2025-26

Franklin Square UFSD District-Wide

School Safety Plan





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.

Table of Contents

DISTRICT-WIDE SCHOOL SAFETY PLAN

Policy Statement 4

Safety Plan Regulatory Requirements 5

Compliance Checklist 6

Elements of the District-Wide School Safety Plan Checklist 6-7

Public Health Emergencies – Communicable Disease 7-8

Remote Instruction Due to Emergency Conditions 8

Alyssa's Law 8

School District Chief Emergency Officer 9

District-Wide School Safety Team 9

Responsibilities of the District-Wide School Safety Team 9

Building-Level Emergency Response Team 10

Prevention and Intervention Strategies/Risk Reduction 10

Training, Drills and Exercises 11

Implementation of School Security 12

Vital Educational Agency Information 13

Early Detection of Potentially Violent Behavior 12-13

Hazard Identification 13

Responses to Violence 13-14
- Reporting 13
- Investigation 14
- Follow-up 14
- Evaluation 14
- Disciplinary Measures 14
- Code of Conduct 14

Emergency Response Protocols Notification and Activation (Internal and External Communication) 15-16
- Bomb Threats 15
- Hostage Taking 15
- Intrusions 15
- Kidnapping 16

Responses to Acts of Violence (Implied or Direct Threats) 16

Responses to Acts of Violence (Actual) 17

Response Protocols 17

School Building Chain-of-Command Table 17

Emergency Assistance and Advice from Local Government 17

District Resources Use and Coordination 17

Protective Action Options 18
- School Cancellation 18
- Early Dismissal 18
- Evacuation 18
- Sheltering 18
  - Shelter-In-Place (Weather Related) 18
  - Generic (Non-Specific Bomb Threat) 18
  - Specific Bomb Threat 18
- Hold-In-Place 18
- Lockdown 18
- Lockout 18

National Terrorism Advisory System (NTAS) 18

Recovery – School District Support for Buildings 18-19

Disaster Mental Health Services 19

Threat Assessment 19

Forms and Recordkeeping 19

Appendix A 20
- Parents/Students/Staff Annual Notification 21-22

Appendix B 23
- District-wide School Safety Team Meeting Minutes and Attendance 23

Appendix C 24
- Suicide and Mental Health Resources 25

Appendix D 26
- Communicable Disease – Pandemic Plan 26-37
  - Essential Position Type 28
  - Telecommuting Protocol: Technology 28
  - Work Shift Modifications 28
  - Personal Protective Equipment (PPE) Protocol 31
  - PPE Plan for Storage/Access 31
  - Employee Exposure Protocol 32
  - Disinfection Protocol 32
  - Employer Policy on Available Leave to Receive Testing, Treatment, Isolation, or Quarantine 33
  - Hours and Work Location Protocol 34
  - Emergency Housing Protocol 36
  - Department of Health Requirements 36

Appendix E 38
- Remote Instruction Plan and Student Access Survey 38

Appendix F 39
- Threat Assessment Guidance 39-48
  - Creating a Comprehensive Targeted Violence Prevention Plan 39
  - Enhancing School Safety Using a Threat Assessment Model 42-51

Appendix G 52-53
- Cardiac Emergency Response Plan 52

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.

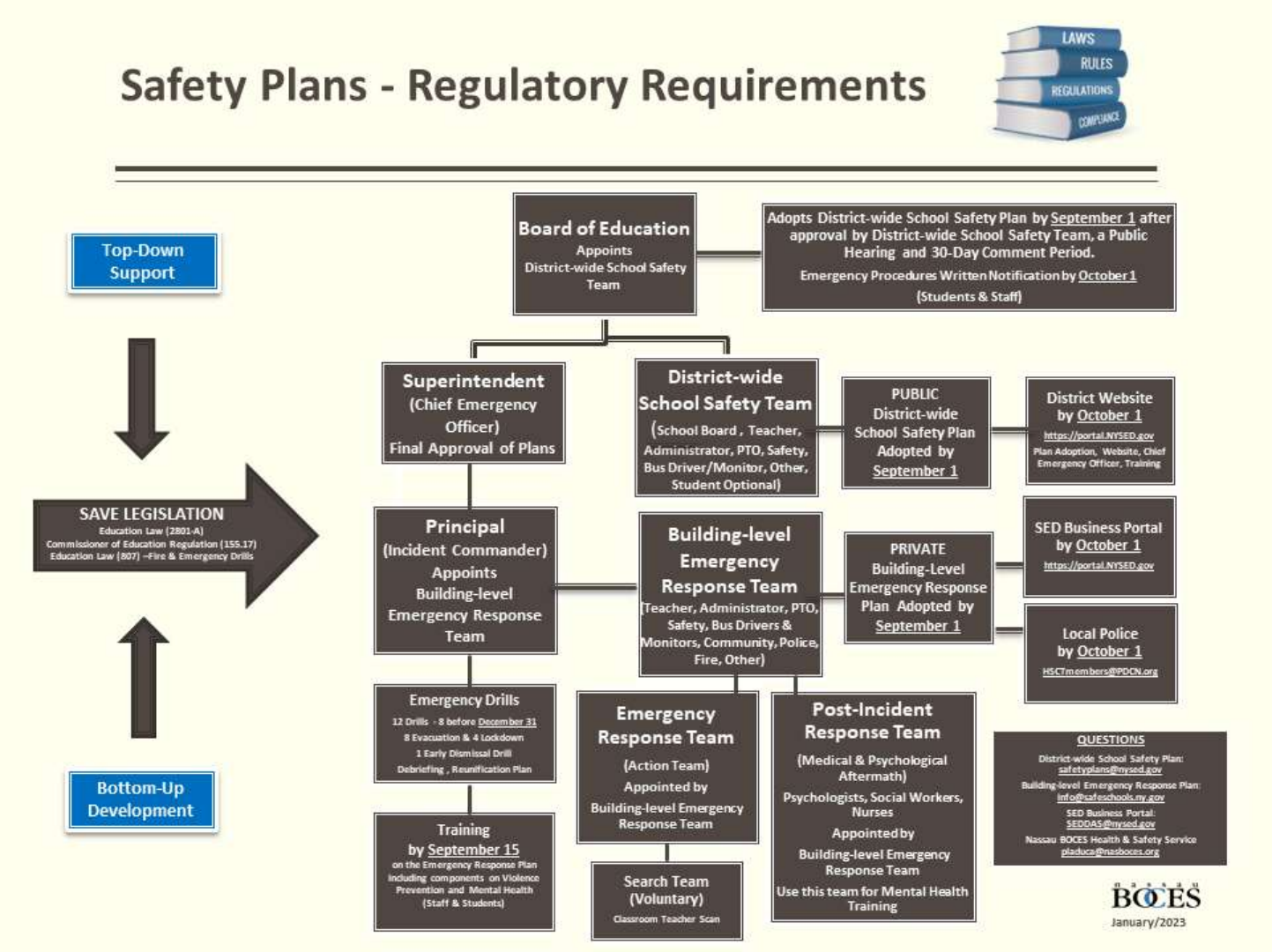
The District-Wide School Safety Team reviewed and approved the District-Wide School Safety Plan. The **District-Wide School Safety Plan** was made available for **public comment 30 days prior to its adoption** and provided for participation of the entire school community. By **September 1st of each school 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	9/16/2020
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	6/17/2025
#1 Building-Level ERT approves Building-Level ERP/Enters in Portal	Date/Date
#2 Building-Level ERT approves Building-Level ERP/Enters in Portal	Date/Date
#3 Building-Level ERT approves Building-Level ERP/Enters in Portal	Date/Date
#4 Building-Level ERT approves Building-Level ERP/Enters in Portal	Date/Date
#5 Building-Level ERT approves Building-Level ERP/Enters in Portal	Date/Date
#6 Building-Level ERT approves Building-Level ERP/Enters in Portal	Date/Date
#7 Building-Level ERT approves Building-Level ERP/Enters in Portal	Date/Date
School Board has at least one public hearing on District-Wide School Safety Plan	7/2/25
School Board establishes 30-day public comment period	7/2/25 – 8/2/25

School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	
District-Wide School Safety Plan posted on website. The URL is www.franklinsquare.k12.ny.us	6/18/25
All Building-Level Emergency Response Plans filed with local police	
Written information on emergency procedures provided to all staff and students by October 1st	
Certify that all staff have been trained by 9/15 on the Building-level Emergency Response Plan including components on violence prevention and mental health.	

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)

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**.** The Plan must include the following at a minimum:

- □ A list and description of positions and titles considered essential with justification for that determination.
- □ The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- □ certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. CR155.17(c)(1)(xiii)

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

- □ Such district-wide plans may be **adopted by the school board only after at least one public hearing** that provides for the participation of school personnel, parents, students and any other interested parties. CR155.17(3)(i)
- □ Each district shall **submit its district-wide safety plan** and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such

district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter. CR155.17(3)(i)

Public Health Emergencies – Communicable Disease

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

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

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

Remote Instruction Due to Emergency Conditions

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

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

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

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

Alyssa's Law

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

The District-wide School Safety Team discussed the issue of Silent Panic Alarms at their meeting on June 13, 2024. 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: Dr. Jared Bloom
Address 760 Washington Street Franklin Square, NY 11010__ Contact # 516-505-6975

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 2024-25 school year on a monthly basis. **Minutes will be kept for each meeting and attendance documented (see Appendix B)**.

- ___School Board Member
- ___Teacher Representative
- ___Administrator
- ___Parent/Teacher Organizations
- ___School Safety Personnel
- ___Others

Responsibilities of the District-Wide School Safety Team

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

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

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

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is **appointed by the 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
- Transportation Director
- Community Members
- Law Enforcement
- Fire Officials
- Others

The **Building-Level Emergency Response 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 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
    - School Health Personnel
    - Mental Health Counselors
    - 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. **Extended day** and other school safety programs.
4. **Youth-run** programs.
5. **Mentors** for students concerned with bullying/violence.

6. We have established an **anonymous reporting process** for school violence and are investigating the ***Report It*** on-line violence reporting system.
7. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) **all students are educated** on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.
8. The building-level School Bulletin includes the ***Safety Tip of the Week***.
9. **Safety Stations** have been established throughout all school buildings.
10. The **Fire Department** conducts annual training in all school buildings.
11. The School District participates in the ***Adopt-A-Cop*** program.
12. The ***Safety Patrol*** program.
13. We have implemented ***PBIS*** (Positive Behavior Intervention System).

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 Team, at a minimum, the following methods may be used:

- Early Dismissal drill to test communication and transportation (parents to be notified one-week prior to drill).
- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational Drills
- Tabletop exercises
- Emergency Response 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. 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.**

<u>Emergency Drills (Minimum Every School Year)</u>:

EDUCATION LAW

- **<u>12 Drills Total Required for School Year</u>**
  - **8 Evacuations and 4 Lockdowns**
    - **6 evacuation and 2 lockdown drills shall be held between September 1st and December 31st**

Implementation of School Security

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

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

- Entrance guards and hall monitors who received 2 days of staff development every school year.
- The 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 – Upon entry into the building the visitor must show photo identification, which is then collected and the visitor receives a badge and is escorted to their desired location.
- Video surveillance – closed-circuit TV security.
- NYS certified security guards.
- A designated School District Security Director and or Building Leader.
- 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 diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

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

- Hempstead Turnpike & Nassau Boulevard

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 2/10/21, 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 Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

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

School	Phone	Fax	E-Mail
Washington Street School	516-481-4100	516-505-6991	jstella@franklinsquare.k12.ny.us
Polk Street School	516-352-6300	516-352-6300	gtorossian@franklinsquare.k12.ny.us
John Street School	516-481-5780	516-505-6988	triccobono@franklinsquare.k12.ny.us

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system (School Messenger). 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 pre-defined 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 command 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 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 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 agency, if necessary.
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

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

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

Response Protocols

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

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

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Washington Street School	Principal	Assistant Principal	Psychologist
Polk Street School	Principal	Assistant Principal	Psychologist
John Street School	Principal	Assistant Principal	Psychologist

Emergency Assistance and Advice from Local Government

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

District Resources Use and Coordination

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

Protective Action Options

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

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

National Terrorism Advisory System (NTAS)

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

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

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

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

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

Recovery – School District Support for Buildings

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

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

- Superintendent of Schools or Designee
- School Business Official
- Director of Facilities
- Transportation Coordinator
- Food Service Director
- School Nurse
- Others as deemed necessary

Disaster Mental Health Services

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

Threat Assessment

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

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

The Six Principles of Threat Assessment:

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

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

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

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

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

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

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

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

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

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.

Multi-Disciplinary Behavioral Assessment Team

Nassau County Threat Advisory Committee (NASTAC)

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

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

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

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

APPENDIX A
FRANKLIN SQUARE UNION FREE SCHOOL DISTRICT

EMERGENCY PLANNING · A GUIDE FOR PARENTS/STUDENTS/STAFF

The Franklin Square schools have always been serious about being prepared for emergencies. Each year, the District's entire Emergency Plan is reviewed and updated to meet New York State regulations. The plan addresses an enormous range of issues, from dealing with the onset of a crisis situation, to addressing the psychological and emotional needs of students and adults in its aftermath.

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

GENERAL INFORMATION:

The Franklin Square Union Free School District has established a **District-Wide School Safety Plan (which is posted on our website at www.franklinsquare.k12.ny.us)** 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. Children are instructed to look for these ID badges. Visitors are required to wear a temporary badge which indicates an individual is an authorized visitor.

HOW WILL THE SCHOOL RESPOND TO AN EMERGENCY?

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

1. **Go-Home-Early:** 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:** 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. **Evacuation:** Requires all building occupants to leave the building and go to a pre-determined, safe location outside of the school building. Evacuation could mean going outside to the evacuation site until the danger has passed. It could also mean going to the evacuation site with the intention to be **transferred** to another location. Circumstances in which this could happen would include severe weather outside, or a very dangerous hazard that requires students to be out of the area of the school. Evacuation locations are not given out to the general public for safety reasons. However, if students are transferred to another location, parents/guardians will be notified as soon as students are settled and safe.
4. **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.**

5. **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. Parents/guardians will be informed of these drills, without specific details, to ensure safety.

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?

An area will be designated for parents to pick up students. Photo identification must be shown in order for a student to be brought to the reunification area.

WHAT PROVISIONS ARE MADE FOR STUDENTS WITH DISABILITIES?

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

WHERE CAN I GET INFORMATION DURING AN EMERGENCY?

Chances are that you will have difficulty reaching the school by phone when you try. The school will be making every effort to contact you through automated calling systems and our website. The schools have every child's emergency contact information that they have readily available for emergencies. 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:

Washington Street School	Principal – John Stella	516-481-4100
John Street School	Principal – Thomas Riccobono	516-481-5780
Polk Street School	Principal – Gilbert Torossian	516-352-6300

Franklin Square Union Free School District, 760 Washington Street Franklin Square, NY 11010

Dr. Jared Bloom, Superintendent, 516-481-4100

Michael Goldberg, Assistant Superintendent, 516-481-4100

APPENDIX B
District-wide School Safety Team Meeting Minutes and Attendance

Franklin Square UFSD
District-wide School Safety Team Meeting Attendance and Minutes
June 17, 2025

Required Attendance

Representatives	Name	Absent/Present
School Board Member	**William Leder**	**A**
Teacher Representative	**Stefania Legovich**	**P**
Administrator	**Michael Goldberg & John Stella**	**P**
Parent/Teacher Org.	**Tom Moriarty**	**A**
School Safety Personnel	**Ed Lezcano**	**P**

Additional Attendance

Organization or School	Name	Title
School Nurse	Marie Russo	School Nurse
Fire Dept/ EMS	Joseph Gerrato	Franklin Square Munson Fire Chief
Washington St School	Carlos Suarez	Head Custodian
Polk St School	Patrick Mione	Head Custodian
John St School	Dominick Artale	Head Custodian

Agenda

1. District-wide Safety Plan Review
2. Committee Questions/Recommendations

Minutes

The District-Wide Safety Plan was reviewed and discussed.
The Committee was informed that a list of meeting dates will be distributed shortly.

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



YOUR ROLE AS A TEACHER IS CRITICAL

Does teaching seem to get harder every year?

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

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

Did you know that according to national data:

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

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

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



Who are these kids?

They're sitting in your classrooms every day.

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

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

So how do you accomplish this?

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

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

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

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

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

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

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

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

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

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

Here's how students describe it:

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

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

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

APPENDIX D

Communicable Disease - Pandemic Plan

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

Prevention/Mitigation

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

Protection/Preparedness

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

Response

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

Prevention/Mitigation:

- We will work closely with the Nassau County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
    - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report,* (DMS-485.7/93; HE-112.4/81) and submit to: Nassau County Department of Health, Bureau of Infectious Diseases, 240 Old Country Road, Mineola, N.Y. 11501.
    - Public Health Consultation and Immediate Reporting: 516-227-9639
    - *Coronavirus Hotline: 888-364-3065*
    - *Fax: 516-227-9669*
    - *Weekend/After-hours Consultation and Reporting: 516-742-6154*
- The Nassau County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.

- The **Assistant Superintendent/Director of Facilities** 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. Superintendent, Assistant Superintendent/Facility Director, Assistant Superintendent, Food Service Director, Transportation Dispatcher 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 **2/10/21** 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 Superintendent reserves the right to determine whether additional titles shall be deemed essential employees at a later date.

Central Office Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Superintendent	Oversees District operations	In-person supervision	8-4	Detailed work schedule
Asst. Superintendent/Facilities Director	Oversees District operations	In-person supervision	8-4	Detailed work schedule

Deputy Superintendent	Oversees District operations	In-person supervision	8-4	Detailed work schedule
Director of Technology	Oversees technology operations	Hands on	8-4	Detailed work schedule
IT Manager	Oversees technology operations	Hands on		Detailed work schedule
Typist Clerk	Business Office operations	Hands on	8-4	Detailed work schedule
Treasurer	Business Office operations	Hands on	8-4	Detailed work schedule

Facilities Department Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Head Custodian	Oversees Building Facilities operations	In-person supervision	8-4	Detailed work schedule
Custodians	Building maintenance, cleaning & disinfection	Hands on	8-4	Detailed work schedule
Cleaners	Buildings Maintenance, cleaning & disinfection	Hands on	8-4	Detailed work schedule

(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.

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

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

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

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 45.**

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 Command Center will be at **the District Offices** with the alternate at the **John Street 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. Jared Bloom — Superintendent — 516-481-4100 ext. 3600**
  - **Maura Gallagher — Deputy Superintendent — 516-481-4100 ext. 3625**
  - **Michael Goldberg — Asst. Superintendent/Director of Facilities — 516-481-4100 ext. 3530**
  - **Dr. Pamela TaylorDirector of PPS — 516-481-4100 ext. 3640**

  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. *We are also recommending that all District-wide School Safety Team members, administrators, principals, nurses*

and others take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at https://www.coursera.org/learn/covid-19-contact-tracing.

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

School/Program	*COVID-19 Safety Coordinator/Administrator*	*Contact #*
Washington St School	*John Stella/Principal*	*516-481-4100 ext. 3330*
Polk St School	*Gil Torossian/Principal*	*516-352-6300*
John St School	*Thomas Riccobono/Principal*	*516-481-5780*
Administration	*Michael Goldberg/Asst. Superintendent/Director of Facilities*	*516-481-4100 ext. 3530*

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO) **(Dr. Jared Bloom)** has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The **District utilizes thrillshare for mass email and phone call notifications as well as postings to the District website. We have tested/exercised our communication systems during the Fall of 2023.**

- 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, Deputy Superintendent, Asst. Superintendents, Director of PPS.** Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system.
    - 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 Treasurer, Senior Account Clerk, Clerk Typists. Recognizing the need for job cross-training, we have trained individuals with the following job titles**:** Treasurer, Senior Account Clerk, Clerk Typist. We have also established the ability to maintain these essential functions off-site from remote locations as follows: remote access at home. Off-site function was tested on 1/22/2021.
    - 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. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided on 9/2/20-9/4/20. *At no time will products not approved by the school district be utilized.*
    - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be

implemented by Human Resources. Cross-training has been provided to the Superintendent's Secretary. 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 **(these are some examples – give details of your own Plan to address the need to continue education)**:
    - Asynchronous lessons
    - Google Classroom
    - 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 during the Fall of 2020.

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

PPE & Face Covering Availability:

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

PPE Supply Management

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

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	200 Masks per Week	2400	1200	600	1 Disposable Mask per Week

					per Student (supplements parent provided)
Teachers/Staff	300	3600	1800	900	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	25	300	150	75	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95/KN-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 COVID-19 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:

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

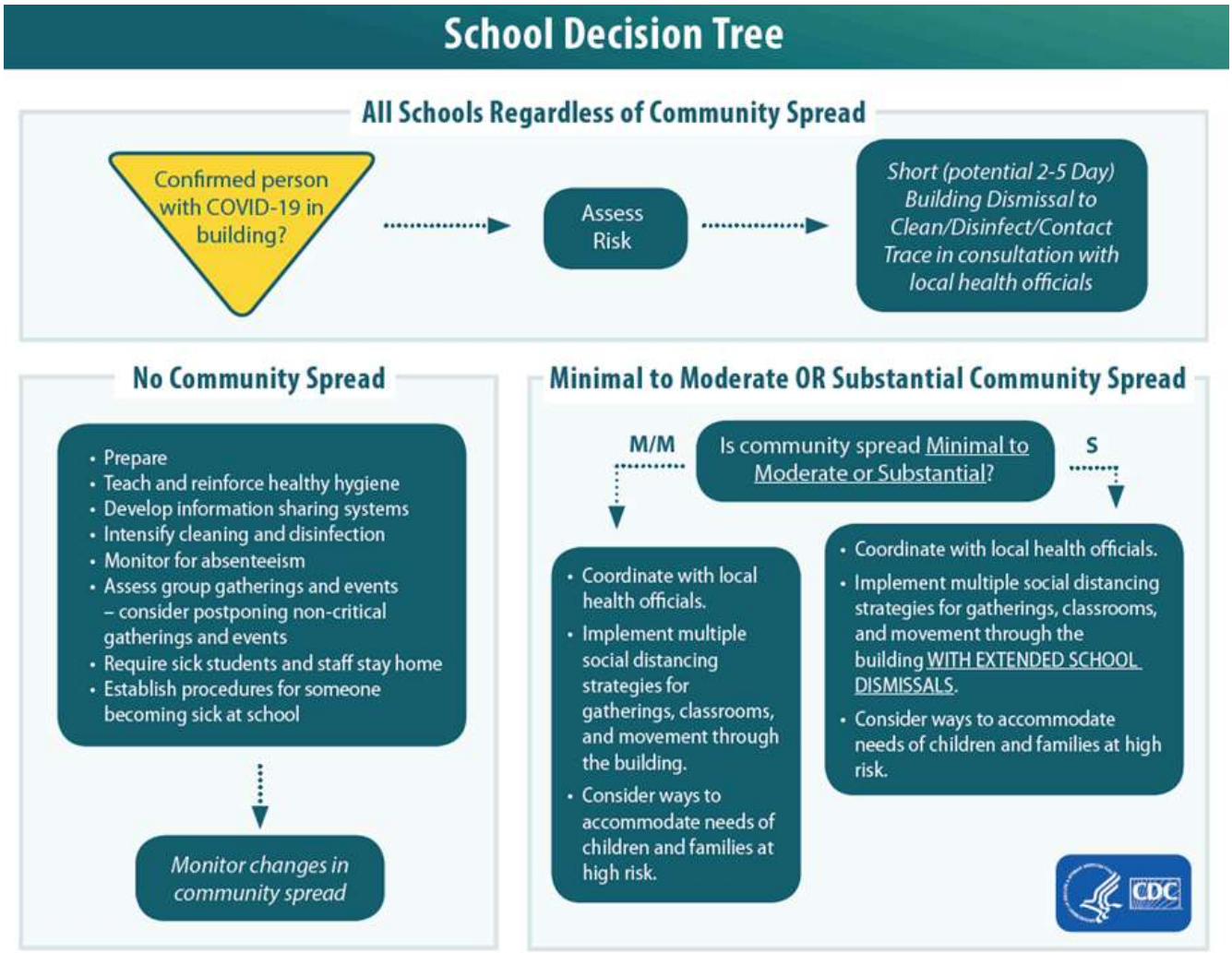
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.

- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- **If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at Nassau BOCES.**

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

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



situation:

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;

- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's **Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure➚** for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

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

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

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

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

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19.

Staff Absenteeism

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

Employee Assistance Program (EAP)

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

Medical Accommodations

- The Office of the Superintendent will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to llangstrand@franklinsquare.k12.ny.us

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from "NYS Contact Tracing" (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you've been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say **"NYS Contact Tracing" (518-387-9993)**.

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-1

Facilities: Cleaning and Sanitizing

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

Routine cleaning of school settings includes:

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

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

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

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by 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.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

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

Trash removal:

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

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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 45.**

(7) Emergency Housing for Essential Employees

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

1. Residence Inn Garden City (516-742-2500)
2. Garden City Hotel (516-747-3000)
3. La Quinta (516-705-9000)
4. Hyatt Place (516-222-6277)
5. Hampton Inn (516-227-2720)
6. Long Island Marriott Uniondale (516-794-3800)
7. Hilton Garden Inn Westbury (516-683-8200)
8. Courtyard by Marriott Westbury (516-542-1001)
9. Holiday Inn Westbury (516-997-5000)
10. Red Roof Plus Garden City (516-794-2555)

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

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to 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.

APPENDIX E

Remote Instruction Plan & Student Access Survey

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.

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. 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.	School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational Climate (SSEC) Summary Form. Emergency response procedures are required to be shared with parents, students and staff by October 1st of each school year.
Step 6: Develop Risk Management Options a. Individualized Management Plan. b. Need for Monitoring or Guidance. c. Available Resources. d. Removal and its impact on monitoring and maintaining connection. e. Notify law enforcement immediately if student is thinking about or planning to engage in violence. f. Address the safety of any potential targets. g. Create a situation that is less prone to violence. h. Remove or redirect the student's motive. i. Reduce the effect of stressors.	Addressed in the SAVE legislation and required to be defined in the Building-Level Emergency Response Plan.
Step 7: Create/Promote Safe School Climate a. Build culture of safety, respect, trust and social/emotional support. b. Encourage teachers/staff to build positive, trusting relationships with students. c. Break down "codes of silence."	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.

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.	
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 works closely with law enforcement to provide training and establish procedures.



National Threat Assessment Center
July 2018

U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

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

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

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

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.

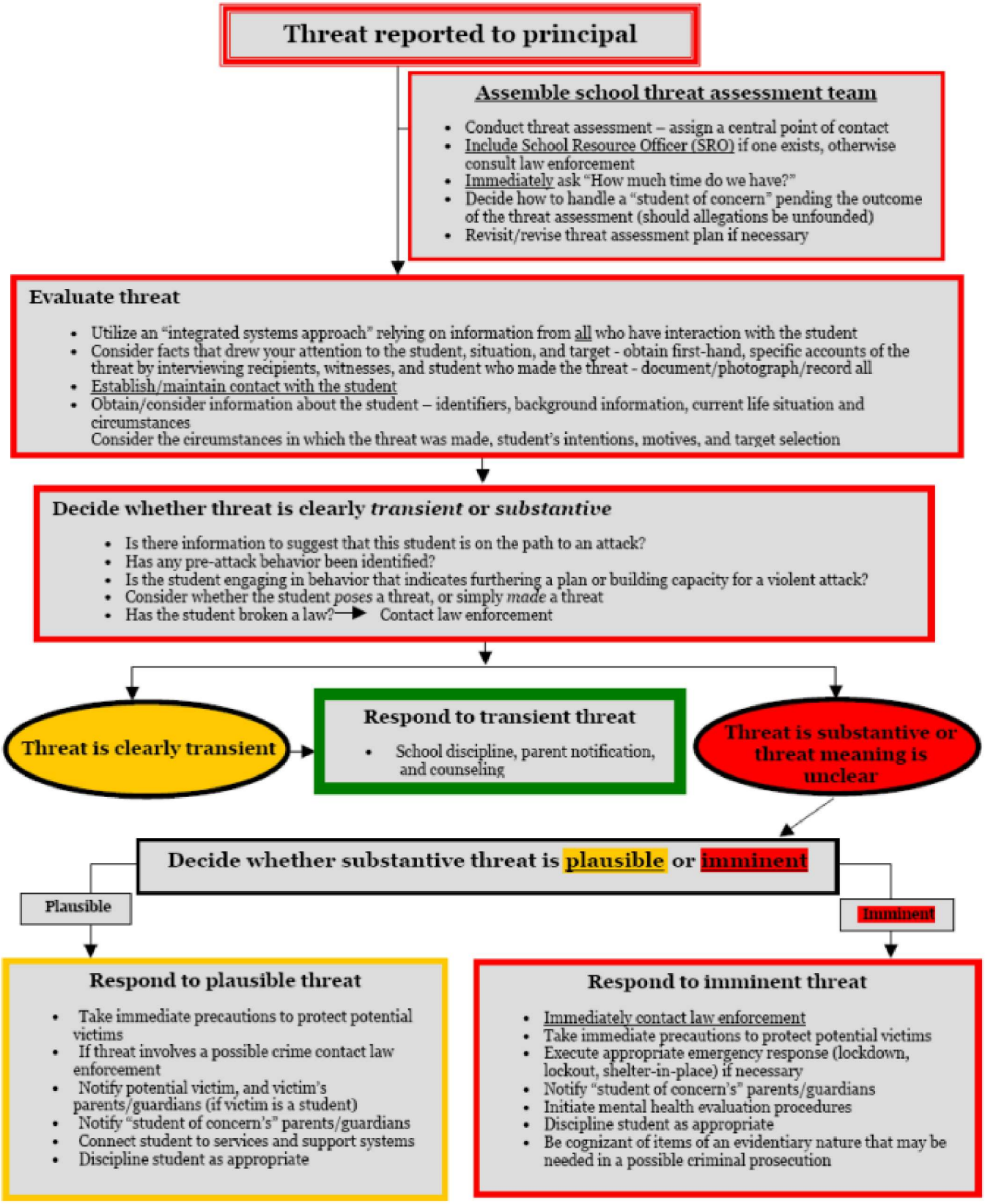
3.	**Have there been any communications suggesting ideas or intent to attack?**
	• What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?
	• Have 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
FRANKLIN SQUARE UNION FREE SCHOOL DISTRICT

CARDIAC EMERGENCY RESPONSE PLAN

Responding to Cardiac Emergency

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

Warning signs or signs of Sudden Cardiac Arrest (SCA) or similar life threatening emergency:
- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures ● Sudden collapse or “passes out”
- Not responsive
- Abnormal breathing
- No pulse

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

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

2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)
    - Follow 911 emergency dispatcher’s instructions.
    - Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee*.

3. CPR by CPR/AED certified school personnel
    - Check for breathing- if none or a person gasping begin CPR immediately.

4. Defibrillation by CPR/AED certified school personnel
    - Use an AED to restore the heart to its normal rhythm.

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

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

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

8. Hold a post event debriefing

*Emergency contact numbers for obtaining help:
Number to call for help in school building 911
Number to call for help on school grounds 911
Number to call to notify if SCA occurs at offsite location 911