy Rooms:
If necessary, all instructional spaces will be provided with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:
The District will follow the requirements set forth by the NYS DOH and NYSED for common use areas. Smaller common areas, like kitchenettes and copy room areas, should have staggered use. Signage has been posted in common areas to remind staff of health and safety etiquette.

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- If required, 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.
- As required, 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.
- If required, 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 contracted the 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 if needed and as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).

- Handrails
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

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

Trash removal:

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

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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found in Appendix E, Essential Employee Worksheets, page 40.**

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, should the need arise for the District to provide emergency housing for an employee, that employee should contact Central Administration at 516-277-5000.

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 the Office of Emergency Management to determine housing options.

Recovery:

(8) Re-establishing Normal School Function

- 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 de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The 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.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST

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

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

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

1. Planning and Coordination:

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

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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

Essential Employee Worksheet

In the event of a government ordered shutdown similar to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.

1. **Description** – brief description of job function.
2. **Justification** - brief description of critical responsibilities that could not be provided remotely.
3. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
4. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Central Administration Essential Positions

Title	Description	Justification	Work Shift	Protocol
Superintendent	Supervises District Staff	The Superintendent supervises all District staff as well as handles emergency situations arising in the District.	As needed	Self Documented
Cabinet	Supervises Department Staff	The Cabinet Staff supervises all department staff as well as handle emergency situations arising in the District.	As needed/directed	Documented by Direct Supervisor
Clerical/Clerks	Clerical	Perform numerous tasks essential for the operation of the District such as payroll, paying invoices, creating purchase orders and communicating with public	As needed/directed	Documented by Direct Supervisor
Courier	Mail Delivery	Responsible for mail delivery throughout the District – invoices, policies, confidential documents, etc.	As needed/directed	Documented by Direct Supervisor

Essential Employee Worksheet

In the event of a government ordered shutdown similar to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.

1. **Description** – brief description of job function.
2. **Justification** - brief description of critical responsibilities that could not be provided remotely.
3. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
4. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Facilities Department Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Director of Facilities	Supervises all department staff	The DOF supervises all department staff as well as handles all contract work and regulatory work.	As needed/directed	Documented by Direct Supervisor
Maintenance Supervisor	Supervises all maintenance and grounds staff	The Maintenance Supervisor supervises all maintenance and grounds staff which are essential to keep buildings safe and secure.	As needed/directed	Documented by Direct Supervisor
Maintainers	Maintain Buildings	The maintainers repair all electrical, mechanical and structural items necessary in the buildings.	As needed/directed – 7am-3:30pm on staggered shifts	Documented by Direct Supervisor
Groundskeepers	Maintain Grounds	The groundskeepers maintain the outsides of the buildings which is essential for safety, security and keeping rodent population down.	As needed/directed – 7am-3:30pm on staggered shifts	Documented by Direct Supervisor
Head Custodians / Asst. Head Custodians	Supervise Custodians and Cleaners	The Head and Asst. Head Custodians are responsible for maintaining the building and supervising the cleaning staff.	As needed/directed – 7am-3:30pm on staggered shifts	Documented by Direct Supervisor
Custodians / Cleaners	Clean and maintain buildings	The Custodians and Cleaners are responsible for cleaning, disinfecting and maintaining the buildings to ensure a safe and secure environment.	As needed/directed – 7am-3:30pm on staggered shifts	Documented by Direct Supervisor

Essential Employee Worksheet

In the event of a government ordered shutdown similar to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.

1. **Description** – brief description of job function.
2. **Justification -** brief description of critical responsibilities that could not be provided remotely.
3. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
4. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Building Level Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Principals/Asst. Principals	Supervise all Instructional Staff	The Principals and Asst. Principals supervise all instructional staff as well as handle emergency situations arising with their staff and students.	As needed/directed	Documented by Direct Supervisor
Coordinators	Supervise all Department Instructional Staff	The Coordinators supervise all department staff as well as handle emergency situations arising with their staff and students.	As needed/directed	Documented by Direct Supervisor
Clerical/Clerks	Clerical	Perform numerous tasks essential for the operation of the District such as paying invoices, creating purchase orders and communicating with public	As needed/directed	Documented by Direct Supervisor
Food Service Workers	Prepare food	Prepare and distribute meals for those on the free and reduced lunch program	As needed/directed	Documented by Direct Supervisor
Nurses	Assist with Health and safety	Aid in developing reopening plans, determining testing and health protocols and assisting in communication with the District physician, DOH and all stakeholders staff.	As needed/directed	Documented by Direct Supervisor
Technology	Maintain District Phone and Network	Ensure District network is operating correctly to allow for continued security, effective communication and remote learning	As needed/directed	Documented by Direct Supervisor

Teachers	Provide continuity of instruction and support for students	Continue to provide instruction, support students' social-emotional and mental health needs and assist with identifying and intervening on behalf of at-risk students.	As needed/directed	Documented by Direct Supervisor
Building Level Essential Positions				
Title	Description	Justification	Work Shift	Protocol
TAs	Provide student and staff support, including but not limited to meeting instructional mandates	Support the instruction in the virtual classroom and assist in tending to students' social-emotional an d mental health needs	As needed/directed	Documented by Direct Supervisor
Monitors	Support daily operations	Provide operational support to building administrators	As needed/directed	Documented by Direct Supervisor
Security Guard	Provide District wide security services	Provide security services across the District	As needed/directed	Documented by Direct Supervisor

Essential Employee Worksheet

In the event of a government ordered shutdown similar to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.

1. **Description** – brief description of job function.
2. **Justification** - brief description of critical responsibilities that could not be provided remotely.
3. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
4. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Transportation Department Essential Positions

Title	Description	Justification	Work Shift	Protocol
Director of Transportation	Supervises all department staff	Supervises all department staff as well as aides in creating reopening/transition plans	As needed/directed	Documented by Direct Supervisor
Clerical	Clerical	Pay invoices, create purchase order and aid in creating reopening/transition plans	As needed/directed	Documented by Direct Supervisor
Bus Driver	Drive district owned buses	To deliver food, chrome books, etc. throughout the District.	As needed/directed	Documented by Direct Supervisor
Auto Mechanics	Repair of district buses and vehicles	The Auto Mechanics are responsible to maintain the district bus fleet, including required DOT inspections.	As needed/directed – 7am-3:30pm on staggered shifts	Documented by Direct Supervisor

APPENDIX E

Remote Instruction Plan & Student Access Survey

Locust Valley Central School District

Instructional Plan - Emergency Closure

Overview

Regularly scheduled instruction days can be affected by severe weather, emergency building conditions, or other unforeseen events. In each case, the district will communicate the plan for the day with staff, parents, and guardians regarding the format of the instructional day. The table below outlines the district responses to an emergency event that disrupts regular instruction:

District Closure - Non-Instructional Day	District schools and offices are closed; all after-school activities are canceled. (Traditional ***Snow Day***)
District Closure - Remote Instruction Day	School buildings and offices are closed; all after-school activities are canceled. Students and staff work remotely from home using prepared materials. Teachers are reachable via email (See details below.)
Major Disruption - Sustained Remote Instruction	A prolonged period of remote instruction due to a major disruption. District schools and offices follow the long-term remote plan (See detailed below.)

School Calendar - Instructional Days

To ensure our students receive a full year of learning, our school calendar is built with 182 instructional days, two more than the 180 days required by New York State.

These two extra days are our "built-in" snow days. This means we can close school for up to two days for emergencies, like a snowstorm, without needing to make up the time.

If we have more than two emergency closures, we may switch to remote instruction for any additional days. This allows us to meet the state's 180-day requirement and helps us avoid extending the school year.

What to Expect on a Remote Instruction Day

On a remote instruction day, our approach is tailored to meet the unique needs of different age groups. We consider students' developmental stages, curriculum requirements, and access to technology to create an effective learning experience for everyone.

For Elementary Students (Grades K-5): Your child's day will be more structured, focusing on the foundational skills in core subjects. Learning will include a blend of guided instruction with their teacher and independent activities that are engaging and age-appropriate.

For Secondary Students (Grades 6-12): Reflecting their growing independence, older students will have more autonomy over their learning. They will work more independently on assignments and projects, managing their time and resources.

Teacher Support: No matter the grade level, our teachers will be actively engaged and available to support your child. They will communicate their schedules and be available throughout the day to answer questions and provide assistance via email and other class platforms.

Elementary School (Grades K-5)

A ***Remote Instruction Day*** package is sent home by the classroom teacher that includes everything your child needs for a ***Remote Instruction Day***. The package will have a plan for you to follow, and all the materials your child needs to complete the activities.

While there is no 'Live' instruction, there is a combination of academic and special area work to complete. The assignments are age appropriate and should challenge your child's academic and creativity skills. Expect that students will be discussing their independent work when they return to school.

During emergency ***Remote Instruction Days***, parents/guardians of K-5 students are expected to provide the following support:

- **Create a quiet learning space:** Find a designated area in the home that is free from distractions.
- **Provide basic supplies:** Ensure children have the Remote Day Instruction Plan, sent home by the classroom teacher, and the necessary materials like paper, pencils, crayons, and markers.
- **Monitor progress:** Check in periodically to ensure students are engaged in activities and completing tasks.
- **Encourage independence:** Guide students to work independently as much as possible, while providing support when needed.
- **Read aloud:** Share books with children and discuss the stories together.
- **Communicate with the teacher:** Reach out to the teacher with any questions or concerns.

The goal is to create a positive learning experience for young children, even during unexpected disruptions. By working together, parents and teachers can ensure that students continue to learn and grow.

Middle School & High School

Prepared Instruction

During short-term emergency closures, middle and high school students will engage in subject-specific assignments designed to maintain learning momentum. These assignments will be posted on Google Classroom clearly identified under the topic ***Remote Instruction***. Teachers will review the completed work upon return to in-person instruction. Students should anticipate approximately 30 minutes of work for each core subject (English, LOTE, Math, Science, and Social Studies) and 15 minutes for each elective.

Parental Support:

During remote learning, parents are encouraged to actively monitor their child's progress and provide support as needed. This includes ensuring their child has access to their school-provided Chromebook and a quiet workspace conducive to learning. Parents requiring assistance with WiFi access should complete the Connectivity Request Form. For any questions or concerns regarding their child's remote learning, parents are encouraged to communicate directly with the teacher.

Sustained Remote Instruction

Full-Time Remote Learning

Elementary Daily Schedule:

- **Morning Routine:** Students will begin their day with a live morning meeting to set intentions for the day.
- **Core Academic Subjects:** Students will engage in live, synchronous instruction for core subjects, with a focus on interactive learning activities and collaborative work.
- **Specialized Instruction:** Students will receive specialized instruction, such as art, music, and physical education, through a combination of live and pre-recorded lessons.
- **Independent Work:** Students will complete assignments, practice skills, and engage in self-directed learning.
- **Social-Emotional Learning:** Dedicated time will be allocated for social-emotional learning activities, including mindfulness exercises, group discussions, and virtual field trips.

Students will log into their Google Classrooms at the times listed below to attend their classes. If teachers are absent in grades K-12, work will be uploaded to the Google Classroom to complete. If a student is absent, a parent/guardian should contact the attendance office. Students should email their teachers directly if they have difficulty accessing the Google Classroom.

Elementary Emergency Closure Remote Schedule

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

Secondary Daily Schedule:

To ensure a productive and engaging learning experience during a Remote Instruction Day, we will be implementing a slightly shortened bell schedule. This allows us to cover all core subjects while minimizing potential student fatigue.

Here's what you can expect:

- Shorter Periods: Each class period will be slightly shorter than usual, allowing for a quicker pace and fewer breaks throughout the day.
- All Subjects Included: Students will still receive instruction in all their regular subjects, ensuring they don't miss out on any important learning.
- Teacher Adjustments: Teachers will adapt their lesson plans to focus on the most essential learning objectives within the shorter timeframe.
- Engaging Online Tools: We will utilize interactive online platforms and tools to keep students actively involved and motivated during their shorter class periods.

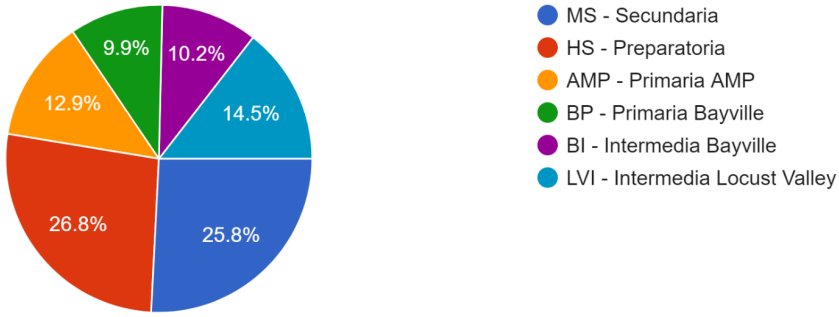
We believe this approach will provide a balance between efficient learning and student well-being on Remote Instruction Days.

Secondary Emergency Closure Remote Schedule

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

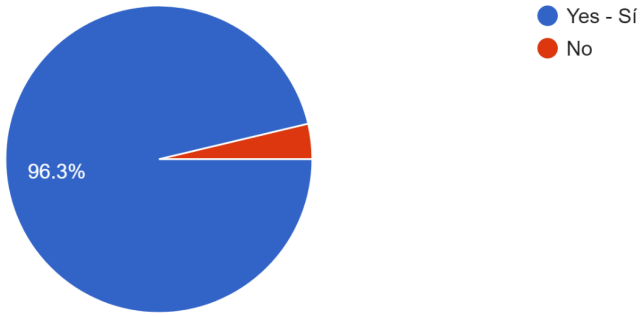
Select School or Building-Seleccionar escuela o edificio

1,023 responses



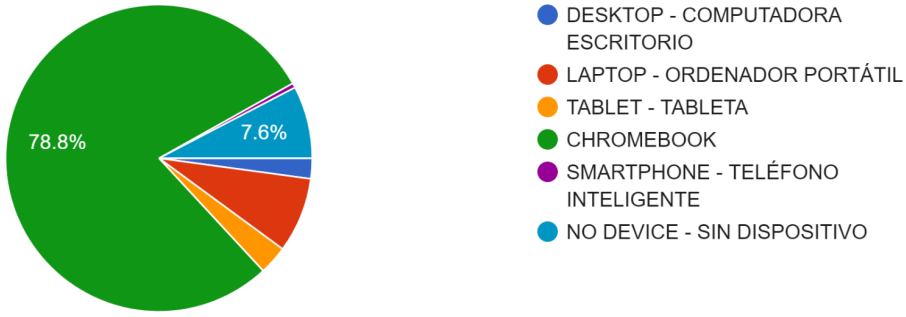
Did the school district issue your child a dedicated school or district-owned device for their use during the school year? - ¿El distrito escolar le ent...dad del distrito para su uso durante el año escolar?

1,023 responses



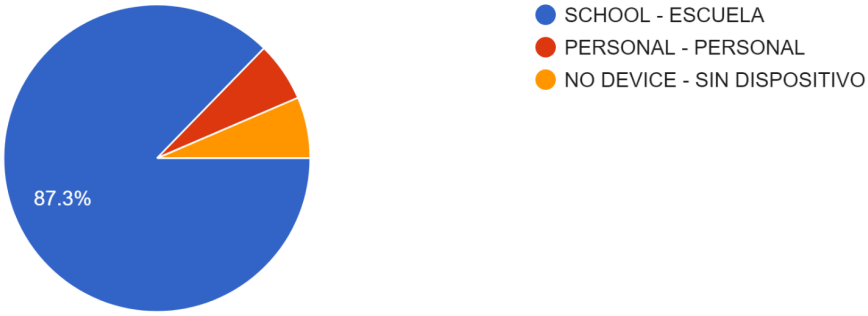
What is the device your child uses most often to complete learning activities away from school? (This can be a school-provided device or another d...más frecuencia para completar su trabajo escolar).

1,023 responses



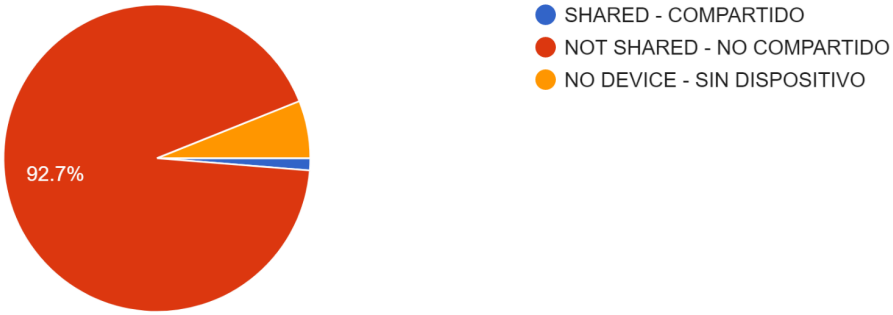
Who is the provider of the primary learning device identified in question 2? (This can be a school-provided device or another device, whicheve...ás frecuencia para completar su trabajo escolar).

1,023 responses



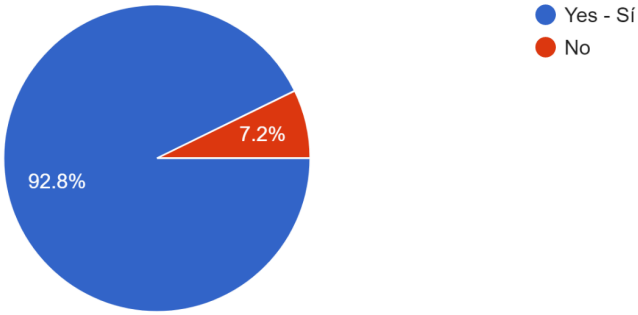
Is the primary learning device (identified in question 2) shared with anyone else in the household? -¿El dispositivo de aprendizaje principal (identifi...regunta 2) se comparte con alguien más en el hogar?

1,023 responses



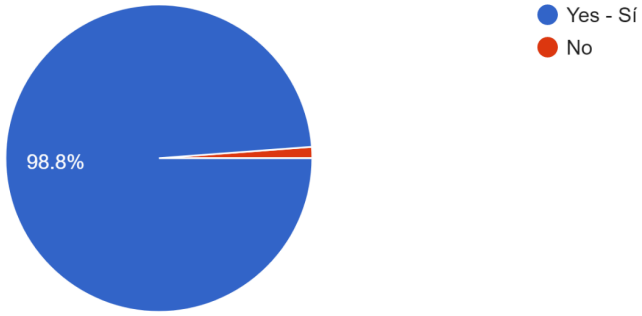
Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school? -¿Es el di... las actividades de aprendizaje fuera de la escuela?

1,023 responses



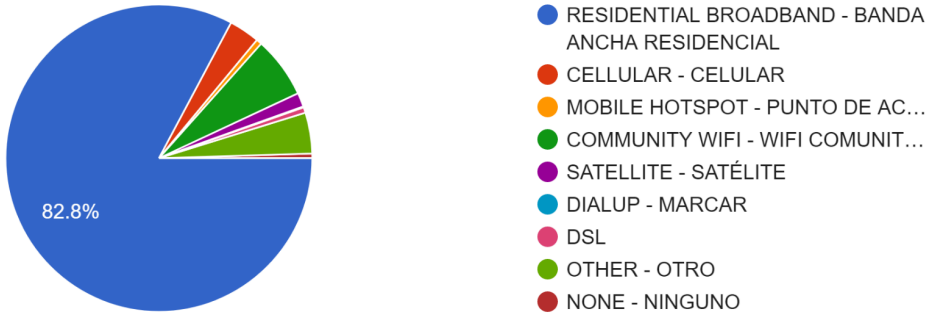
Is your child able to access the internet in their primary place of residence? - ¿Su hijo puede acceder a Internet en su lugar de residencia principal?

1,023 responses



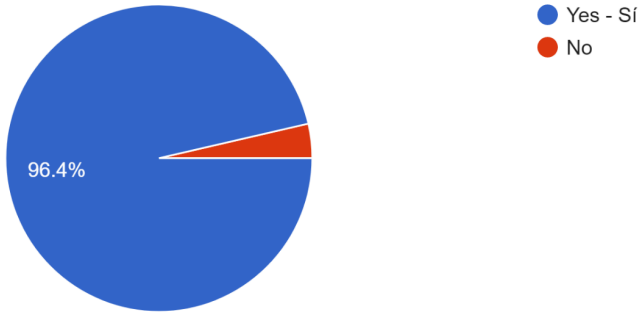
What is the primary type of internet service used in your child's primary place of residence? -¿Cuál es el tipo principal de servicio de Internet que se utiliza en el lugar de residencia principal de su hijo?

1,023 responses



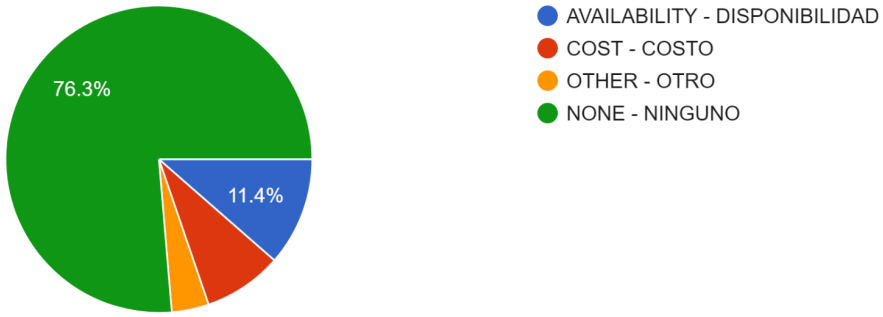
In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without int...por un rendimiento de Internet lento o deficiente?

1,023 responses



What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence? -¿Cuál es, si existe, la b...iable en el lugar de residencia principal de su hijo?

1,023 responses



APPENDIX F

Threat Assessment Guidance

U.S. Department of Homeland Security
United States Secret Service
Creating a Comprehensive Targeted Violence Prevention Plan

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

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

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

U. S. Secret Service Recommendations	NYS Requirements & Guidelines
Step 1: Threat Assessment Team a. District-wide or School Building Team b. Variety of Disciplines c. Specific Designated Leader d. Protocols and Procedures e. Meet on a Regular Basis	The SAVE legislation requires school districts to have a **District-wide School Safety Team; Building-level Emergency Response Team; Emergency Response Team and Post-Incident Response Team**. There is cross-sectional representation of the school community with specific leadership. Teams are encouraged to meet at least 4 times annually and many meet monthly.
Step 2: Define Prohibited & Concerning Behaviors a. Threatening or Violent Actions; Weapons; Bullying/Harassment; Criminal Behavior. b. Performance Decline; Absenteeism; Withdrawal/Isolation; Change in Behavior or Appearance; Drug/Alcohol Use; Depression or other Emotional/Mental Health Symptoms. c. Threshold for Intervention Should be Low. d. Identify Other Concerning Statements or Actions.	The SAVE legislation also has requirements for recognizing, reporting and documenting threatening and violent actions through **School Safety and the Educational Climate (SSEC)** provisions. This consists of the **Dignity for all Students Act (DASA)** and **Violent and Disruptive Incident Reporting (VADIR)** which includes Homicide; Sexual Offense; Assault; Weapons Possession; Discrimination, Harassment, and Bullying; Bomb Threats; False Alarms; and Use, Possession and Sale of Drugs and Alcohol. The mandated **Code of Conduct sets** the Standard.
Step 3: Create a Central Reporting Mechanism a. Establish One or More Reporting Mechanisms (on-line, email, phone, etc.) b. Promote and Provide Training on Reporting System. Make sure everyone knows their roles. c. Establish monitoring and response protocols. d. Establish anonymous reporting procedures. e. Act quickly, appropriately and maintain confidentiality.	Reporting systems exist and anonymous reporting is encouraged. In New York State schools are encouraged to adopt the concept **"If You See Something, Say Something."** There are existing requirements for reporting of child abuse in the home along with training for mandated reporters. Additional requirements exist for reporting of suspected child abuse within the educational setting. Timeframes are established for reporting.
Step 4: Threshold for Law Enforcement a. Weapons, threats, physical violence, safety of individual. b. Importance of law enforcement representation on team.	The SAVE legislation requires representation of law enforcement on the Building-level Emergency Response Team. School districts are encouraged to report weapons, threats, physical violence, and anything concerning the safety of an individual to law enforcement.
Step 5: Establish Threat Assessment Procedures a. Standardized Incident Form. b. Consider different sources of information.	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

c. Examine online social media, desks, lockers. d. Examine academic, disciplinary, law enforcement and other formal records. e. Establish rapport with student and guardian. f. Evaluate the behavior in the context of age and social/emotional development. g. Investigate Themes: Motives; Communications, Inappropriate Interests; Weapons Access; Stressors; Emotional or Developmental Issues; Desperation or Despair; Violence as an Option; Concerned Others; Capacity to Carry Out an Attack; Planning; Consistency; Protective Factors.	be shared with parents, students and staff by October 1st of each school year.
Step 6: Develop Risk Management Options a. Individualized Management Plan. b. Need for Monitoring or Guidance. c. Available Resources. d. Removal and its impact on monitoring and maintaining connection. e. Notify law enforcement immediately if student is thinking about or planning to engage in violence. f. Address the safety of any potential targets. g. Create a situation that is less prone to violence. h. Remove or redirect the student's motive. i. Reduce the effect of stressors.	Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.
Step 7: Create/Promote Safe School Climate a. Build a culture of safety, respect, trust and social/emotional support. b. Encourage teachers/staff to build positive, trusting relationships with students. c. Break down "codes of silence." d. Help students feel connected to the school community and classmates. e. Identify clubs or teams at school. f. Support Positive Behavioral Interventions and Supports (PBIS) programs. g. Encourage student involvement.	The Dignity for all Students Act (DASA) promotes a safe school climate through requirements for Dignity Act Coordinators in school buildings. DASA Coordinators are required to complete specific training in order to fulfill their responsibilities.
Step 8: Conduct Training for all Stakeholders a. School safety is everyone's responsibility. b. All employees require training. c. Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality. d. Parents need training on their role in the threat assessment process. e. Law enforcement can provide training and should also be aware of the threat assessment process.	Training is required on many different levels. Teacher/Administrator certification requires 2-hours of training for both Child Abuse and Violence Prevention. Annual school safety training for all students and staff is required to be completed by September 15th of every school year. Parents are made aware of their role by providing them with a copy of the Code of Conduct and summary of Emergency Response Procedures. School districts work closely with law enforcement to provide training and establish procedures.

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.

Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

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

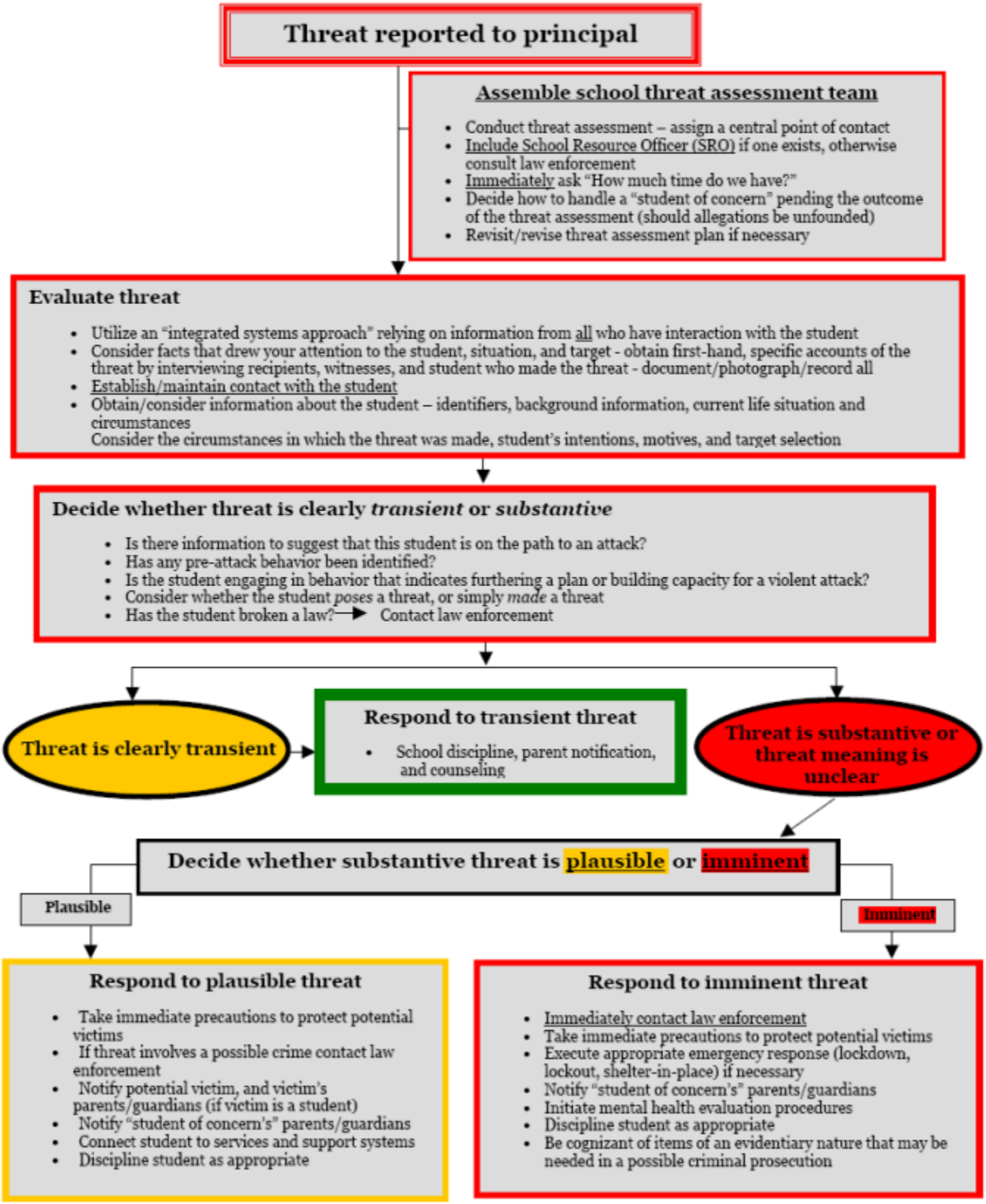
3.	**Have there been any communications suggesting ideas or intent to attack?**
	• What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?
	• Have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

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

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

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

New York State Police Threat Assessment Model, (2007)



A2

APPENDIX G

CARDIAC EMERGENCY RESPONSE PLAN (CERP)

LOCUST VALLEY CSD CARDIAC EMERGENCY RESPONSE PLAN (CERP)

Cardiac Emergency Response Plan

Locust Valley Central School District

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a sudden cardiac arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of sudden cardiac arrest – an individual who has collapsed and is

- Not moving, unresponsive, unconscious, *and*
- Not breathing normally (may have irregular breathing, gasping or gurgling, or may not be breathing at all).
- There may be seizure or convulsion-like activity.

The Cardiac Emergency Response Plan shall be as follows:

1. **Cardiac Emergency Response Team**

A. A Cardiac Emergency Response Team shall be developed. (**Attachment 1A**)
B. Members of the Cardiac Emergency Response Team are identified in the "Cardiac Emergency Response Team" (**Attachment 1B**) to be updated annually and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
C. All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
D. As many other staff members as reasonably practicable shall receive training in hands only CPR and the use of an AED.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

(a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.

(b) The protocol for responding to a cardiac emergency is described in Section 10 - Protocol for Cardiac Emergency Response Team.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

(a) Minimum recommended number of AEDs:

(1) *Inside the school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 3 minutes of being notified of a possible cardiac emergency.

(2) *Outside the school building* on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site

athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 3 minutes of being notified of a possible cardiac emergency.

(b) **The LVCSD** will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity.

(c) The school shall designate the CERP Coordinator to be responsible for verifying equipment readiness and for maintaining maintenance records.

(d) Additional Resuscitation Equipment: A resuscitation kit shall be available. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes, and a CPR barrier mask.

(e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs will have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the CERT Protocol.

(f) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.

(f) The location of the AEDs in each Building can be found in **Attachment 2A**

(g) Instructions for the use of the AED shall be posted next to the AED

(**Attachment 2B**)

4. <u>Communication of this Plan throughout the school campus</u>

(a) The Cardiac Emergency Response Protocol shall be *posted* as follows:

(1) Adjacent to each AED.

(2) In each classroom, cafeteria, restroom, health room, faculty break room, and in all school offices (preferably adjacent to the telephone).

(3) In the gym and in all other indoor locations where athletic activities take place.

(4) At other strategic school campus locations, including outdoor physical education and athletic areas.

(b) The Cardiac Emergency Response Protocol shall be *distributed to*:

(1) All staff and administrators at the start of each school year, with updates distributed as made.

(c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel.

(d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school, building, or location. A signed

acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school may agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property. (**Attachment 3A**)

5. <u>Training in Cardiopulmonary Resuscitation (CPR) and AED Use</u>

(a) Staff Certification/Training:

(1) In addition to the CERT Team and the school nurse, a sufficient number of staff shall be certified in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable the successful use of this Plan.

• The school shall designate the person responsible for coordinating staff training/certification as well as the medical contact for school based AEDs, if available.

• Training/certification shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association or similar certifying organization guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).

• Training may be traditional classroom, on-line, or blended instruction but should include cognitive learning, hands-on practice, and testing.

• Certification shall be renewed at least every two years or according to the certifying organization guidelines.

(2) In addition to the staff certified in CPR/AED, as many other staff members as reasonably practicable shall receive training in hands only CPR and the use of an AED.

6. <u>Cardiac Emergency Response Drills</u>

Cardiac Emergency Response Drills are an essential component of this Plan.

(a) The LVCSD shall conduct a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of staff. Athletic trainers, team and consulting physicians, school nurses, coaches, maintenance, security, and other targeted responders shall be included in the Drill(s). A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. (**Attachment 4A**)

(b) A Cardiac Emergency Response Drill Report shall be prepared and maintained for each Drill. (**Attachment 4A**) (THe LVCSD may consider incorporating the use of students in the Drills.)

(c) These reports shall be maintained for a minimum of 5 years with other safety documents. **7. <u>Local Emergency Medical Services (EMS) integration with the school/school district's plan</u>**

(a) A copy of this Plan shall be given to the local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).

(b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.

(c) **The LVCSD** shall work with local emergency response agencies to

1) Coordinate this Plan with the local emergency response system and
2) Inform local emergency response system of the number and location of on-site AEDs.

8. <u>Post-Event Review</u>

(a) A *post-event review* shall follow any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function.

(b) Post-event documentation using the Cardiac Emergency Response Plan Post Event Review (**Attachment 5A**) shall include:

(1) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.

(2) The identification of the person(s) who responded to the emergency.

(3) The outcome of the cardiac emergency. This shall include, but not be limited to, a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.

(4) An evaluation of whether the Plan and Protocol was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and Protocol and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

(5) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

9 <u>Annual Review and Evaluation of the Plan</u>

The LVCSD shall conduct an annual internal review of the school's Cardiac Emergency Response Plan during Superintendents Conference Day using the Annual Cardiac Emergency Response Plan (CERP) Evaluation form (**Attachment 6A**) and Annual Review of Drills form (**Attachment 6B**).

The annual review should focus on ways to improve the school's response process.

At the annual review a determination will be made as to whether additions, changes, or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.

10. Protocol for Cardiac Emergency Response Team

Sudden cardiac arrest events can vary greatly. Faculty, staff, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties as outlined in the Cardiac Emergency Response Protocol (Attachment 7). Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

ATTACHMENTS

- Attachment 1A – Developing CER Team
- Attachment 1B – Cardiac Emergency Response Team Roster
- Attachment 2A – AED Map Location
- Attachment 2B – Procedure for Use of AED
- Attachment 3A – Letter to Facility Users/Renters
- Attachment 4A – Practice Drills
- Attachment 5A – Post SCA Event Review
- Attachment 6A – Annual CERP Evaluation
- Attachment 6B – Annual Review of Drills
- Attachment 7 - Cardiac Emergency Response Protocols

Cardiac Emergency Response Team

What is a Cardiac Emergency Response Team (CERT)?

The Cardiac Emergency Response Team is a group of school staff members who have current CPR/AED training and are designated to respond to and provide CPR/use an AED during a cardiac emergency.

The CERT should be established prior to the start of each school year to plan, implement, and evaluate the school's Cardiac Emergency Response Plan (CERP).

Who are potential members of a Cardiac Emergency Response Team?

Potential team members include:

- Staff members - School nurse
- School administrators - Health and physical educators - Athletic director/athletic trainer - Coaches or after-school event advisors

What are the roles of a Cardiac Emergency Response Team?

Roles of the team include:

- Read, be familiar with, the Cardiac Emergency Response Plan.
- Commit to respond to and provide basic life support during a cardiac emergency - Meet monthly to plan, implement, and evaluate the Cardiac Emergency Response Plan - Evaluate the Cardiac Emergency Response Plan annually and provide feedback & data - Assist with the annual update of the Cardiac Emergency Response Plan
- Establish and maintain current CPR/AED certification.

In addition to the CERT, it is recommended that as many other staff members as reasonably practicable shall receive training in hands only CPR and the use of an AED.

Attachment 1A

LVCSD MIDDLE SCHOOL / HIGH SCHOOL - CARDIAC EMERGENCY RESPONSE TEAM

2025/2026 School Year

The following persons compose the Cardiac Emergency Response Team.

All members shall have current CPR/AED training and are hereby designated to respond to and provide basic life support during a cardiac emergency. Those closest to the emergency shall be contacted first.

Team Member Name	CPR/AED Training Expiration	LOCATION Room Number	LOCATION #2 Alternate Location	During School Hours Phone/Extension	After-School Hours Phone/Extension
Team Coordinator - Cayla Valente	5/2026	137	N/A	516-277-5115	516-277-5115 (until 2:30)
Melissa Schiappi	12/2027	137	N/A	516-277-5215	516-277-5215 (until 3pm)
Tim Bellisari	11/2027	110, 114, 225,231	Gym	516-277-5180	516-277-5175
Tim Lomot	8/2026	Gymnasium	Boys MS PE office	516-277-5180	516-277-5175
Rachel McShane	05/2027	157	155*	x1157	516-521-0595

_____Cayla Valente_____ _____1/7/2026_____

School Nurse Date

Note: Other students and staff not listed here may initiate a response and provide basic life support as needed if Team Members are not immediately available.

Attachment 1B

LOCUST VALLEY INTERMEDIATE SCHOOL CARDIAC EMERGENCY RESPONSE TEAM

2025/2026 School Year

The following persons compose the Cardiac Emergency Response Team.

All members shall have current CPR/AED training and are hereby designated to respond to and provide basic life support during a cardiac emergency. Those closest to the emergency shall be contacted first.

Team Member Name	CPR/AED Training Expiration	LOCATION Room Number	LOCATION #2 Alternate Location	During School Hours Phone/Extension	After-School Hours Phone/Extension
Team Coordinator - Nicole Evangelista	04/2026	1st Flr - Nurse office	Contact Main Office to Radio Nurse	516-277-5315	917-502-9963
Dan McAndrew	2/29/26	Gym	Gym Office	516-277-3029	516-680-2370
Alexis Provetto	4/9/2026	LVI/ 1st floor / Psychologist Office	AMP/ Room 8 Psychologist Office	516-277-5356	914-227-8040
Tomasina Cornetta	5/31/26	Rm. 14		516 277-3014	516-652-7280

_Nicole Evangelista_____ ____1/7/2026_____

School Nurse Date

Note: Other students and staff not listed here may initiate a response and provide basic life support as needed if Team Members are not immediately available.

Attachment 1B

ANN MACARTHUR PRIMARY SCHOOL - CARDIAC EMERGENCY RESPONSE TEAM

2025/2026 School Year

The following persons compose the Cardiac Emergency Response Team.

All members shall have current CPR/AED training and are hereby designated to respond to and provide basic life support during a cardiac emergency. Those closest to the emergency shall be contacted first.

Team Member Name	CPR/AED Training Expiration	LOCATION Room Number	LOCATION #2 Alternate Location	During School Hours Phone/Extension	After-School Hours Phone/Extension
Team Coordinator - Tracey Taylor	4/2027	Nurse's Office	Main Office	516-277-5365	516-589-1593
Daniella Castellanos	1/2027	Gym	Back Field	516-277-6890	201-421-6142
Brian Berglund	8/2026	Room 21	APR	516-277-6021	516-672-4213
Christina Giffone	6/2026	Room 9	Room 4	516-277-6009	929-276-7036

Tracey Taylor_____ ____1/7/2026_____

School Nurse Date

Note: Other students and staff not listed here may initiate a response and provide basic life support as needed if Team Members are not immediately available.

Attachment 1B

BAYVILLE INTERMEDIATE SCHOOL - CARDIAC EMERGENCY RESPONSE TEAM

2025/2026 School Year

The following persons compose the Cardiac Emergency Response Team. All members shall have current CPR/AED training and are hereby designated to respond to and provide basic life support during a cardiac emergency. Those closest to the emergency shall be contacted first.

Team Member Name	CPR/AED Training Expiration	LOCATION Room Number	LOCATION #2 Alternate Location	During School Hours Phone/Extension	After-School Hours Phone/Extension
Team Coordinator - Suzanne Gaeta	4-1-2027	1st Flr - Nurse		516-277-5415	516-528-3043
Bill Calandra	11/13/26	1st Flr- Rm. 15		516-277-4015	516-639-3425
Frank Kollias	11-13-26	Gym		516-277-4898	516-841-7364
Tomasina Cornetta	5/31/26	Basement- Rm. 23	LVI	516-277-4023	516-652-7280

Suzanne Gaeta_____ 1/7/2026_____

School Nurse Date

Note: Other students and staff not listed here may initiate a response and provide basic life support as needed if Team Members are not immediately available.

Attachment 1B

BAYVILLE PRIMARY SCHOOL - CARDIAC EMERGENCY RESPONSE TEAM

2025/2026 School Year

The following persons compose the Cardiac Emergency Response Team.

All members shall have current CPR/AED training and are hereby designated to respond to and provide basic life support during a cardiac emergency. Those closest to the emergency shall be contacted first.

Team Member Name	CPR/AED Training Expiration	LOCATION Room Number	LOCATION #2 Alternate Location	During School Hours Phone/Extension	After-School Hours Phone/Extension
Team Coordinator - Brenna Toy	4/20/27	Nurse's Office	Contact Main Office - x5451	516-277-5465	516-304-2325
Carolyn Morales	8/2026	RM 13	Contact Main Office - x5451	516-277-8013	516-965-8002
Kristen Murray	5/17/27	Gym	Contact Main Office - x5451	516-277-8898	631-806-9988
Victoria Shishkoff	6/2027	RM 1	Contact Main Office - x5451	516-277-8001	516-761-7501
Lindsay Morgan	6/2027	RM 4	Contact Main Office - x5451	516-277-8804	516-965-9334

Brenna Toy_____ ___1/7/2026_____

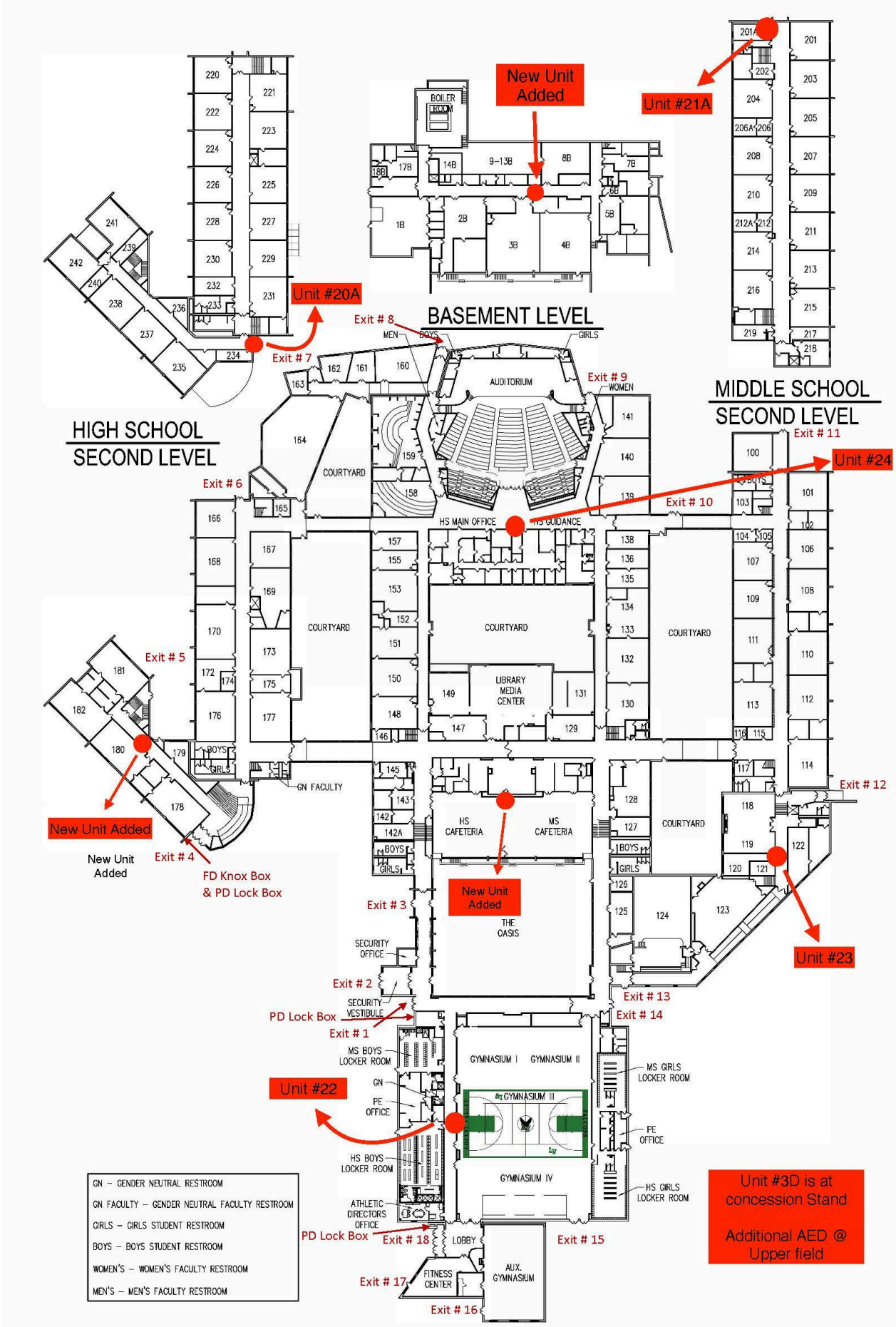
School Nurse Date

Note: Other students and staff not listed here may initiate a response and provide basic life support as needed if Team Members are not immediately available.

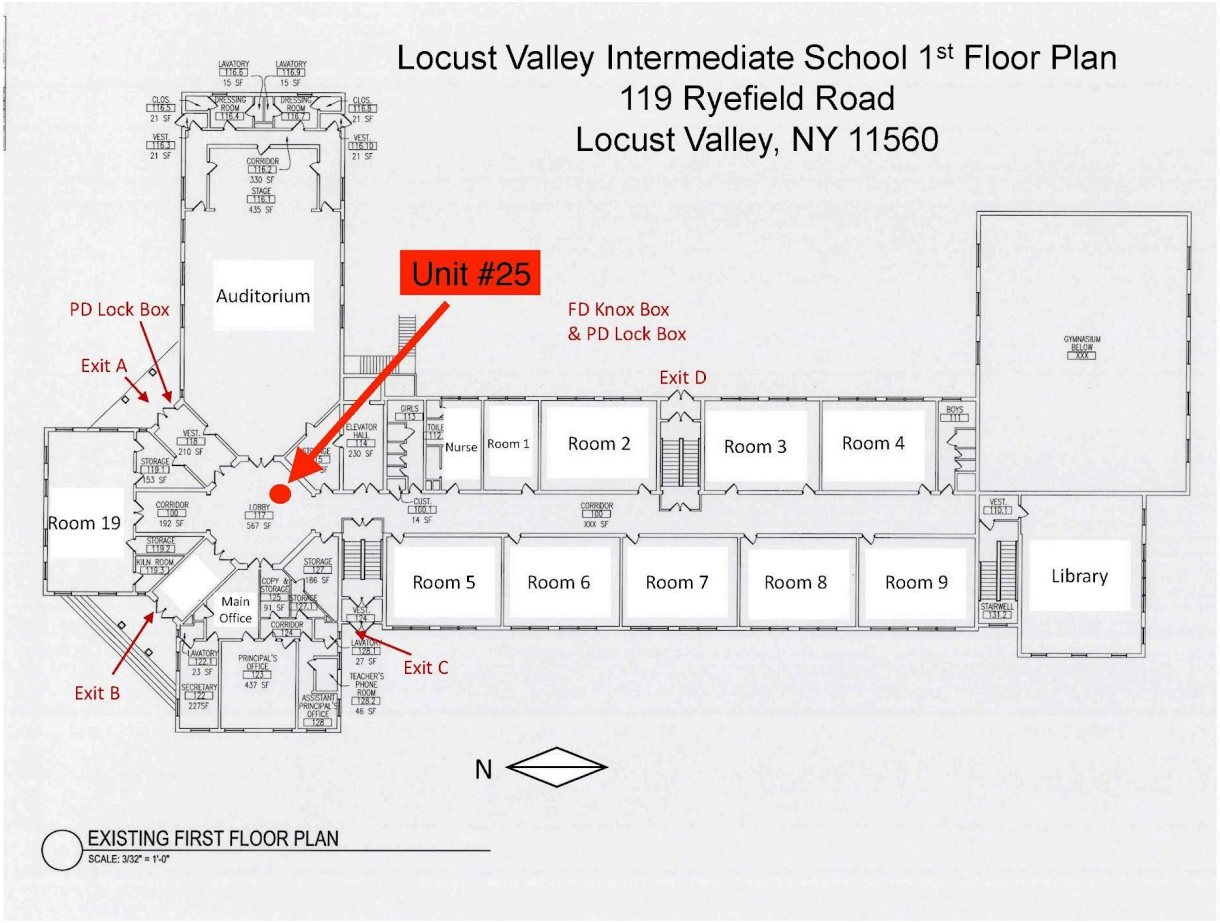
Attachment 1B

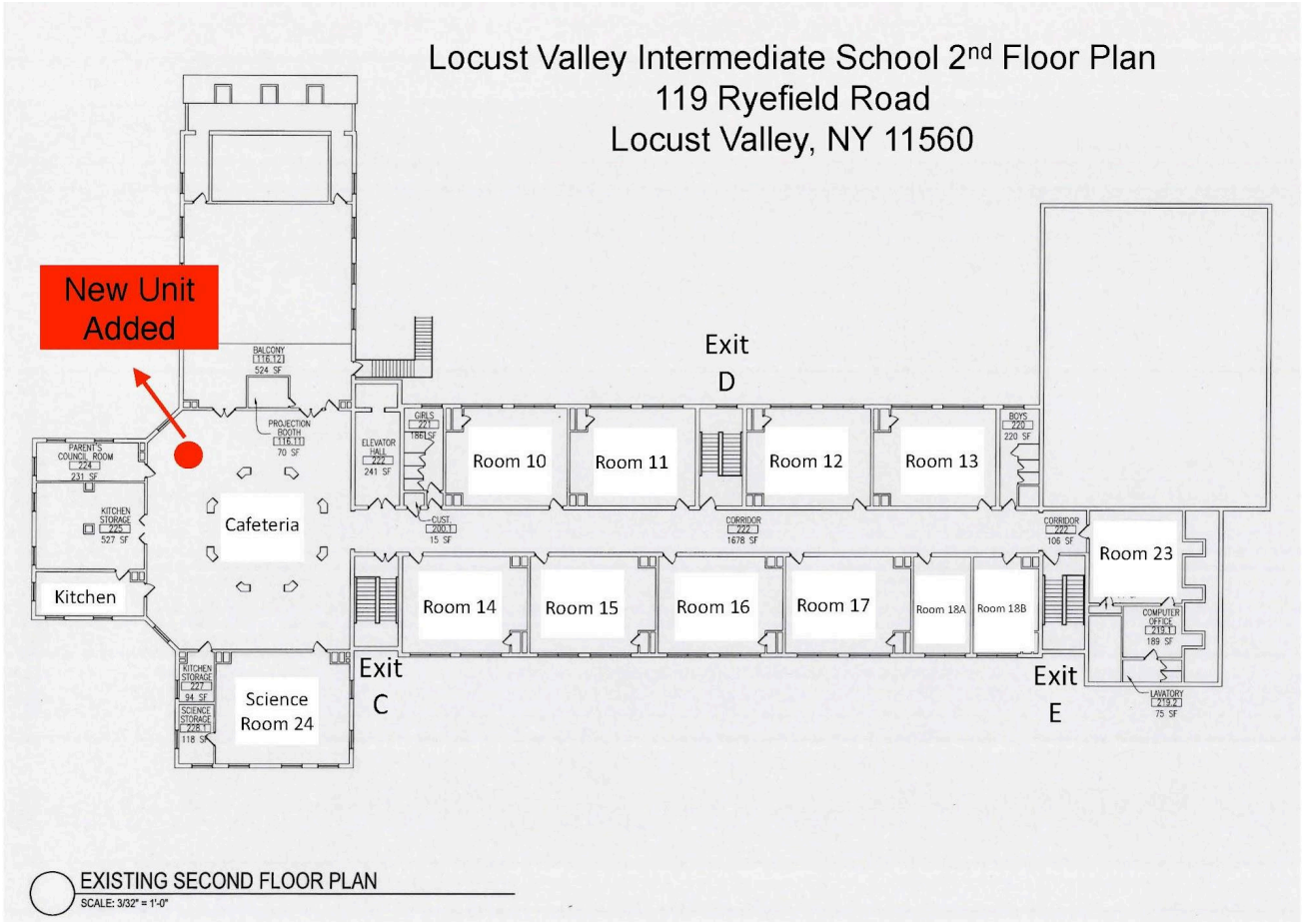
Attachment 2A

AED LOCATIONS

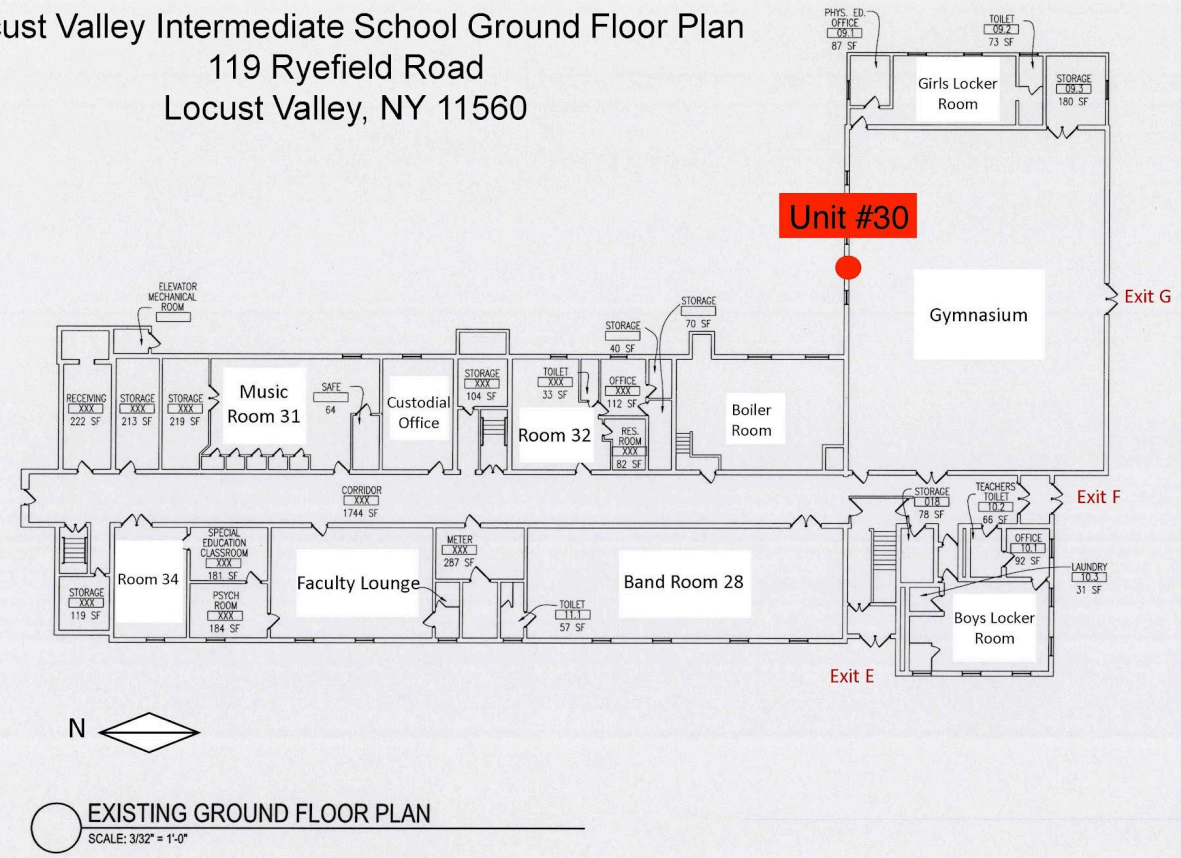


LOCUST VALLEY MIDDLE SCHOOL / HIGH SCHOOL
FIRST LEVEL


Locust Valley Intermediate School 1st Floor Plan
119 Ryefield Road
Locust Valley, NY 11560
Unit #25
PD Lock Box
Exit A
Auditorium
FD Knox Box
& PD Lock Box
Exit D
Room 19
Nurse
Room 1
Room 2
Room 3
Room 4
Room 5
Room 6
Room 7
Room 8
Room 9
Library
Main Office
Exit B
Exit C
N
EXISTING FIRST FLOOR PLAN
SCALE: 3/32" = 1'-0"


Locust Valley Intermediate School 2nd Floor Plan
119 Ryefield Road
Locust Valley, NY 11560
New Unit Added
Exit D
Exit C
Exit E
Cafeteria
Kitchen
Science Room 24
Room 10
Room 11
Room 12
Room 13
Room 14
Room 15
Room 16
Room 17
Room 18A
Room 18B
Room 23
EXISTING SECOND FLOOR PLAN
SCALE: 3/32" = 1'-0"

Locust Valley Intermediate School Ground Floor Plan
119 Ryefield Road
Locust Valley, NY 11560

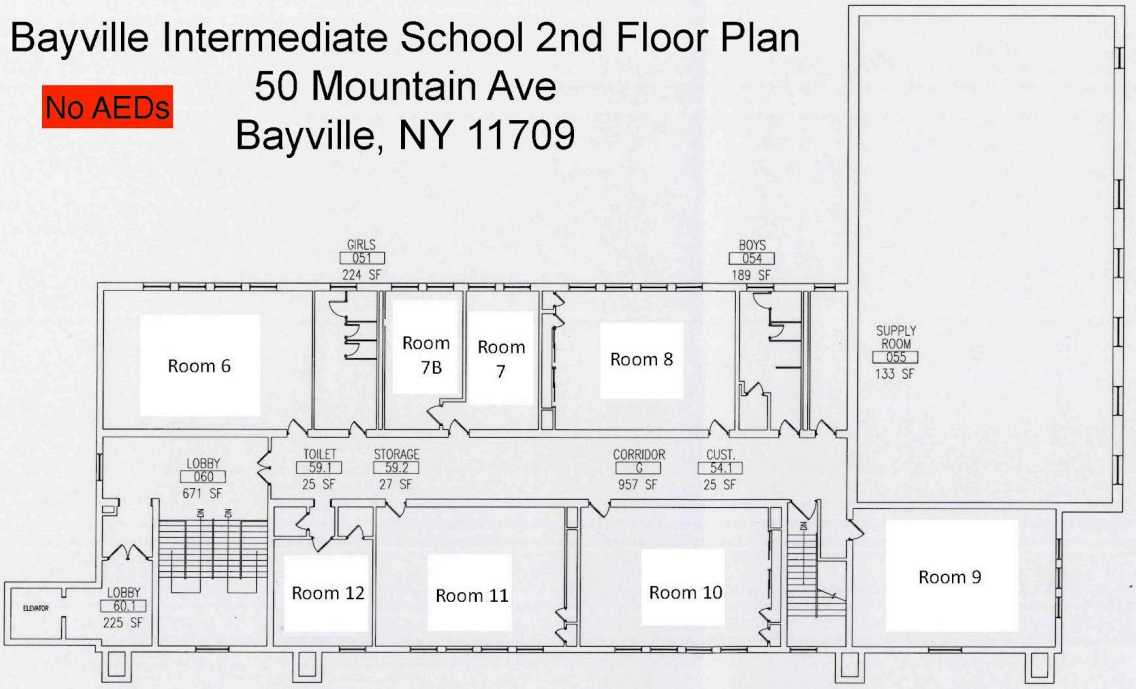


EXISTING GROUND FLOOR PLAN
SCALE: 3/32" = 1'-0"

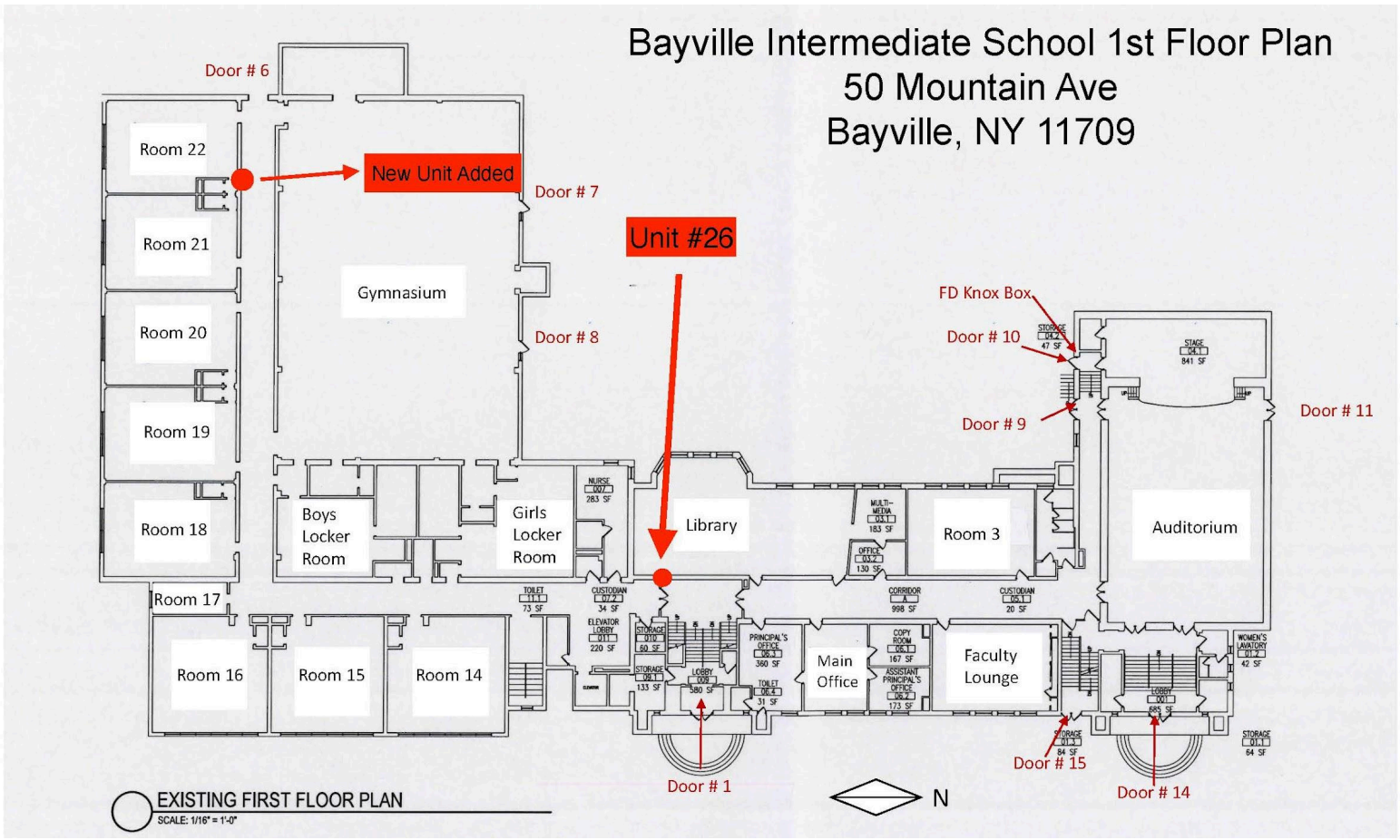
Bayville Intermediate School 2nd Floor Plan

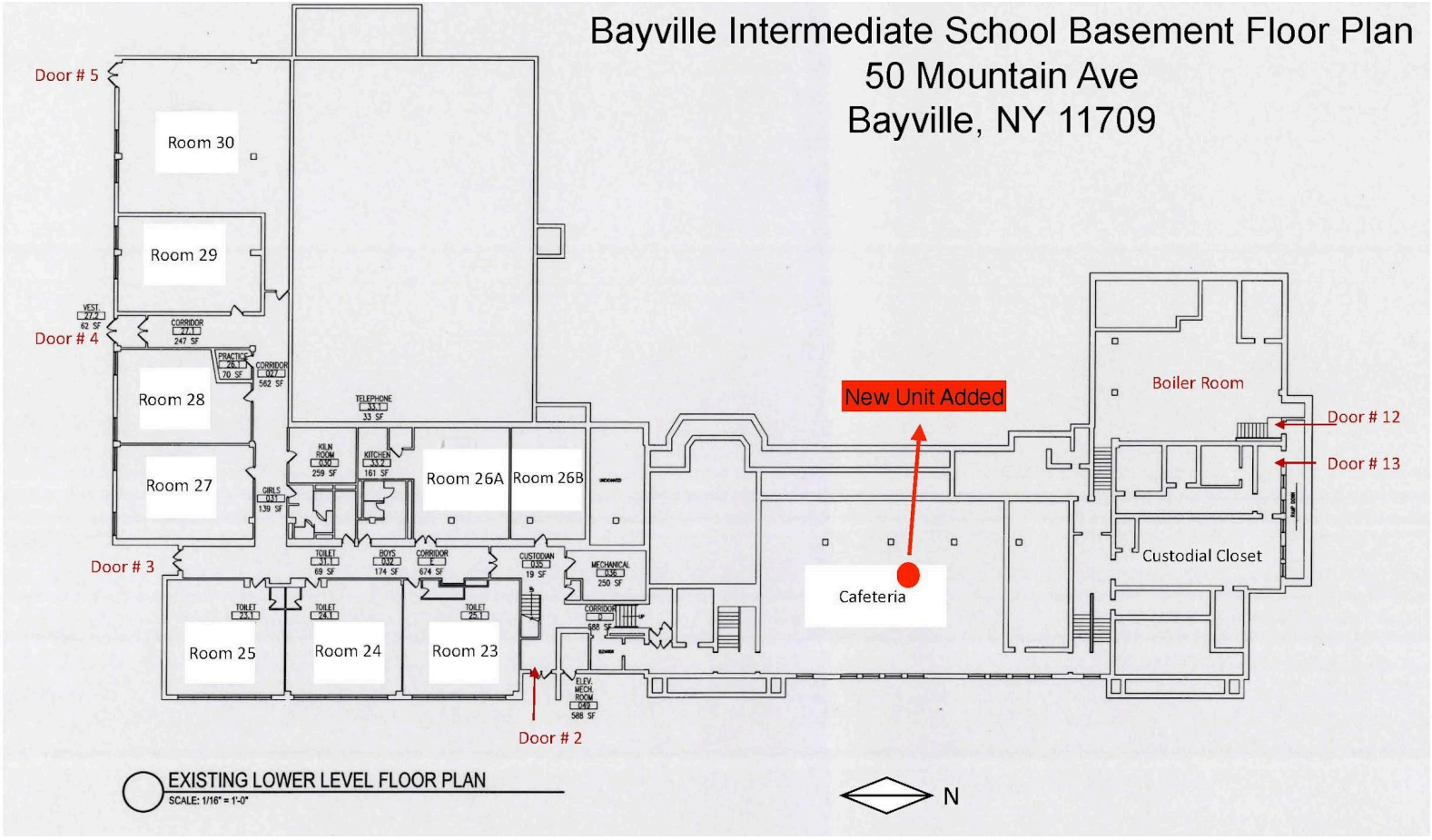
No AEDs

50 Mountain Ave
Bayville, NY 11709

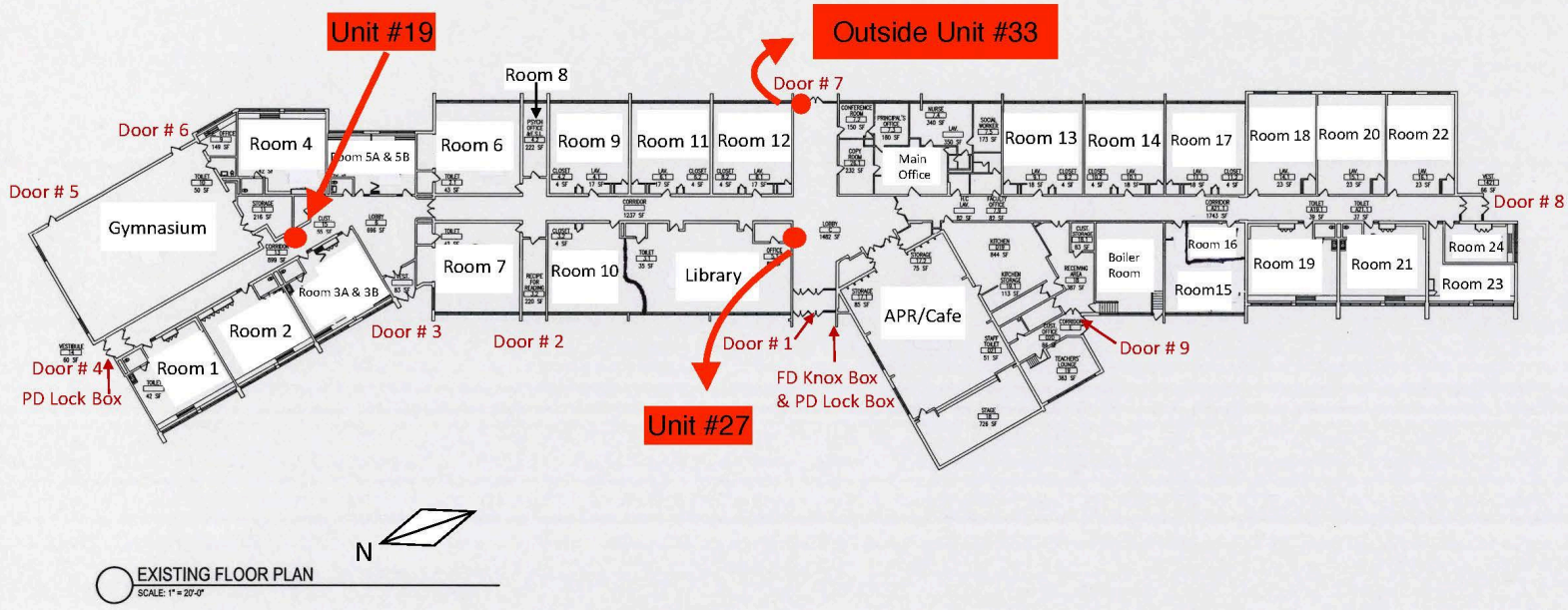


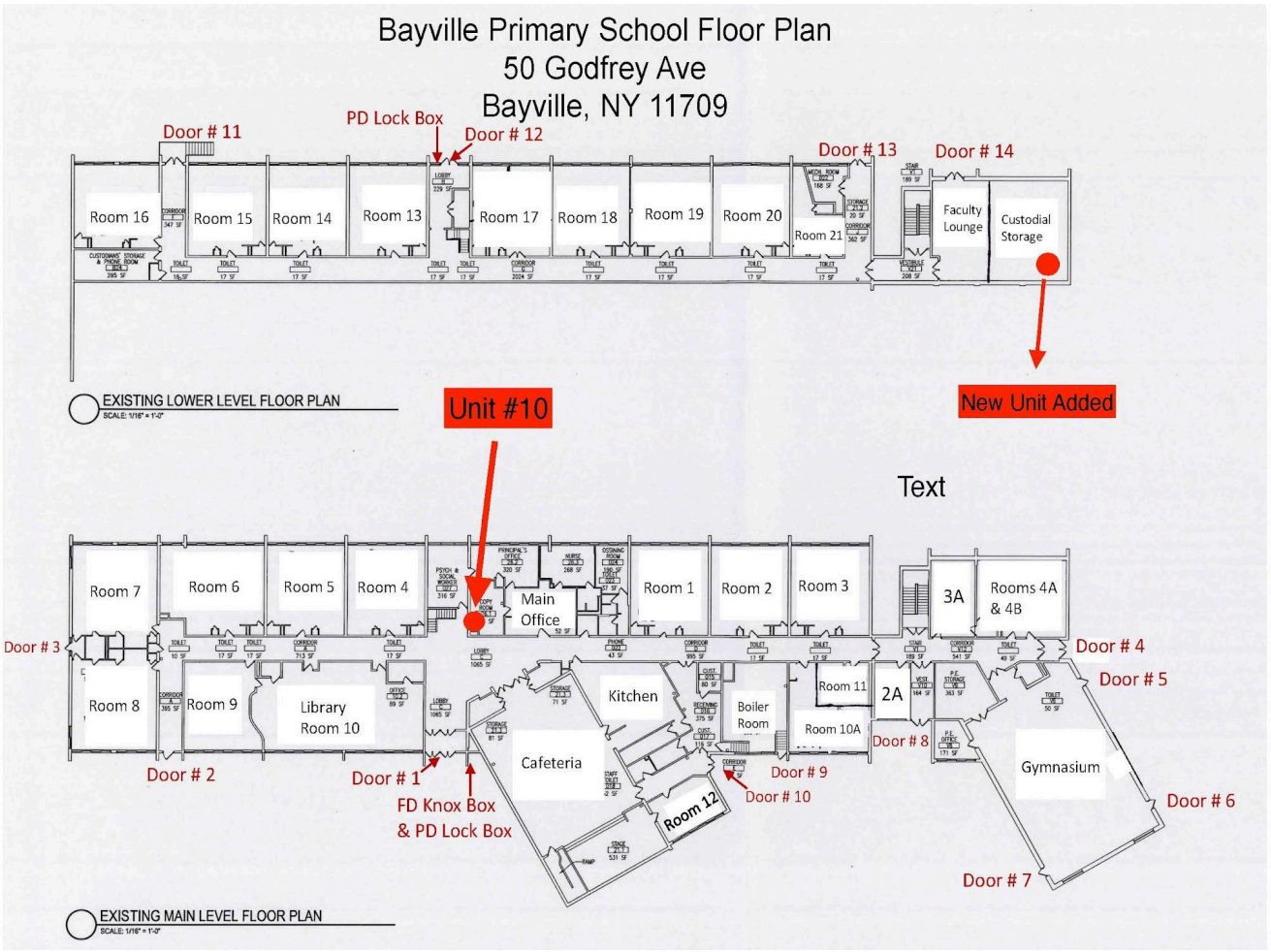
EXISTING SECOND FLOOR PLAN
SCALE: 1/8" = 1'-0"

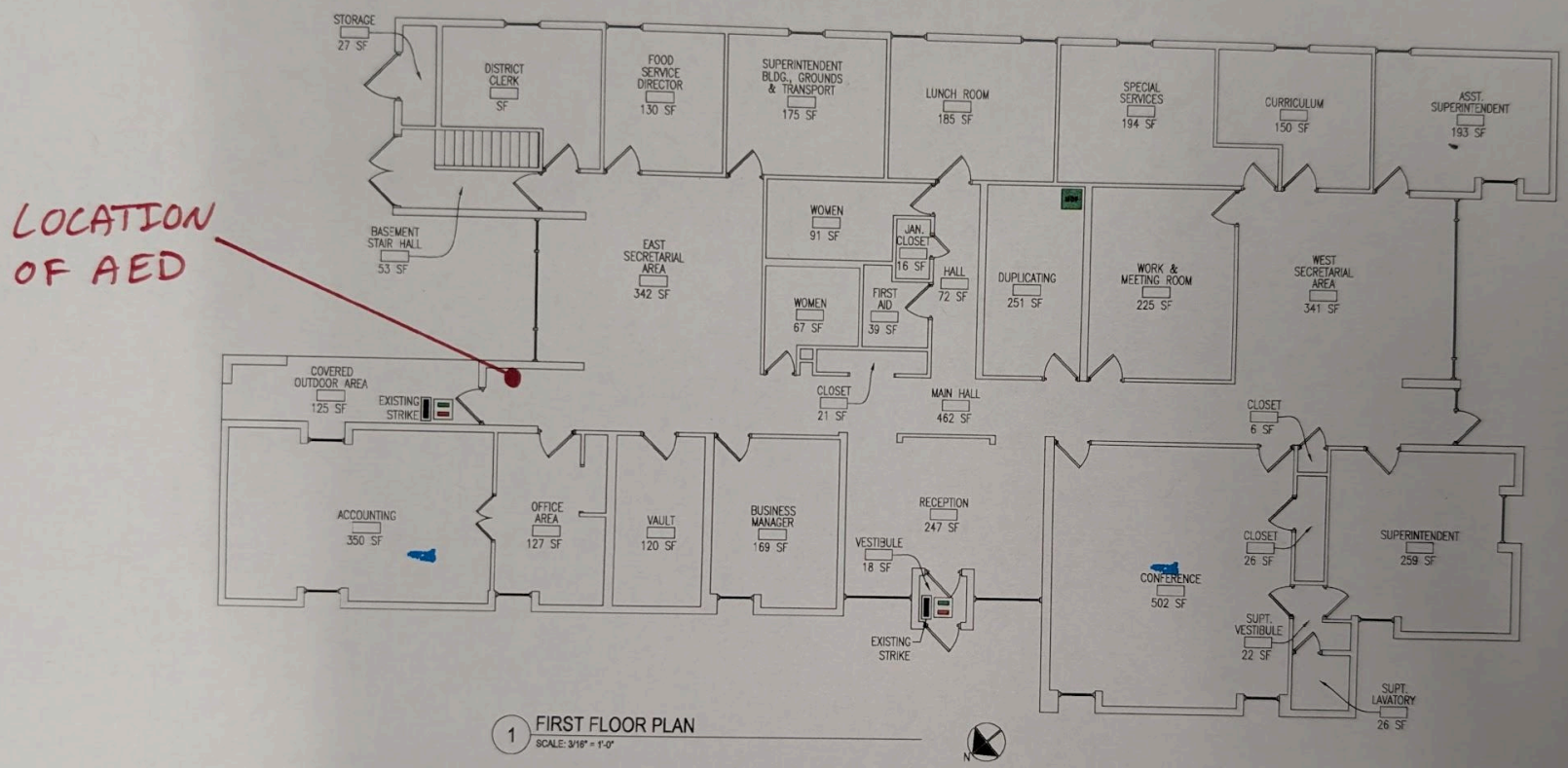

Bayville Intermediate School 1st Floor Plan
50 Mountain Ave
Bayville, NY 11709
Door # 6
Room 22
New Unit Added
Door # 7
Unit #26
Room 21
Gymnasium
FD Knox Box
Door # 10
Door # 8
Room 20
Door # 9
Door # 11
Room 19
Room 18
Boys Locker Room
Girls Locker Room
Library
Room 3
Auditorium
Room 17
Room 16
Room 15
Room 14
Main Office
Faculty Lounge
Door # 1
Door # 15
Door # 14
N
EXISTING FIRST FLOOR PLAN
SCALE: 1/16" = 1'-0"


Bayville Intermediate School Basement Floor Plan
50 Mountain Ave
Bayville, NY 11709
Door # 5
Room 30
Room 29
Door # 4
Room 28
Room 27
Door # 3
Room 25
Room 24
Room 23
Room 26A
Room 26B
Door # 2
New Unit Added
Cafeteria
Boiler Room
Door # 12
Door # 13
Custodial Closet
EXISTING LOWER LEVEL FLOOR PLAN
SCALE: 1/16" = 1'-0"
N

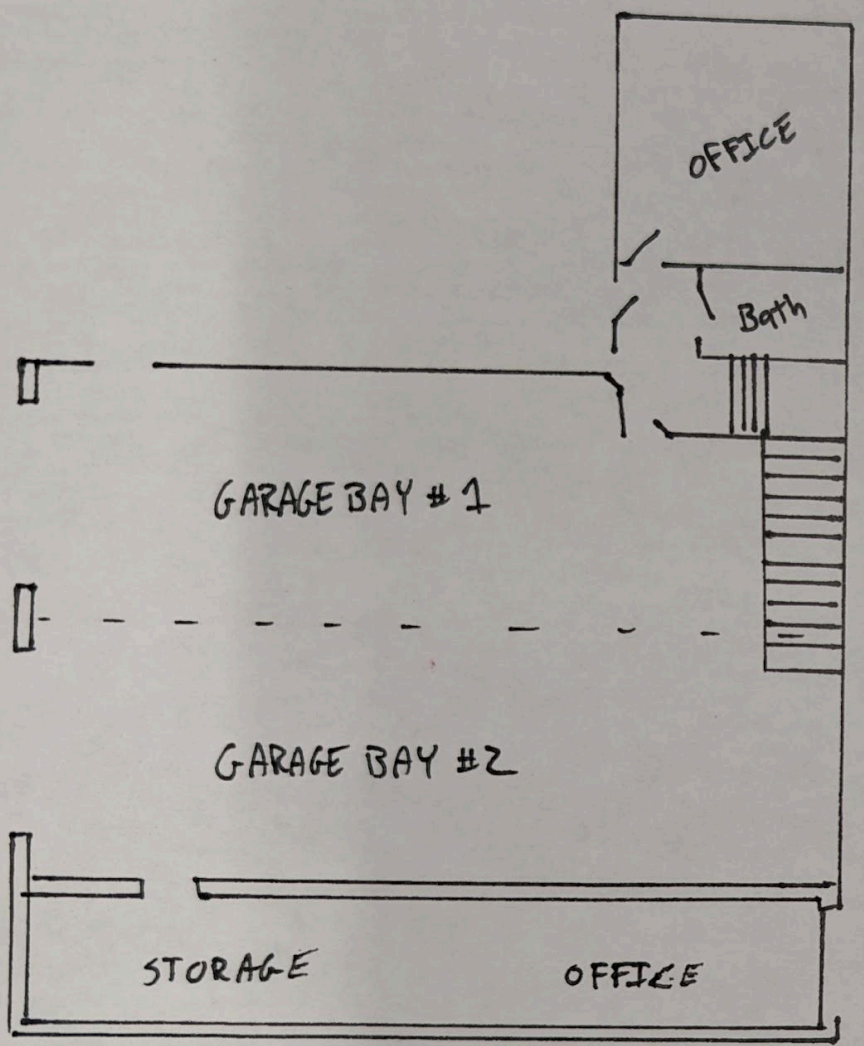
Ann MacArthur Primary School Floor Plan
100 Ryefield Road
Locust Valley, NY 11560



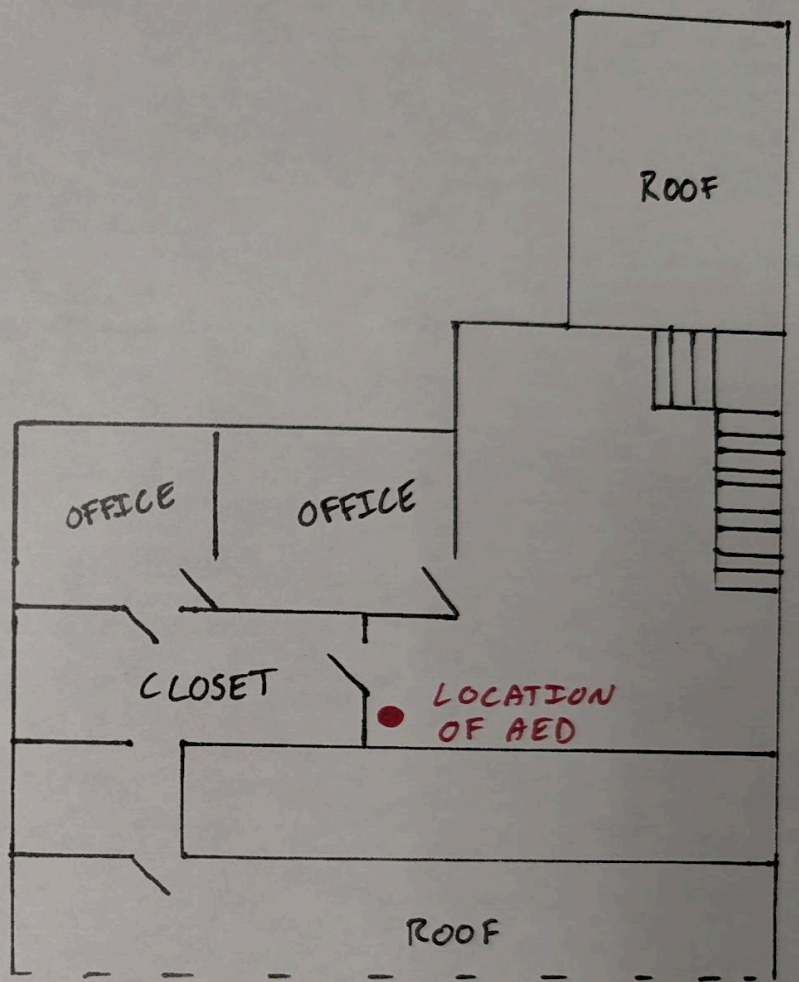

Bayville Primary School Floor Plan
50 Godfrey Ave
Bayville, NY 11709
Door # 11
PD Lock Box
Door # 12
Door # 13
Door # 14
Room 16
Room 15
Room 14
Room 13
Room 17
Room 18
Room 19
Room 20
Room 21
Faculty Lounge
Custodial Storage
EXISTING LOWER LEVEL FLOOR PLAN
Unit #10
New Unit Added
Text
Room 7
Room 6
Room 5
Room 4
Main Office
Room 1
Room 2
Room 3
3A
Rooms 4A & 4B
Door # 3
Door # 4
Door # 5
Room 8
Room 9
Library Room 10
Kitchen
Boiler Room
Room 11
2A
Room 10A
Door # 8
Cafeteria
Gymnasium
Door # 2
Door # 1
FD Knox Box & PD Lock Box
Door # 9
Door # 10
Room 12
Door # 6
Door # 7
EXISTING MAIN LEVEL FLOOR PLAN



LOCUST VALLEY ADMINISTRATION



FIRST FLOOR



SECOND FLOOR

LOCUST VALLEY BUS GARAGE
EVACUATION PLAN

PROCEDURE FOR USE OF AED

- ➢ **If someone collapses – tap the victim and shout "Are you OK?"**
- ➢ If no response & the victim is not breathing or not breathing normally
- ➢ **Call 9-1-1 and get the AED**
- ➢ If someone else is present, send them to call 9-1-1 and get the AED
- ➢ Begin Hands Only CPR – Push hard and fast in the center of the chest
- ➢ Use the AED as soon as it arrives
  - Open the lid and turn on the AED
  - Follow the voice prompts
    - ➢ Expose the patient's chest –if wet, wipe dry
    - ➢ Apply the electrode pads to the patient's exposed chest, as shown in the pictures ➢ Listen to the voice prompts –Clear (do not touch) the patient when instructed to do so ➢ Press the SHOCK button, if instructed to do so
- ➢ Restart compressions on chest
- ➢ Continue to follow the voice prompts
- ➢ If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side)

KEEP AED ATTACHED UNTIL EMS ARRIVES

Attachment 2B

Dear Facility User/Renter:

The actions taken by bystanders during the first few minutes of a cardiac emergency are critical. Prompt action can double or triple a victim's chance of survival. It has been proven that a carefully coordinated response to cardiac emergencies will reduce death and disability.

We are pleased to announce that we have implemented a lifesaving Cardiac Emergency Response Plan.

How can you be prepared?

As our school has taken the time to implement this plan, which includes educating our school community about sudden cardiac arrest, getting our cardiac emergency response team CPR trained, maintaining our AED(s) so they are ready to be utilized, and documenting and practice drilling our response plan, we recommend that your organization do likewise.

If you are renting the facility outside school hours, you can orient your organization to the cardiac chain of survival, which entails having a plan for who is going to perform the steps below:

- **Recognize Sudden Cardiac Arrest** *(assume SCA in anyone collapsed and unresponsive)*
- **Call 911**
- **Retrieve an Automated External Defibrillator (AED)** ***(AED LOCATION MAP ATTACHED)***
- **Begin Hands-Only CPR** *(push hard and fast in center of the chest about 100 times a minute)*
- **Direct EMS to the scene** *(a member of your team is outside the school entrance directing EMS to the victim)*

Every person associated with your organization can take a few minutes to watch a video demonstrating the Cardiac Chain of Survival at www.heart.org/handsonlycpr. These videos demonstrate hands-only CPR in action. You can also locate and attend a classroom-based CPR and AED course. Visit www.heart.org/cpr and click the red "Find a Course" button.

In the event of a cardiac emergency, after implementing response, please notify Danielle Turner-Cosci at 516-277-5179 for a post-event debrief. Thank you for your support.

Acknowledgement of the receipt of the Cardiac Emergency Response Plan and Protocol, to be signed by outside organization using the school and kept in the school office.

I, _____, acknowledge the receipt of the Cardiac Emergency Response Plan for the Locust Valley CSD. I agree to orient my organization to the cardiac chain of survival and, in the case of an emergency, will implement the Cardiac Emergency Response Plan.

Name: _____ Signature: _____

Organization: _____ Date: _____

Attachment 3A

CONDUCTING A CARDIACEMERGENCY RESPONSE DRILL

Regular cardiac emergency response drills are the best way to find out if your Cardiac Emergency Response Plan works. Drills are beneficial for testing your communication system and your response team's readiness. Drills should be performed at least 2 times annually to assure optimal performance during an actual emergency. You should consider multiple drills if you have more than one response team. Use the steps below to execute a basic drill. Advanced practice scenarios are labeled as Level I, II III and IV.

Utilize the ***Drill Summary Checklist*** for an objective post-drill review.

Planning the Drill:

When: Inform your team that you will be doing a cardiac emergency response drill in the next few weeks so they have time to review the Cardiac Emergency Response Plan in advance. Do not tell them exactly when you will do the drill. It is important once the drill is underway that it be clearly communicated to all involved that this is only a drill. **Who:** The drill will involve your Site Champion, Cardiac Emergency Response Team, office staff, and an objective observer (to record times on the Drill Summary Checklist). It is recommended a Site Champion be identified at each school to set up the drills. Determine the manner in which classes will be "covered" during a drill or true cardiac emergency if classroom teachers are on the Cardiac Emergency Response Team. All other team members should be responsible for making sure CPR and the AED are initiated promptly.

What: You will need:

- AED Training Unit
- Manikin
- Cell Phone or Telephone
- *Drill Summary Checklist* – on clipboard with pen or pencil
- Stopwatch

Where: Location of drills should be anywhere on campus so all staff consider what they will be looking for (victim who is unresponsiveness with abnormal or no breathing) and what they will do. If students are on campus be sure they are informed beforehand about what the drill may look like and that it is only a drill.

Code: *Cardiac/AED Emergency* will be the code/term used to initiate a response to a cardiac emergency by the Cardiac Emergency Response Team. This code should be communicated on the drill day and in a real cardiac emergency as defined in your communication plan. Encourage team members to be descriptive in addition to a code name and state there is a medical emergency in room #, teacher's name (optional), and geographic location. e.g. "Cardiac/AED Emergency – Medical Emergency - Room 22 next to the boy's gym."

Establish a Communication System: How will the Cardiac Emergency Response Team know the drill has been initiated? Choose a method of mass communication to the team (e.g. overhead announcements, intercoms, walkie-talkies, cell phones, etc.). It is best to practice using the methods that would be used in an actual emergency.

2. The Day of the Drill:

The Site Champion should place a manikin and an AED training unit at the drill site prior to the initiation of the drill. Have the finder call the front office advising them that this is only a drill. Finder tells the office that they have an unresponsive victim who is not breathing/not breathing normally and gives the room # and geographic location. Your plan now goes into effect. The school's Cardiac Emergency Response Team should be notified announcing ***Cardiac/AED Emergency Drill*** using the team's established Communication System (e.g. overhead announcements, intercoms, walkie-talkies, cell phones, etc.). Your designated observer should record the times each step happens using the ***Drill Summary Checklist***. The Site Champion gives the first rescuer to arrive (Rescuer 1) the short scenario if applicable. The AED training unit is swapped out with the realschool AED brought to the scene. (Never use the real AED pads for drills.) Proceed as if this was a real cardiac arrest situation.

3. After the Drill:

Thank everyone for responding. Spend a few minutes reviewing the checklist together, noting times and duration of different steps of the response. Ask the responders for feedback and discuss suggestions and concerns. Consider whether there are any action steps needed. Were there specific communication problems? If the drill points to changes to the plan and protocol, discuss these with your Cardiac Emergency Response Team and administrator. Consider making revisions. If changes are made, communicate the changes clearly to your team. Plan another drill to test the revised plan.

Attachment 4A

Cardiac Emergency Response Plan
DRILL SUMMARY CHECKLIST

School Name:
Date:
Drill #:
Location of the Victim:
Time from Victim down to found (min/sec):
Time from Victim down to shock (min/sec):
Goal: Complete the drill in under 3 minutes

Y	N	N/A	
			Communication of emergency is clear and without delay?
			Team responded with urgency?
			Scene checked for safety?
			Victim checked for responsiveness?
			Someone directed to call 9-1-1?
			Staff sent to wait for EMS?
			CPR started with chest compressions?
			Compressions at least 2 inches deep and at a rate of approximately 100/minute? Full recoil?
			2 breaths given with just enough air to make the chest rise?
			Nose was pinched while giving breaths?
			Compressions resumed immediately after 2 breaths administered?
			AED arrived at scene within 3 minutes?
			AED turned on?
			AED applied immediately and without pause in compressions?
			Team members communicated with each other throughout drill?
			Shift of roles completed smoothly?

Questions for post-drill review:

What did the Cardiac Emergency Response Team do well?
What could be improved?
What was easy to remember?
What was difficult to remember?

Attachment 4A

CARDIAC EMERGENCY RESPONSE PLAN DRILL LEVEL I (Elementary Student) Page 1

Drills should be a part of any school-based Cardiac Emergency Response Plan. Drills include scenarios designed to practice and reinforce CPR and AED skillsfor trained responders/rescuersin a schoolsetting. Drills should be performed at least 2 times annually to assure optimal performance during an actual emergency.

Purpose: Management of a cardiac emergency in an elementary-aged student requiring the performance of CPR and AED.

Materials Required: ● AED Training Unit
● Manikin
● Cell Phone or Telephone
● *Drill Summary Checklist* – on clipboard with pen or pencil
● Stopwatch

Set Up: Administration and office staff must be alerted of the drill in advance to avoid unintentional calls to EMS. The Site Champion determines the location of the drill and places the manikin and AED Training Unit at the location of the drill. (training unit to be swapped out with the realschool AED).

AED Training Unit Settings: AED training units offer different scenarios based on the model.
Start with a shockable rhythm, 1 shock, CPR 2 minutes, 2nd shock, CPR 2 minutes, 3rd shock – converts to a non-shockable rhythm, and normal breathing resumes. It is helpful to run through 2 minutes so they learn to trust the AED Training Unit will re-analyze every 2 minutes.

Roles:

Site Champion – Plans and sets up the drills. Chooses drill location and places manikin and AED Training Unit at the scene the day of the drill. Initiates drill Code indicating a cardiac emergency.
Rescuer 1 – CPR rescuer, first responder to the scene
Rescuer 2 – 911 caller and meets EMS at front of school
Rescuer 3 – AED rescuer
Rescuer 4 – Observer/time keeper (completes checklist)

Roles: Mrs. Smith's 1st grade class is on the playground for recess. John, one of Mrs. Smith's students, is playing soccer and develops shortness of breath but keeps playing. Suddenly John collapses and begins having seizure-like activity. You (Rescuer 1) are on the playground and see John on the ground. You and another teacher (Rescuer 2) are the first responders to reach him. You assess and manage the victim.

Attachment 4A

CARDIAC EMERGENCY RESPONSE PLAN DRILL LEVEL I (Elementary Student) Page 2

Assessment Findings	***Cardiac Emergency Response Site Champion***	***Rescuer 1:* CPR rescuer**	***Rescuer 2:* 911 caller**	***Rescuer 3:* AED rescuer**	***Rescuer 4:* Observer/time keeper**
Rescuer 1 assesses victim ● Victim has seizure-like activity. ● Seizure-like activity stops. ● Victim is not responding ● There is no breathing. ***Rescuer 2*** calls EMS *Note: Seizures can be from lack of oxygen and can occur in Sudden Cardiac Arrest.*	●Notifies administration and office staff of drill to avoid unintentional 911 call. ●Chooses drill location. ● Places manikin and AED training Unit at drill location.	●Confirms the scene is safe. ●Assesses victim: Checks responsiveness (tap and shout "are you OK?"). Looks for normal breathing ●If no response, call for ***Rescuer 2*** to call 9-1-1 and ***Rescuer 3*** to retrieve the school AED. ●If unresponsive, not breathing or not breathing normally (gasping), immediately begin chest compressions: 30 compressions to 2 breaths OR administer Hands-Only CPR.	● Calls EMS/front office to call 911/ notify others. ("Student with sudden loss of consciousness") ● Instructs ***Rescuer 3*** to obtain AED in school. ● Meets EMS in front of school.	● Runs or calls for school AED. *(In a real emergency, another rescuer should be clearing other students from the scene.)*	● Completes *Drill Checklist*. ● Times Drill with stopwatch.
Rescuer 3 arrives with school AED (will switch out with AED Training Unit for actual use)		● Continues chest compressions as best as you are able while ***Rescuer 3*** readies the AED Training Unit and places the pads on		● Arrives with the AED ● Exchanges AED for AED training unit ● Exposes the chest. ● Turns AED Training Unit on.	
● Victim's initial rhythm is Ventricular Fibrillation (VF). ● Rhythm remains VF for 1 shock. ● Victim remains unconscious.		● Performs CPR for 2 minutes.		● Clears & Analyzes. ● Clears & shocks 1 time.	
● After 2 minutes of CPR, rhythm continues in VF. ● Rhythm remains VF for 2nd shock. ● Victim remains unconscious		● Performs CPR for 2 minutes.		● Clears & Analyzes. ● Clears & give 2nd "shock".	
● After 2 minutes of CPR, rhythm continues in VF. ● After 3rd shock, rhythm converts to Normal Sinus Rhythm. ● Victim appears to be conscious.		● Places victim in recovery position. ● Monitors victim until EMS arrives.		● Clears & Analyzes. ● Clears & give 3rd "shock". ● Student moves and begins normal breathing.	

Review: Review the *Cardiac Emergency Response Plan Drill Summary Checklist*

Attachment 4A

CARDIAC EMERGENCY RESPONSE PLAN DRILL LEVEL II (Secondary Student) Page 1

Drills should be a part of any school-based Cardiac Emergency Response Plan. Drills include scenarios designed to practice and reinforce CPR and AED skillsfor trained responders/rescuersin a schoolsetting. Drillsshould be performed at least 2 times annually to assure optimal performance during an actual emergency.

Purpose: Management of a cardiac emergency with a secondary student lying in a puddle of water requiring the performance of CPR and AED and removing the victim from standing water and drying the chest. After 3rd "shock" the victim is resuscitated.

Materials Required: ● AED Training Unit
● Manikin
● Cell Phone or Telephone
● *Drill Summary Checklist* – on clipboard with pen or pencil
● Stopwatch

Set Up: Administration and office staff must be alerted of the drill in advance to avoid unintentional calls to EMS. The Site Champion determines the location of the drill and places the manikin and AED Training Unit at the location of the drill. (training unit to be swapped out with the realschool AED).

AED Training Unit Settings: AED training units offer different scenarios based on the model.
Start with a shockable rhythm, 1 shock, CPR 2 minutes, 2nd shock, CPR 2 minutes, 3rd shock – converts to a non-shockable rhythm, and normal breathing resumes. It is helpful to run through 2 minutes so they learn to trust the AED Training Unit will re-analyze every 2 minutes.

Roles:
Site Champion – Plans and sets up drill. Day of the drill chooses drill location and places manikin and AED Training Unit at the scene.
Rescuer 1 – CPR rescuer, first responder to the scene
Rescuer 2 – 911 caller and meets EMS at front of school
Rescuer 3 – AED rescuer
Rescuer 4 – Observer/time keeper(completes checklist)

Scenario: MS or HS Students are changing classes in the hallway. Sue, a student, was dizzy when she got up. Sue goes to the water fountain for a drink of water and suddenly collapses. You (Rescuer 1) are in the hallway and hear a student call for assistance. You and another teacher (Rescuer 2) are the first responders to reach the student. The student is in a puddle of water under the water fountain. You assess and manage the victim.

A***ttachment 4A***

CARDIAC EMERGENCY RESPONSE PLAN DRILL LEVEL II (Secondary Student) Page 2

Assessment Findings	***Cardiac Emergency Response Site Champion***	***Rescuer 1: CPR rescuer***	***Rescuer 2: 911 caller***	***Rescuer 3: AED rescuer***	***Rescuer 4: Observer/time keeper***
Rescuer 1 assesses victim. ● Victim is unresponsive. ● There is no breathing. ● Victim is lying face down in a puddle of water. ***Rescuer 2*** calls 911	●Notifies administration and office staff of drill to avoid unintentional 911 call. ●Chooses drill location. ● Places manikin and AED training Unit at drill location.	●Confirms the scene is safe. ●Assesses victim: Checks responsiveness (tap and shout "are you OK?"). Looks for normal breathing ●If no response, call for ***Rescuer 2*** to call 9-1-1 and ***Rescuer 3*** to retrieve the school AED. ●If not breathing or not breathing normally (gasping), immediately begin chest compressions: 30 compressions to 2 breaths OR administers Hands-Only CPR. ●Continues CPR until AED arrives.	● Call 911/front office to notify others. ● Instructs ***Rescuer 3*** to obtain the school's AED. ● Meets EMS in front of school.	● Runs or calls for AED in the school. *(In a real emergency, another rescuer should be clearing other students from the scene.)*	● Completes *Drill Checklist*. ● Times Drill with stopwatch.
Rescuer 3 arrives with school AED (will switch out with AED Training Unit for actual use) *Note: Rescuer must move and dry victim before attaching electrode pads.*		● Continues chest compressions as best as you are able to while ***Rescuer 3*** readies the AED Training Unit and places the pads on the victim.		● Arrives with the AED ● Exchange AED for AED Training Unit ● Exposes the chest. Dries chest with towel. ● Turns AED training	
● Victim's initial rhythm is Ventricular Fibrillation (VF). ● Rhythm remains VF for 1 "shock". ● Victim remains unconscious.		● Performs CPR for 2 minutes.		● Clears & Analyzes. ● Clears & "shocks" 1 time.	
● After 2 minutes of CPR, victim's rhythm continues in VF. ● Rhythm remains VF for 2nd "shock".		● Performs CPR for 2 minutes.		● Clears & Analyzes. ● Clears & give 2nd "shock".	
● After CPR, rhythm reanalyzed. ● "No Shock Advised". ● Victim appears conscious.		● Places victim in recovery position. ● Monitors victim until EMS arrives.		● Clears & Analyzes. ● "No Shock Advised".	

Review: Review the *Cardiac Emergency Response Plan Drill Summary Checklist*

Attachment 4A

CARDIAC EMERGENCY RESPONSE PLAN DRILL LEVEL III (Adult Staff Member) Page 1

Drills should be a part of any school-based Cardiac Emergency Response Plan. Drills include scenarios designed to practice and reinforce CPR and AED skillsfor trained responders/rescuersin a schoolsetting. Drills should be performed at least 2 times annually to assure optimal performance during an actual emergency.

Purpose: Management of a cardiac emergency with an adult faculty member requiring the performance of CPR and AED and removal of a medication patch worn by victim. After the 2nd "shock" the victim is resuscitated.

Materials Required: ● AED Training Unit
● Manikin with additional piece of tape that represents a medication patch on the chest at the location for the right AED pad
● Cell Phone or Telephone
● *Drill Summary Checklist* – on clipboard with pen or pencil
● Stopwatch

Set Up: Administration and office staff must be alerted of the drill in advance to avoid unintentional calls to EMS. The Site Champion determines the location of the drill and places the manikin and AED training unit at the location of the drill. (training unit to be swapped out with the realschool AED).

AED Training Unit Settings: AED training units offer different scenarios based on the model. Start with a shockable rhythm, 1 shock, CPR 2 minutes, 2nd shock, CPR 2 minutes, 3rd shock – converts to a non-shockable rhythm, and normal breathing resumes. It is helpful to run through 2 minutes so they learn to trust the AED Training Unit will re-analyze every 2 minutes.

Roles:
Site Champion – Plans and sets up the drills. Chooses drill location and places manikin and AED Training Unit at the scene the day of the drill. Initiates drill Code indicating a cardiac emergency.
Rescuer 1 – CPR rescuer
Rescuer 2 – 911 caller and meets EMS in front of school
Rescuer 3 – AED rescuer
Rescuer 4 – Observer/time keeper(completes checklist)

Scenario: The school day is over and Mr. Jones, the custodian, is fixing the gym doors as the basketball team gets ready to practice. Mr. Jones has had shortness of breath and chest pain all day and thinks, "I must have eaten something that is giving me heartburn." You (Rescuer 1) hear a sound as if someone has fallen. As you look you see Mr. Jones lying on the floor. You yell to a coach (Rescuer 2) for assistance and you are the first responders to reach the custodian. An AED is in the school. You assess and manage the victim.

Attachment 4A

CARDIAC EMERGENCY RESPONSE PLAN DRILL LEVEL III (Adult Staff Member) Page 2

Assessment Findings	***Cardiac Emergency Response Site Champion***	***Rescuer 1: CPR rescuer***	***Rescuer 2: 911 caller***	***Rescuer 3: AED rescuer***	***Rescuer 4: Observer/ time keeper***
Rescuer 1 assesses victim. ●Victim is unresponsive. ● There is no breathing. ***Rescuer 2*** calls EMS	●Notifies administration and office staff of drill to avoid unintentional 911 call. ●Chooses drill location. ● Places manikin and AED training Unit at drill location.	●Confirms the scene is safe. ●Assesses victim: Checks responsiveness (tap and shout "are you OK?"). Looks for normal breathing. ●If no response, call for ***Rescuer 2*** to call 9- 1-1 and ***Rescuer 3*** to retrieve the school AED. ●If not breathing or not breathing normally (gasping), immediately begin chest compressions: 30 compressions to 2 breaths OR administer Hands-Only CPR. ●Continues CPR until AED arrives.	● Call EMS/front office to notify others. ("Victim Adult male- down suddenly and unresponsive".) ● Instructs ***Rescuer 3*** to obtain the school's AED. ● Meets EMS in front of school.	● Runs or calls for AED in the school.	● Completes *Drill Checklist*. ● Times Drill with stopwatch.
Rescuer 3 arrives with school AED (will switch out with AED Training Unit for actual use) *Note: Rescuers must remove medication patch and wipe skin before attaching the pads.*		● Continues chest compressions as best as you are able to while ***Rescuer 3*** readies the AED Training Unit and places the patches on the victim.		● Arrives with the AED● Exchanges AED for the AED T raining unit ● Removes clothing. ● Removes medication patch and wipes skin. ● Turn AED Training Unit	
● Victim's initial rhythm is Ventricular Fibrillation (VF). ● Rhythm remains VF for 1 "shock". ● Victim remains unconscious.		● Performs CPR for 2 minutes.		● Clears & Analyzes. ● Clears & "shocks" 1 time.	
● After 2 minutes of CPR, victim's rhythm continues in VF. ● Rhythm remains VF for 2nd shock.		● Performs CPR for 2 minutes.		● Clears & Analyzes. ● Clears & give 2nd "shock".	
● After 2nd "shock", victim's rhythm converts to Normal Sinus Rhythm. ● Victim appears conscious.		● Places victim in recovery position. ● Monitors victim until EMS arrives.			

Review: Review the *Cardiac Emergency Response Plan Drill Summary Checklist* ***Attachment 4A***

CARDIAC EMERGENCY RESPONSE PLAN DRILL LEVEL IV (Athletic Student) Page 1

Drills should be a part of any School-Based Cardiac Emergency Response Plan. Drills include scenarios designed to practice and reinforce CPR and AED skillsfor trained responders/rescuersin a schoolsetting. Drillsshould be performed at least 2 times annually to assure optimal performance during an actual emergency.

Purpose: Management of a cardiac emergency with an athlete requiring the performance of CPR and AED with poor pad contact and correction (drying) required. After 1st "shock" the victim continues to be unresponsive without breathing, but no shock is advised.

Materials Required: ● AED Training Unit
● Manikin
●Cell Phone or Telephone
● *Drill Summary Checklist* – on clipboard with pen or pencil
● Stopwatch

Set Up: Administration and office staff must be alerted of the drill in advance to avoid unintentional calls to EMS. The Site Champion determines the location of the drill and places the manikin and AED training unit at the location of the drill. (training unit to be swapped out with the realschool AED).

AED Training Unit Settings: AED Training Units offer different scenarios based on the model
Start with a shockable rhythm, 1 shock, CPR 2 minutes, 2nd shock, CPR 2 minutes, 3rd shock – converts to a non-shockable rhythm, and normal breathing resumes.. It is helpful to run through 2 minutes so they learn to trust the AED Training Unit will re-analyze every 2 minutes.

Roles: Site Champion – Plans and sets up the drills. Chooses drill location and places manikin and AED Training Unit at the scene the day of the drill. Initiates drill Code indicating a cardiac emergency.
Rescuer 1 – CPR rescuer, first responder to the scene
Rescuer 2 – 911 caller and meets EMS in front of school
Rescuer 3 – AED rescuer
Rescuer 4 – Observer/time keeper(completes checklist)

Scenario: The high school football team is practicing after school on the football field. Tom, one of the players, has shortness of breath and dizziness. Suddenly Tom collapses. You (Rescuer 1) are on the coaching staff and hear one of the other players call for assistance. You and another coach (Rescuer 2) with a cell phone are the first responders to reach the student. An AED is in the field house. You assess and manage the victim.

Attachment 4A

CARDIAC EMERGENCY RESPONSE PLAN DRILL LEVEL IV (Athletic Student) Page 2

Assessment Findings	***Cardiac Emergency Response Site Champion***	***Rescuer 1: CPR rescuer***	***Rescuer 2: 911 caller***	***Rescuer 3: AED rescuer***	***Rescuer 4: Observer/time keeper***
Rescuer 1 assesses the victim. ●Victim is unresponsive. ● There is no breathing. ***Rescuer 2*** calls EMS	●Notifies administration and office staff of drill to avoid unintentional 911 call. ●Chooses drill location. ● Places manikin and AED training Unit at drill location.	●Confirms the scene is safe. ●Assesses victim: Checks responsiveness (tap and shout "are you OK?"). Looks for normal breathing ●If no response, call for ***Rescuer 2*** to call 9-1-1 and ***Rescuer 3*** to retrieve the school AED. ●If not breathing or not breathing normally (gasping), immediately begin chest compressions at a rate of 30 compressions to 2 breaths OR administer Hands-Only CPR. ●Continues CPR until AED arrives.	● Call EMS/front office to notify others. ("Student suddenly unconscious on the football field".) ● Instructs ***Rescuer 3*** to obtain AED in field house. ● Meets EMS in front of school.	● Runs or calls for AED in the field house.	● Completes *Drill Checklist*. ● Times Drill with stopwatch.
Rescuer 3 arrives with school AED (will switch out with AED Training Unit for actual use) ● Victim's chest is sweaty causing poor pad contact that requires the victim's chest to be dried before the pads will attach successfully. *Note: Suggested solutions (pressing down on pads, check cable connections, comment "the victim is sweaty.")*		● Continues chest compressions as best as you are able to while ***Rescuer 3*** readies the AED Training Unit and places the pads on the victim.		● Arrives with the AED ● Exchanges AED for AED Training Unit. ● Exposes chest. ● Dry chest. ● Turns AED Training Unit "on". ● Attach pads.	
● Victim's initial rhythm is Ventricular Fibrillation (VF). ● Rhythm remains VF for 1 shock. ● Victim remains unconscious.				● Clears & Analyzes. ● Clears & shocks 1 time.	
● "No Shock Advised" ● Remains unresponsive ● Not breathing.		● Performs CPR for 2 minutes.		● Clears & Analyzes. ● "No Shock Advised".	
● Victim continues to be unresponsive.		● Continues CPR/AED analysis until EMS arrives and takes over.			

Review: Review the *Cardiac Emergency Response Plan Drill Summary Checklist* ***Attachment 4A***

Cardiac Emergency Response Plan
Post Event Review

Designated person completing documentation:

SCHOOL: ***LOCATION of Event:***

DATE: ***TIME of Event:***

List all steps taken to respond to the cardiac emergency:

Was the victim a student, staff member, parent or other adult?

List all person(s) who responded to the emergency (including Name, Role):

List the outcome of the cardiac emergency (summary of the presumed medical condition as publicly available):

CERP Evaluation

- List components of the CERP that contributed to an effective response:
- List recommendations for improvements to the CERP to help ensure a more effective response:
- Was CPR done? Yes No
- Was an AED used?
    - If AED was used, was a shock recommended? Yes No
        - If a shock was recommended – how many shocks were delivered? _____
- Was the victim transported to the hospital? Yes No
- General comments:

Debriefing process for responders and post-event support (List aftercare services provided and crisis counselors):

Attachment 5A

Annual Cardiac Emergency Response Plan (CERP) Evaluation

The Cardiac Emergency Response Plan shall be evaluated annually.

The evaluation shall include an examination of each *Post Event and Drill Reviews*.

Review each section of the CERP.

1. Developing a Cardiac Emergency Response Team

2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency

3. Automated external defibrillators (AEDs) – placement and maintenance 4.

Communication of this Plan throughout the school campus

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

7. Annual review and evaluation of the plan

8. Protocol for School Cardiac Emergency Responders

List all strengths in carrying out the CERP during this school year (including strengths of the CERP in action and/or strengths of those who carried it out)**.**

List recommendations for improvements/changes to be made to the CERP for the next school year.
(Consider school facilities, processes, equipment, administration, personnel, and other changes in conditions.)

Revise the CERP to assure the most effective response.

Attachment 6A

Cardiac Emergency Response Plan
Annual Review of Drills

Drills shall be reviewed as part of the annual Cardiac Emergency Response Plan evaluation.

SCHOOL:

Number of Drills performed:

Months Drills were performed:

List staff strengths during drills leading to appropriate responses:

List areas for improvement during drills to lead toward more effective responses:

List recommendations for improvements to the CERP to help ensure a more effective response:

Attachment 6B

Locust Valley Central School District
Cardiac Emergency Response Protocol

Follow these steps in responding to a suspected cardiac emergency:

1. Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).

The person may appear to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims may appear to be having convulsions).

Note: If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

2. Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team. ▪ Give the exact location of the emergency. ("Mr. /Ms. _____Classroom, Room #, gym, football field, cafeteria, etc.").
    - ▪ Be sure to let EMS know which door to enter.
    - ▪ Assign someone to go to that door to wait for EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency. ▪ The closest team member should retrieve the automated external defibrillator (AED) enroute to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.

3. Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
    - ▪ Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
    - ▪ Use 2 hands: The heel of one hand and the other hand on top (or one hand for

children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old.

- ▪ The 9-1-1 dispatcher may give instructions. Follow them if provided or let them know someone is doing CPR.

4. Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button. Follow the AED's audio and visual instructions. Attach the pads as shown in the diagram on the pads. ▪ If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver a shock and prompt you back to CPR.
- ▪ The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered and the AED will prompt you back to CPR.
- Continue to follow the AED audio and visual instructions until the patient is responsive or a professional responder arrives and takes over.

5. Transition care to EMS:

- Transition care to EMS when they prompt you to do so.

6. Action to be taken by Office / Administrative Staff:

- Confirm the exact location
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene, if not already done.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: principal, school nurse as per school policy.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.) following school policy. •

Notify staff and students when to return to the normal schedule.

• Contact school district administration.

Building Location Information

School Name & Address _____

School Emergency Phone# _____

Cross Streets _____

AED Location _____ **AED Location**_____

AED Location _____ **AED Location**_____

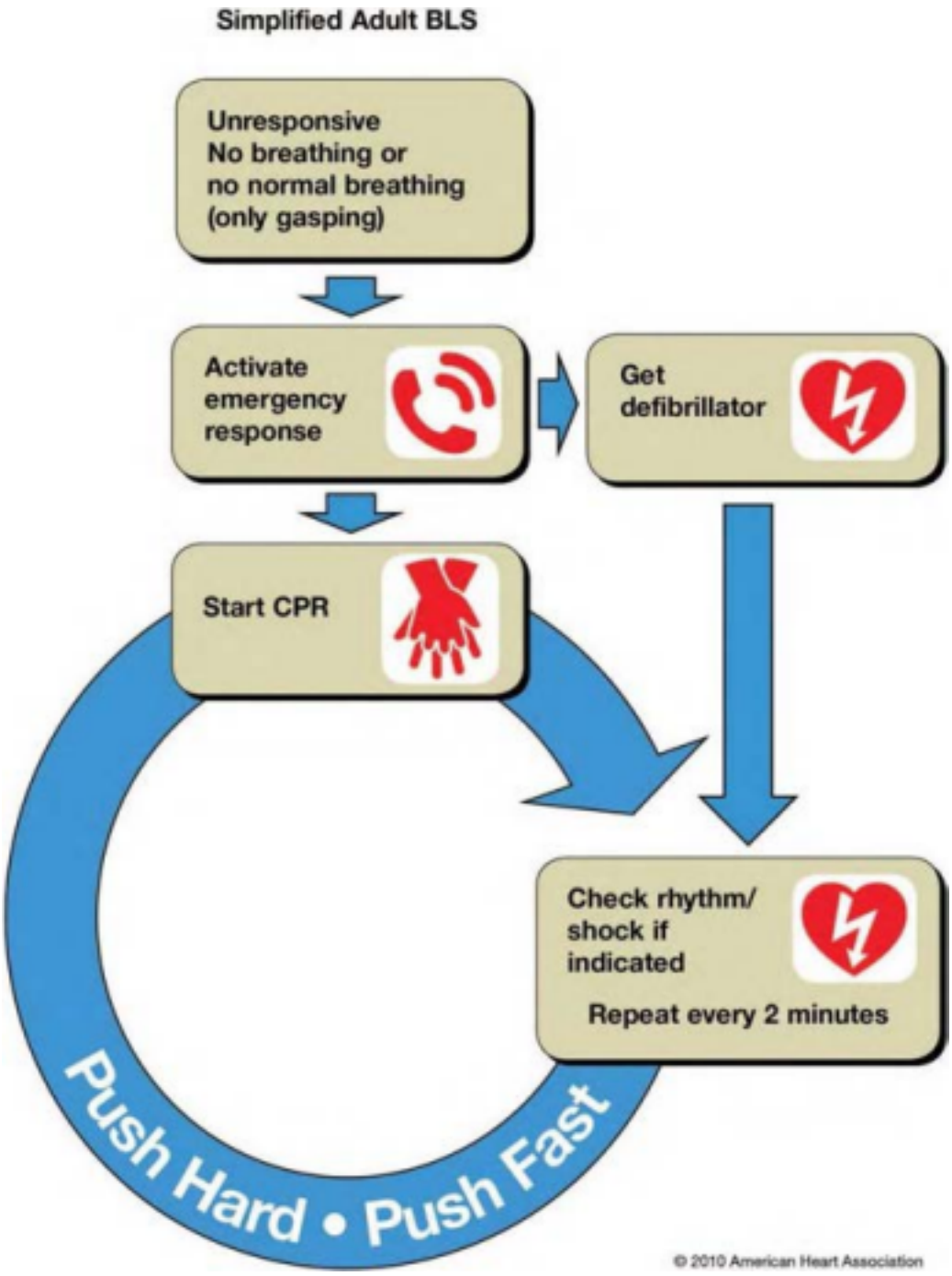
AED Location _____ **AED Location**_____

AED Location _____ **AED Location**_____

AED Location _____ **AED Location**_____

Attachment 7

CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL



Attachment 7

(*Name of School*)

CARDIAC EMERGENCY RESPONSE PLAN

A cardiac/AED emergency means there is an individual not responding to verbal comments or physical touch. The individual may not be breathing/breathing normally and is in need of immediate assistance.

Response Cardiac Emergency Response Team Members are: (*List trained Staff*)

1.	5.	9.
2.	6.	10.
3.	7.	11.
4.	8.	12.

OUR PLAN

A person finding an unresponsive individual designates someone near the victim to call 9-1-1.

The person finding the victim informs the office/administration: "There is a **CARDIAC/AED EMERGENCY** at (*location*)." Also inform the office/administration that 9-1-1 has been called.

A Main Office staff member announces on the PA system **twice:**

"There is a **CARDIAC/AED EMERGENCY** at (*location*)."

Anyone near an AED should remove the AED from the cabinet and take the AED to the location.

- All available Cardiac Emergency Response Team members report to the victim's location.
- The first person on scene immediately starts hands-only CPR.
- When the AED arrives, turn on the AED and follow the audio/written instructions.
- Send one or two individuals to wait outside the school entrance/nearest access to the location of the emergency to direct EMS to the victim.

SCHOOLWIDE RESPONSE

- All students remain in the classroom until there is an "all clear" announcement.
- Students who are temporarily out of the classroom are to return immediately to their classroom.
- The cafeteria during lunch periods and the gymnasium during physical education classes are treated the same as classrooms.
- This is an opportunity for the classroom teacher to explain the possible reason for the CARDIAC/AED EMERGENCY, the importance of the defibrillator in the building and not tampering with it, and continue teaching.

RESOURCES, POSTERS, & HANDOUTS

- Sample Plan for School Building
- Quick-Start Guide
- Cardiac Chain of Survival Poster
- SCA Warning Signs Poster
- SCA Handout for Parents
- Opportunities to Raise Awareness

Cardiac Emergency Response Plan Quick-Start Guide

BE PREPARED TO PREVENT SUDDEN CARDIAC DEATH AT YOUR SCHOOL

Sudden Cardiac Arrest (SCA) is the leading cause of death on school campuses, and the #1 killer of student athletes. That's why it's critical for your school to have a written and well-practiced Cardiac Emergency Response Plan (CERP). A CERP is a vital step towards sudden cardiac death prevention.

STEP 1

APPOINT A CARDIAC EMERGENCY RESPONSE TEAM

The on-site team helps document the plan, conduct drills and be the first responders.

Use the toolkit to:

- Identify team members who are/will be CPR/AED certified
- Review recommended guidelines for overall staff training

STEP 2

DOCUMENT EMERGENCY RESPONSE PLAN

Include CERP in your school/district EAP, School Improvement Plan, or Safe School Environment.

Use the toolkit to:

- Personalize the plan to document the exact emergency action relevant to your school
- Evaluate your plan annually

STEP 3

INSTALL & MAINTAIN AEDS PROPERLY

AEDs must be installed so that they are accessible.

Use the toolkit to:

- Properly install AEDs and register with manufacturer and EMS
- Establish protocol to conduct monthly checks & keep batteries and pads current

STEP 4

CONDUCT LIFE-SAVING DRILLS

CERPs only work if you practice them. Test your team's readiness and your plan's effectiveness.

Use the toolkit to:

- Plan your annual cardiac emergency drill (like fire drills). Involve local EMS
- Evaluate your drills and make improvements

STEP 5

SHARE PLAN WITH SCHOOL COMMUNITY

Educate students, parents, staff, coaches and facility users how they can be prepared to save a life.

Use the toolkit to:

- Send notices to your school community about SCA awareness and your CERP
- Circulate and post AED location throughout your school community

Visit viaheartproject.org for free resources, posters, and videos to help prevent sudden cardiac death.

VIA HEART PROJECT

www.viaheartproject.org | info@viaheartproject.org

Cardiac Chain of Survival

If someone suddenly collapses, they may be in cardiac arrest.
Get help immediately.
Every minute delayed decreases the chance of survival by 10%.

LIVES DEPEND ON YOUR QUICK ACTION!



BE READY!

Recognize Sudden Cardiac Arrest (SCA)

- Victim is collapsed, unresponsive, and not breathing (normally)
- Don't be fooled by gasping, gurgling, or seizure-like activity



CALL 9-1-1

- Follow emergency dispatcher's instructions
- Notify emergency response team
- Ask someone to retrieve an AED



HANDS-ONLY CPR

- Begin CPR immediately
- Push hard and fast in the center of the chest
- Compressions 2-inches deep — about 100 per minute



DEFIBRILLATION

- Know where to find your on-site AED
- Follow step-by-step audio instructions
- AED will not hurt the person, only help

VIA HEART PROJECT

www.viaheartproject.org | info@viaheartproject.org

Keep Your Heart in the Game

FAINTING IS THE #1 SYMPTOM OF A HEART CONDITION

Cardiac conditions are the leading cause of death among athletes at all levels. Speak up if you experience any of these symptoms. It's better to check in than check out!

WARNING SIGNS FOR SUDDEN CARDIAC ARREST

- Fainting or seizure, especially during or right after exercise
- Fainting with excitement or startle
- Excessive shortness of breath even after regular exercise
- Racing or fluttering heart palpitations, especially when you're at rest
- Dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

RISK FACTORS FOR A HEART CONDITION

- Family history of sudden death before age 40
- Family history of known heart abnormalities, repaired or not
- Family members with unexplained fainting, seizures, drowning or near drowning or car accidents
- Excessive energy drinks, diet pills or performance-enhancing supplements
- Drug use



VIA HEART PROJECT

www.viaheartproject.org | info@viaheartproject.org

Keep Their Heart in the Game

Sudden Cardiac Arrest Information for Athletes & Parents/Guardians

FAINTING IS THE #1 SYMPTOM OF A HEART CONDITION

WHAT IS SUDDEN CARDIAC ARREST?

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. SCA is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction can be caused by a congenital or genetic defect in the heart's structure.

HOW COMMON IS SCA?

As the leading cause of death in the U.S., SCA is also the #1 killer of student athletes and the leading cause of death on school campuses.

WHO IS AT RISK FOR SCA?

SCA is more likely to occur during exercise or physical activity, putting student-athletes at greater risk. While there may be no warning signs, studies show that many young people do have symptoms but neglect to tell an adult. They may be embarrassed, don't want to jeopardize their playing time, mistakenly think they're out of shape, or they simply ignore the symptoms. A family history of heart disease may increase the risk of SCA.

WHAT ARE WE DOING TO HELP PROTECT STUDENT ATHLETES?

California has passed several acts of legislation relating to SCA prevention and treatment. These bills help to educate coaches on SCA signs and symptoms (Eric Paredes SCA Prevention Act, AB 1639), require CPR be taught to all high school students with a health education class requirement (CPR Graduation Requirement, AB 1719), and require an AED on the campus of any California school with interscholastic sports programs (Interscholastic School AED Bill, AB 2009).

We urge everyone to discuss the warning signs and risk factors associated with Sudden Cardiac Arrest, and to become familiar with the Cardiac Chain of Survival. Publicize the location of your AEDs, learn CPR, and review your Cardiac Emergency Response Plan with your team each season.

RECOGNIZE THE SIGNS & RISK FACTORS

Tell Your Coach and Consult Your Doctor if These Conditions are Present in Your Student-Athlete

POTENTIAL INDICATORS THAT SCA MAY OCCUR

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

FACTORS THAT INCREASE THE RISK OF SCA

- Family history of known heart abnormalities or sudden death before age 40
- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Family members with unexplained fainting, seizures, drowning or near drowning or car accidents
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, "recreational" drugs, excessive energy drinks, diet pills or performance-enhancing supplements

CARDIAC CHAIN OF SURVIVAL

On average it takes EMS teams up to 12 minutes to arrive to a cardiac emergency. Every minute delayed in attending to a sudden cardiac arrest victim decreases the chance of survival by 10%. Be prepared to take action in the first minutes of collapse.

RECOGNITION OF SUDDEN CARDIAC ARREST
Victim is collapsed, unresponsive and not breathing normally. SCA victims may gasp, gurgle, or exhibit breathing noises or seizue-like activity.

CALL 9-1-1
Follow emergency dispatcher's instructions. Notify Emergency Response Team.

HANDS-ONLY CPR
Begin CPR immediately. Hands-only CPR involves fast and continual chest compressions — two-inches deep, about 100 per minute.

DEFIBRILLATION
Immediately retrieve and use an automated external defibrillator (AED) to restore the heart to its normal rhythm. Follow step-by-step audio instructions from the AED.

ADVANCED CARE
Designate a bystander to direct EMS to the victim.

FOR MORE INFORMATION ABOUT SUDDEN CARDIAC ARREST VISIT:

Via Heart Project
viaheartproject.org

California Department of Education
cde.ca.gov

California Interscholastic Federation (CIF)
cifstate.org

NFHS Free 20-Minute Coach/Parent Video
nfhslearn.com/courses/61032

VIA HEART PROJECT

www.viaheartproject.org | info@viaheartproject.org

SCA Awareness Months & Messages

OPPORTUNITIES TO RAISE AWARENESS IN YOUR COMMUNITY

February
American Heart Month

March
National Athletic Trainer's Month

April
National Youth Sports Safety Month

May
National Physical Fitness & Sports Week/Month

June
CPR/AED Awareness Week

July
National Youth Sports Week

August
Back to School

October
Sudden Cardiac Arrest Awareness Month

SAMPLE EMAIL COMMUNICATION

Sudden Cardiac Arrest (SCA) in youth is not a rare occurrence. It is the #1 killer of young athletes and the leading cause of death on school campuses. One of the biggest misconceptions about SCA is that "it just happens" and there's nothing you can do to stop it. The truth is that SCA IS preventable—but that doesn't happen by chance.

February is American Heart Month — a perfect time to underscore the critical importance for our community to recognize the need for sudden cardiac arrest prevention strategies that protect young hearts.

1. Recognize the warning signs of a potential heart condition
2. Get a preventative heart screening for your child
3. Learn hands-only CPR
4. Know where your school's AED is (the only device that will restart a heart)
5. Know the Cardiac Chain of Survival
   - Early recognition of SCA
   - Call 9-1-1 and designate a bystander to direct EMS
   - Begin CPR immediately
   - Retrieve and begin use of an AED immediately
6. Know your school's Cardiac Emergency Response Plan so you are ready to act within the critical 3 to 5-minute window for a life to be saved

Visit **viaheartproject.org** for more information.

VIA HEART PROJECT

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American Heart Association.

CARDIAC ARREST VS. HEART ATTACK

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

WHAT IS **CARDIAC ARREST**?

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

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

WHAT HAPPENS

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

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

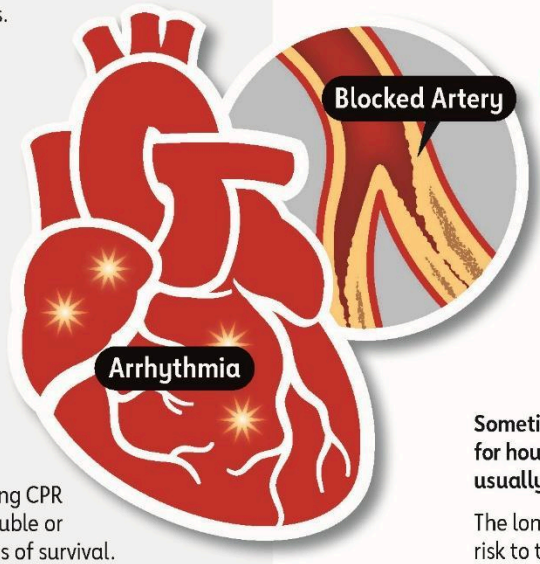
WHAT TO DO

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

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

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

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



WHAT IS THE LINK?

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

Other problems can also cause the heart to stop beating.

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

Follow us: @American_Heart

WHAT IS A **HEART ATTACK**?

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

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

WHAT HAPPENS

Heart attack symptoms can be sudden. They may include:

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

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

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

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

WHAT TO DO

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

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

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

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