

2023-24

Roslyn

District-Wide

School Safety

Plan



Table of Contents

DISTRICT-WIDE SCHOOL SAFETY PLAN

Policy Statement _____	4
Elements of the District-Wide School Safety Plan _____	4-5
School District Chief Emergency Officer _____	5
District-Wide School Safety Team _____	5
Resources for District-Wide School Safety Team _____	6
Responsibilities of the District-Wide School Safety Team _____	6
Building-Level Emergency Response Team _____	7
Risk Reduction/Prevention and Intervention Strategies _____	7
Training, Drills and Exercises _____	8
Implementation of School Security _____	8-9
Vital Educational Agency Information _____	9
Early Detection of Potentially Violent Behavior _____	9
Hazard Identification _____	10
Responses to Violence _____	10-11
➤ Reporting _____	10
➤ Investigation _____	10-11
➤ Follow-up _____	11
➤ Evaluation _____	11
➤ Disciplinary Measures _____	11
➤ Code of Conduct _____	11
Emergency Response Protocols Notification and Activation (Internal and External Communication) _____	11-13
➤ Bomb Threats _____	12
➤ Hostage Taking _____	12
➤ Intrusions _____	12
➤ Kidnapping _____	13

Responses to Acts of Violence (Implied or Direct Threats) _____	13
Responses to Acts of Violence (Actual) _____	13
Response Protocols _____	14
School Building Chain-of-Command Table _____	14
Emergency Assistance and Advice from Local Government _____	14
District Resources Use and Coordination _____	14
Protective Action Options _____	14-15
➤ School Cancellation _____	14
➤ Early Dismissal _____	14
➤ Evacuation _____	14
➤ Sheltering _____	14
➤ Shelter-In-Place _____	14
➤ Weather Related _____	14
➤ Generic/Non-Specific Bomb Threat _____	15
➤ Specific Bomb Threat _____	15
➤ Hold-In-Place _____	15
➤ Lockdown _____	15
➤ Lockout _____	15
National Terrorism Advisory System (NTAS) _____	15
Recovery – School District Support for Buildings _____	15
Disaster Mental Health Services _____	16
Forms and Recordkeeping _____	16
Pandemic Planning Template _____	16-19
➤ School During COVID-19 Pandemic _____	20
➤ School District Pandemic Influenza Planning Checklist _____	21-22
First Amendment to District Wide Safety Plan _____	23-25
Second Amendment to District Wide Safety Plan _____	26-41

Roslyn School District

District-Wide School Safety Plan

Policy Statement

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

The Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team** to develop, implement and maintain all provisions of the Plan. After at least one public meeting this plan will be adopted by the School Board. This Plan incorporates all **Building-Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response 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. The local BOCES Health & Safety Office will assist in development of protocols for accessing these services.

The **District-Wide School Safety Plan** is made available for **public comment 30 days prior to its adoption** and provided for participation of the entire school community. 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 15th 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 Team and **filed with both State and Local Police by October 15th of each school year**.

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

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

Elements of the District-Wide School Safety Plan

- Identification of sites of potential emergencies.
- Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.
- Responses to an implied or direct threat of violence.
- Responses to acts of violence including threats made by students against themselves including suicide.

- Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- Plans for identification of district resources and coordination of such resources and manpower available during an emergency.
- Designation of the Chain-of-Command (Incident Command)
- Plans to contact parents and guardians including when students make threats of violence against themselves.
- School building security
- Dissemination of information regarding early detection of potentially violent behavior.
- Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including review of tests.
- Annual school safety training for staff and students.
- Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- Strategies for improving communication and reporting of potentially violent incidents.
- A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity
- Information about the school district including population, staff, transportation needs and telephone numbers of key school officials.
- Documentation and record keeping

School District Chief Emergency Officer

The **Chief Emergency Officer** 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.

District-Wide School Safety Team

The District-Wide School Safety Team is **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 and update as necessary.

- Board of Education President
- Superintendent of Schools
- Assistant Superintendent for Business and Administration
- Assistant Superintendent for Secondary Education
- Assistant Superintendent for Elementary Education
- District's Chief Emergency Officer- Assistant to the Superintendent for Administration and Special Projects
- Assistant to the Superintendent for Technology and Infrastructure
- Permanent On-Site Security Consultant
- Assistant Business Administrator
- Director of Community Relations
- Director of Physical Education and Interscholastic Athletics
- Director of Guidance
- Director of Pupil Personnel Services

- Supervisor of Transportation
- District Building Principals (5)
- President of the Teachers Association
- Co-Presidents of the Coordinating Council of Parent Associations (2)
- Nassau County Police Department – 6th Precinct POP Officer
- Local Fire Department Representative

Resources for District-Wide School Safety Team

- FEMA – 1-(800)621-3362
- New York State Office of Mental Health Services – 1-800-597-8481
- Covert Investigations School Safety and Security- 631-836-1100
- Local Police – 911
- NCPD 6th Precinct POP (Problem Orientated Policing) (516) 573-6670
- Fire Department – (516) 621-7539
- In the event of an incident that effects the School Wide Community, messages will be relayed via Constant Contact (email), Blackboard Connect (phone), District Website, and/or the School District Office of Public Relations

Responsibilities of the District-Wide School Safety Team

The District-Wide School Safety Team will act as a Threat Assessment Team with the responsibility 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:

- Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by **September 15th** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
- Dissemination of information regarding early detection of potentially violent behavior.
- 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.
- Communicating the Plan to students and staff.
- Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- Making recommendations necessary for change.
- 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.
- Recommending improved security measures based on school building inspection results.
- Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- Reviewing survey results and recommending actions that are necessary.
- Stringent Vetting Process for Hiring of all Security Aides/Guards including but not limited to consultation and interviewing with District Personnel and On-Site Security Director/Consultant. Requisite Background checks by NYS Teach System and Civil Service along with registration with NYS Division of Licensing.

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
- Community Members
- Law Enforcement
- Fire Officials
- Ambulance
- 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
 - Mental Health Counselors
 - Others (Psychologists, Social Workers, etc.)

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the School District include:

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

➤ **Second Step**

Training, Drills and Exercises

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

- Early Go-home 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
- Table top 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. The school district, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdown, or early dismissal.

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/ hall monitors who received 2 days of staff development every school year.
- The School District has had a security audit/assessment of all school buildings conducted by the Nassau County Police Department and by Covert Investigations School Security and Safety (a security consultant) in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building where they will sign-in and be escorted to their destination. Upon completion of their business they will be escorted out of the building.
- Visitor badge/sign-in procedures – we utilize a color coded pass badge system. Upon entry into the building the visitor must show photo identification; the individual is then screened, receives a badge, and remains in the vestibule until escorted to their destination. Any visitor in the building without an appropriate badge would be immediately questioned by building staff and the Security Director would be informed and appropriate measures taken.
- Video surveillance – closed-circuit TV security
- NYS certified security guards

- A designated School District Security Director/Consultant
- On-going security audits
- Random searches may be considered if deemed necessary
- We will employ any other methods deemed necessary and constantly review our current practices

Vital Educational Agency Information

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

Early Detection of Potentially Violent Behavior

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. 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.
- 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.
- Select staff members trained annually in Crisis Prevention Intervention.

Other methods for informing parents and students include:

- School social worker outreach
- School counselor involvement
- School Dean Involvement
- Mailings twice a year 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, and properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specifically defined areas of current concern include:

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

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 on the **Violent and Disruptive Incident Report (VADIR) Form**. 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 (Threat Assessment Team) for the purpose of compiling data and evaluating the Violence Prevention Program.

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

Reporting:

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

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

Investigation:

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

- Collect facts on how the incident occurred
- Record information

- Identify contributing causes
- Recommend corrective action
- Encourage appropriate follow-up
- Consider changes in controls, policy and procedures

Follow-up:

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

Evaluation:

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

Disciplinary Measures:

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

Code of 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.

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
Roslyn High School	516 801 5100	516-801-5108	sandrews@roslynschools.org

Roslyn Middle School	516 801 5200	516-801-5208	cjohanson@roslynschools.org
East Hills Elementary School	516 801 5300	516-801-5308	sma@roslynschools.org
Harbor Hill Elementary School	516 801 5400	516-801-5408	mhazen@roslynschools.org
Heights Elementary School	516 801 5500	516-801-5508	mwood@roslynschools.org

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or other mass notification system. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

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

Bomb Threats:

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

Hostage Taking:

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

- The first person aware of the situation will immediately notify the principal's office and call 911.
- The 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.
- Immediate notification to on-site security staff and Security Director
- A Hold in Place should be called throughout the building until a resolution of the incident
- 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.

Kidnapping:

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

- During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- Parent/guardian will be notified. If student is not found, 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 (Implied or Direct Threats)

Response actions in individual buildings will include:

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

Responses to Acts of Violence (Actual)

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

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

Response Protocols

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

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

School Building Chain-of-Command Table

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

Emergency Assistance and Advice from Local Government

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

District Resources Use and Coordination

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

Protective Action Options

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

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **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
- Assistant Superintendent for Business & Administration
- Assistant to the Superintendent for Administration & Special Projects
- Assistant to the Superintendent for Technology and Security
- Assistant Administrator for Business
- Director of Community Relations
- Director of Security/Consultant
- Transportation Supervisor
- Food Service Director
- Director of Pupil Personnel Services
- Head Nurse(s)

Disaster Mental Health Services

The **Building-Level Emergency Response 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.

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

Pandemic Planning

Our District-Wide School Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). 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.

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 school nurses for reporting communicable disease, including influenza, 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
- Weekend/After-hours Consultation and Reporting: 516-742-6154
- The Nassau County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
- The Superintendent of Schools will help coordinate our Pandemic planning and response effort. This person will work closely with the District-wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district physician and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* is reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Preparedness:

- We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Nassau County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.
- The District-wide Command Center will be at the Administration Building with the alternate at RHS Principal's Office, and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

➤ Ms. Allison Brown	Superintendent of Schools	No. 1
➤ Mr. Thomas Szajkowski	Chief Emergency Officer	No. 2
➤ Ms. Susan Warren	Assistant Superintendent for Business & Admin.	No. 3
➤ Mr. Michael Goldspiel	Assistant Superintendent for Secondary Education	No. 4
➤ Ms. Karina Báez	Assistant Superintendent for Elementary Education	No. 5
- Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed 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.
- 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: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. A school district Public Information Officer (PIO) Superintendent of Schools 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 Assistant to the Superintendent for Technology and Infrastructure 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 uses the internet and phone services. We test and exercise our communication systems throughout the year.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision making authority for the district Superintendent, the Assistant Superintendents for Business & Administration, Elementary Education, Secondary Education, the Director of Pupil Personnel Services, and the Assistant to the Superintendent for Administration and Special Projects. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand held radios, cell phones, texting and phone mail, 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. Recognizing the need for job cross-training, we have trained individuals. We have also established the ability to maintain these essential functions off-site from remote locations.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Assistant to the Superintendent for Administration and Special Projects 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 Assistant to the Superintendent for Administration and Special Projects 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.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director has provided cross-training of staff to ensure essential functions. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, IPODS)
 - 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.

Response:

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

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

Recovery:

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

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the [local community](#).

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at [higher risk](#) for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote [healthy hygiene practices](#) such as [hand washing](#) and [employees wearing a cloth face covering](#), as feasible
- ✓ Intensify [cleaning, disinfection](#), and ventilation
- ✓ Encourage [social distancing](#) through increased spacing, small groups and limited mixing between groups, if
- ✓ Train all employees on health and safety protocols

ANY
NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for [signs and symptoms](#) of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to [stay home](#)
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, [procedures](#)
- ✓ Monitor student and employee [policies](#) and practices
- ✓ Be ready to consult with the local [in the facility or an increase in cases in the local area](#)

ANY
NO



ALL
YES

OPEN AND
MONITOR



cdc.gov/coronavirus

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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



First Amendment to District Wide Safety Plan adopted by the Roslyn UFSD Board of Education on August 18, 2020

Corresponding Sections amended as follows:

COVID-19 Pandemic Planning

The District will procure appropriate personal protective equipment (PPE) for essential employees and contractors by way of State, County and Local contracts for best pricing and availability. Such PPE will consist of safety masks, gloves, hand sanitizers and paper goods as needed. The District will have enough on hand to provide each essential employee with (2) units per shift for a period of 6 months. Inventory will be supplemented as materials are distributed to maintain an ample supply. All materials are stored in a locked, climate-controlled warehouse to prevent degradation and will be accessible for immediate distribution should the need arise. Access will be limited to three members of the Maintenance Department.

In the event of a declared emergency which requires that we provide housing to essential employees in order to contain the spread of the communicable disease, we will be working with local hotels, motels and school dormitories as necessary. The District has been and is continuing to work closely with the Nassau County Department of Health, the local Police and Fire Departments and the Office of Emergency Management. We also contract with an outside vendor, Covert Investigations, giving us 24/7 access to a Security Director and the Principal who are both retired law enforcement officers. They have become the main liaison between the District and these agencies. We will take advantage of these relationships to streamline the housing process. As time permits, depending on the urgency of the situation, we will contact Union Heads to discuss the plans for their members' housing.

Prevention/Mitigation

In order to minimize the possibility of an employee coming to work with COVID-19, we utilize a self-screening program that denies entry when any one of four questions is answered in the positive. If an employee cannot answer each question negatively, the program will not provide them with an Entry Pass. Without that pass available to show to the designated staff member at each building, they will not be allowed to enter. Most often, we are receiving emails from employees who are aware that they will not be able to pass the self-screening questionnaire prior to their completion of the questions. Once we receive the email, it is followed up with a phone call or email from Human Resources to get more details. We do not anticipate that anyone would come into the building knowingly having tested positive or they would not get the Entry Pass upon answering the questionnaire. However, if a staff member or contractor tests positive or shows symptoms after they are already in one of the buildings, they are immediately ushered out of the building and cannot return until cleared by a health care provider in accordance with the Nassau County Department of Health guidelines. Any area they may have been in will be thoroughly cleaned and disinfected by a Cleaner wearing the proper PPE. The same process will be used to clean any shared equipment they may have touched. In order for our faculty and staff to remain up to date on safety protocols, the District provides annual training regarding current health and safety standards based on the CDC and NYS Department of Health guidelines. Open and constant communication is maintained with the Nassau County Health Department and local hospitals as well. The District has been and is continuing to follow the protocol set forth in Federal, State and Local law with respect to sick leave and health information privacy.

Again, we do not anticipate that anyone would come into the building knowingly having tested positive or they would not get the Entry Pass upon answering the questionnaire. However, if a student tests positive or shows symptoms, each building in the District has an Isolation Room that the individual will be required to stay in until a parent or guardian takes the child home.

Please reference our existing District Reopening Plan via the link below to review the proper protocols already in place for the District.

<https://www.roslynschools.org/Page/1890>

Preparedness

The following titles are considered Essential Employees. They would need to be in District, even during a state-ordered reduction of in-person workforce, in order to keep the District running smoothly:

- **Cleaners/Custodians/Head Custodians/Maintainers (District Wide)** - in order to continuously maintain, clean and disinfect the buildings not only to eliminate the possibility of transmission within the building but also in preparation for the eventual return to In-District learning as based upon the needs of the department.
- **Senior Account Clerks/Account Clerks/Administrative Assistants/Secretarial Staff/Assistant Administrator for Business (Administration Building)** - in order to maintain purchasing of supplies, services, and capital projects along with payment for them. There will be a weekly schedule in place, with each essential employee required to work 1-2 days a week as based upon the needs of the department.
- **Human Resources - Administrative Assistant and Administrative Officer (Administration Building)** - in order to process any essential personnel documents. There will be a weekly schedule in place, with each of the employees required to come in one day per week as based upon the needs of the department.
- **Assistant to the Superintendent for Technology and Security (District Wide)** - will be available on an “as needed” basis whenever technological issues require physical interaction with the data center and cannot be done remotely.
- **Administrators (District Wide)** - will be available on an as needed basis.
- **Security Aides (District Wide)** - will be rotated between our seven (7) buildings, meeting minimum manning requirements.
- **Security Consultant (District Wide)** - will be available on an “as needed” basis.

In order to enable essential and non-essential employees and contractors to telecommute, the District has assigned a laptop to all teachers, students, and key staff members. We also provide remote desktop capability for key employees that require business critical software to facilitate the district's operation. Everyone also has the ability to use our remote apps portal to access their documents from either a Mac or a PC. In addition, all staff and faculty have access to Zoom, Exchange Email, and the Google Suite for collaboration and video conferencing. In order to further facilitate operations, the Technology Department has the ability to remotely call forward any district phone line to the appropriate employee's home or cell phone.

Resources for Staff and Faculty:

<https://www.roslynschools.org/domain/29>
<https://mpassi00.wixsite.com/rpsdigitaltechnology>

In order to make sure all Roslyn students are able to be taught remotely, the District has provided each of them with a device. Chromebooks have been provided for everyone in Kindergarten through 10th grade, while 11th and 12th graders have iPads. Families who need access to high-speed internet are able to get that through wireless hotspots. Student data privacy and security will be maintained at all times, assuring compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations. We will also provide ongoing professional development for staff and faculty on designing effective remote/online learning experiences and best practices for instruction in remote/online settings. In order to see the district's reopening plans as they pertain to technology, please click on the link below:

<https://sites.google.com/roslynschools.org/reopenroslyn/technology-and-connectivity>

Response

In order to reduce overcrowding on public transportation and within the buildings, the District will limit occupancy to meet or fall beneath the maximum allowable by state or local guidance. Work schedules will be staggered to reduce capacity as necessary. In situations where all students are being taught remotely, the employees who have been identified as essential workers will never be put in situations where their presence will cause occupancy to exceed the limits set by the governing authorities during a declared emergency. For specific scheduling, please refer to the title descriptions in the section above. Additionally, no outside visitors will be admitted to a building without due cause and without scheduling an appointment in advance. Essential visitors who do have appointments will be subject to existing District health screening protocols.

In order to aid in the tracking of the disease and identify the population of exposed employees and contractors in order to facilitate the provision of benefits which may be available to them, we have a self-screening program that denies entry when any one of four questions concerning COVID-19 is answered in the positive. Each employee must show that they passed all four criteria or the program does not provide them with an Entry Pass. No employee is permitted in the buildings without showing the Entry Pass to a designated staff member assigned for that building. Additionally, in most circumstances, we are receiving emails from employees who are aware that they will not be able to pass the self-screening questionnaire prior to their completion of the questions. Once we receive the email, it is followed up with a phone call or email from Human Resources to get more details. In order to track the absences and provision of benefits, it is then determined which category of the EPSFLA or Expanded FMLA the employee falls into and it is logged onto a spreadsheet by that category. The days of absence are tracked for pay as well as to insure that the individual does not exceed the limit of allowable COVID absences pursuant to law, without drawing on their sick bank. If someone is identified as COVID-19 positive, our Security Consultant (a Johns Hopkins certified Contact Tracer) does preliminary contact tracing and in conjunction with the Nassau County Department of Health, identifies any close contacts.

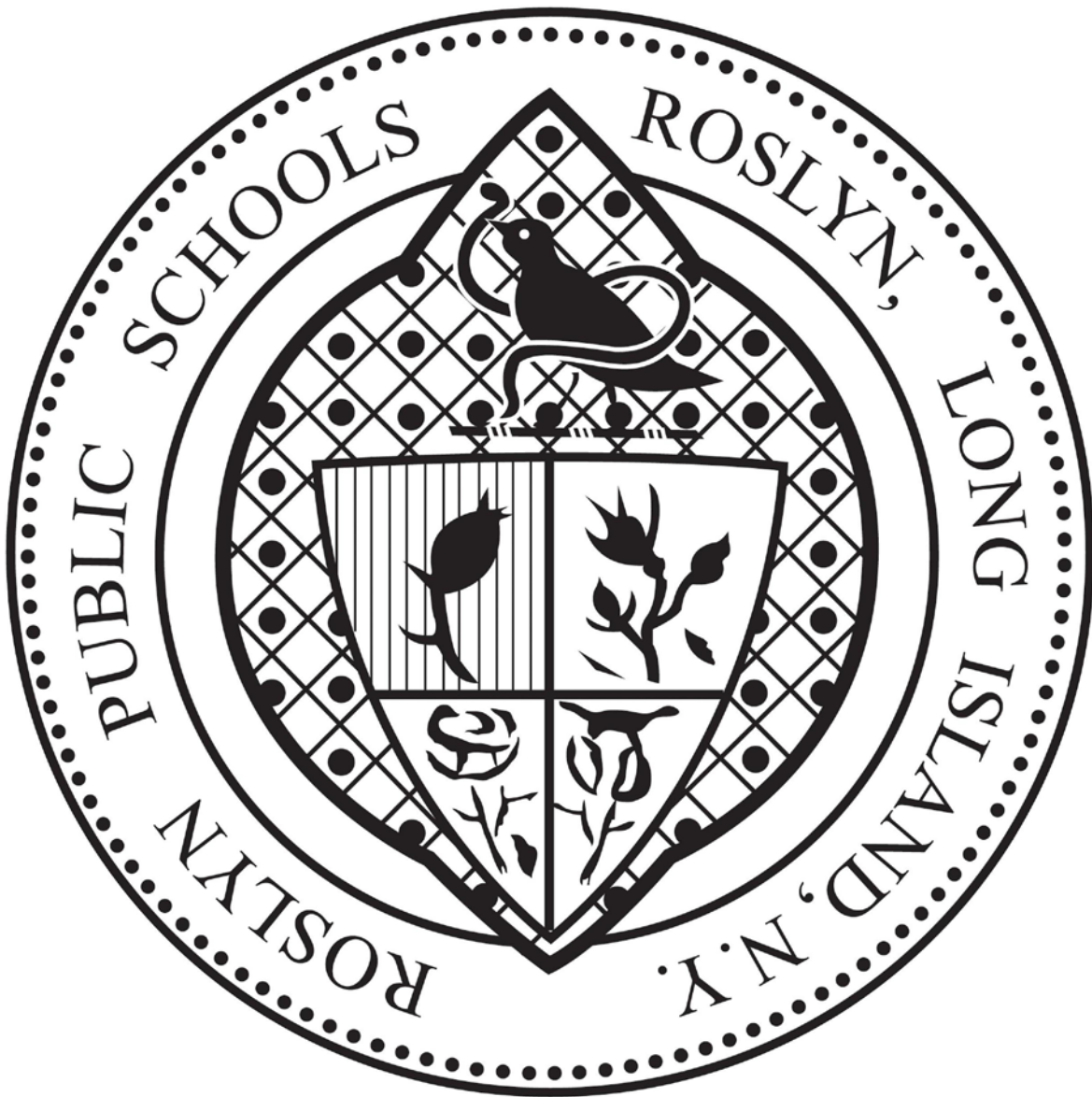
The District follows the protocol of the Nassau County Department of Health as per the attached document for Contact Tracing. Written correspondence and phone calls will be made to those impacted by this to identify them as close contacts. If a student or staff member testing positive is in a contained classroom, and a determination is made that there are close contacts, the classroom students and staff will be required to quarantine and learn remotely during the quarantine period. If the positive student or staff member is not learning in a contained area and concerns of too many close contacts are identified, the school building will close down for a time period to be determined by the District in conjunction with the Nassau County Department of Health. During the pandemic we do not allow contractors into the buildings unless it is after hours/building not occupied. This minimizes the need for tracking of contractors. In any event, when a classroom or building is closed down, the Custodial and Cleaning staff will do a deep cleaning in the building and designated areas.

Second Amendment to District Wide Safety Plan adopted by the Roslyn UFSD Board of Education on August 24, 2023

Corresponding Sections amended as follows:

APPENDIX A

District-Wide School Safety Team Meeting Minutes and Attendance



Roslyn Public School District
District-Wide School Safety Team Meeting Attendance and Minutes April 26, 2023

Required Attendance

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

Additional Attendance

Central Office	Allison Brown, Michael Goldspiel, Karina Baez
Facilities and Operations	Thomas Szajkowski
Food Services	Dawn Piteo
Technology	Jason Lopez

Agenda

- Formally announce members of this committee for submission and approval to the Board of Education for school year 2023-24.
- Discuss and announce key personnel to work on the District Wide Safety Plan for the 2023-24 school year.
- Re-Cap drills conducted for the school year 2022-23.
- Plan for all buildings to conduct evacuation drills in the school year 2023-24.
- The Next District Wide Safety Team meeting date is set for early September, the exact date is still to be determined.

APPENDIX B

Suicide Prevention/Intervention Guidelines 2023-2024

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

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

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

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

Behavioral Health Staff/Crisis Response Team Consists of:

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

Notification Protocol:

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

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

Guidelines for Evaluating Student Risk to Self or Others:

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

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

Contacting the Parent/Guardian

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

The Mental Health Professional will:

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

Conducting a Suicide Risk Assessment

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

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

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

Interview Questions to Ask:

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

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

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

Suicide Risk Assessment - Student Interview

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

Guiding Questions:

History:

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

Expressed Plan:

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

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

Support Systems:

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

Other Important Information:

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

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

Risk for Harm Categories

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

Category 1: High Risk

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

Category 2: Moderate Risk

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

Category 2: Low/No Risk for Harm

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

Re-entry into School

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

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

Suicide Prevention Resources

Northwell Health Behavioral Health Urgent Care Center
156 1st, lower level
Mineola, NY 11501
(516) 321-5770
(516) 321-5779 fax

Psychiatrists:

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

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

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

Developmental Behavioral Pediatrician:

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

Pediatric Neurologists:

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

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

Therapists:

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

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

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

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

Adelphi University
Center for Psychological Services
516-800-ADELPHI

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

Additional Resources

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

Additional Information

www.suicide.org

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

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

Glossary

SUICIDE

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

SUICIDE ATTEMPT

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

SUICIDAL GESTURE

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

SUICIDE THREAT

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

SUICIDAL IDEATION

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

APPENDIX C:

Threat Assessment Guidance

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

U.S. Department of Homeland Security United States Secret Service

Creating a Comprehensive Targeted Violence Prevention Plan

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

Components of the Plan

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

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

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

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

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

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

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

Additional resources:

- https://www.nyscfss.org/files/ugd/10c789_3c12ced9566e438f85664b2c26616871.pdf
- <https://www.nyscfss.org/resources-threat-assessments>
- <https://www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf>
- <https://www.secretservice.gov/protection/ntac>
- <https://education.virginia.edu/research-initiatives/research-centers-labs/research-labs/youth-violence-project/vvp-projects-resources/comprehensive-school-threat-assessment-guidelines>
- https://drive.google.com/file/d/1GiqunoA_Xpw137r0pr0vxwoUhV1i60X/view?usp=sharing

School Threat Assessment Decision Tree

U.S. Secret Service Recommendations	NYS Requirement & Guidelines
Step 1: Threat Assessment Team <ul style="list-style-type: none"> ➤ District-wide or School Building Team ➤ Variety of Disciplines ➤ Specific Designated Leader ➤ Protocols and Procedures ➤ Meet on a Regular Basis 	<p>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.</p>
Step 2: Define Prohibited & Concerning Behaviors <ul style="list-style-type: none"> ➤ Threatening or Violent Actions; Weapons; Bullying/Harassment; Criminal Behavior. ➤ Performance Decline; Absenteeism; Withdrawal/Isolation; Change in Behavior or Appearance; Drug/Alcohol Use; Depression or other Emotional/Mental Health Symptoms. ➤ Threshold for Intervention Should be Low. ➤ Identify Other Concerning Statements or Actions. 	<p>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.</p>
Step 3: Create a Central Reporting Mechanism <ul style="list-style-type: none"> ➤ Establish one or more reporting Mechanisms (on-line, email, phone, etc.) ➤ Promote and Provide Training on Reporting System. Make sure everyone knows their roles. ➤ Establish monitoring and response protocols. ➤ Establish anonymous reporting procedures. ➤ Act quickly, appropriately and maintain confidentiality. 	<p>Reporting systems exist and anonymous reporting is encouraged. In New York State schools are encouraged to adopt the concept "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.</p>
Step 4: Threshold for Law Enforcement <ul style="list-style-type: none"> ➤ Weapons, threats, physical violence, safety of individual. ➤ Importance of law enforcement representation on team. 	<p>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.</p>
Step 5: Establish Threat Assessment Procedures <ul style="list-style-type: none"> ➤ Standardized Incident Form. ➤ Consider different sources of information ➤ Examine online social media, desks, lockers ➤ Examine academic, disciplinary, law enforcement and other formal records ➤ Establish rapport with student and guardian ➤ Evaluate the behavior in the context of age and social/emotional development 	<p>School districts use standardized incident reporting forms which become the basis for the annual School Safety and the Educational Climate (SSEC) Summary Form. Emergency response procedures are required to be shared with parents, students and staff by October 1st of each year.</p>

<ul style="list-style-type: none"> ➤ Investigate Themes: Motives; Communications; Inappropriate Interests; Weapons Access; Stressors; Emotional or Developmental Issues; Desperation or Despair; Violence as an Option; Concerned Others; Capacity to Carry Out an Attack; Planning; Consistency; Protective Factors 	
<p>Step 6: Develop Risk Management Options</p> <ul style="list-style-type: none"> ➤ Individualized Management Plan ➤ Need for Monitoring or Guidance ➤ Available Resources ➤ Removal maintaining connection and its impact on monitoring and ➤ Notify law enforcement immediately if student is thinking about of planning to engage in violence ➤ Address the safety of any potential targets ➤ Create a situation that is less prone to violence ➤ Remove or redirect the student's motive ➤ Reduce the effect of stressors 	<p>Addressed in the SAVE legislation and required to be defined in the Building Level Emergency Response Plan</p>
<p>Step 7: Create/Promote Safe School Climate</p> <ul style="list-style-type: none"> ➤ Build culture of safety, respect, trust and social/emotional support ➤ Encourage teachers/staff to build positive trusting relationships with students ➤ Break down "code of silence" ➤ Help students feel connected to the schools community and classmates ➤ Identify clubs or teams at schools ➤ Support positive behavioral interventions and supports (PBIS) programs ➤ Encourage student involvement <p>The Dignity for all Students Act (DASA) promotes a safe school climate</p>	<p>The Dignity for all Students Act (DASA) promotes a safe school climate through requirements for Dignity Act Coordinators in school buildings. DASA Coordinators are required to complete specific training in order to fulfill their responsibilities.</p>
<p>Step 8: Conduct Training for all Stakeholders</p> <ul style="list-style-type: none"> ➤ School safety is everyone's responsibility ➤ All employees require training ➤ Students need training on the threat assessment process, reporting process, breaking the code-of-silence and confidentiality ➤ Parents need training on their role in threat assessment process ➤ Law enforcement can provide training and should also be aware of the threat assessment process 	<p>Training is required on many different levels. Teacher/Administrator certification requires 2-hours of training for both Child Abuse and Violence Prevention. Annual school safety training for all students and staff is required to be completed by September 15th of every school year. Parents are made aware of their role by providing them with a copy of the Code of Conduct and summary of Emergency Response Procedures. School districts work closely with law enforcement to provide training and establish procedures.</p>

APPENDIX D:

Emergency Remote Instruction Plan

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

- group/individualized setting.
 - All students will continue to receive their mandated services.
- A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education;
 - In accordance with existing law and regulation as well as guidance we have received from the NYS Department of Education, Roslyn Public Schools has developed comprehensive plans for services to be provided in-person, remote, and/or through a hybrid model. All plans address the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. We will ensure collaboration between the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) and program providers representing the variety of settings where students are served. We will ensure students with disabilities have access to the necessary accommodations, modifications, supplementary aids and services, and technology to meet the unique disability related needs of students. We will ensure parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of IDEA.
 - Adapted from [Roslyn Public Schools Special Education Remote Plan](#)
- For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.
 - Elementary Remote Model
 - Harbor Hill School - 8:05 to 2:30 School Day
 - 8:05 to 11:00 - AM session (2hrs. 55 Min.) 2. 11:00 to 12:00 - LUNCH
 - 12:00 to 2:30 - PM Session (2.5hrs)
 - East Hills School and Heights School - 8:55 to 3:20 School Day
 - 8:55 to 11:50 - AM session (2hrs. 55 min.) 2. 11:50 to 12:50 - LUNCH
 - 12:50 to 3:20 PM session (2.5hrs)
 - NOTE: Elementary classes will be a mix of synchronous and asynchronous instruction. Opportunities for small group work will take place during the virtual schedule.
 - Secondary Remote Learning Model
 - Students will follow a full-day schedule including electives
 - All subjects are taught synchronously with Zoom/Google Meet (including electives)
 - Daily attendance is taken via Zoom/Google Meet at the beginning of class
 - Students will be required to participate in all Zoom/Google Meet classes with their video on at all times
 - MS classes will take place from 7:35-2:19 (time is subject to change)
 - HS class will take place from 8:00-2:44 (time is subject to change)
 - Breaks during the day (lunch/free periods) will be screen time off
 - This model will include opportunities for whole group and small group instruction once per six day cycle for all core classes.
 - Security and Safety
 - Ensure student data privacy and security will be maintained and that we are in compliance

with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

- Students must type their first and last name and enable their online learning session so that the teacher can identify and see each student before allowing them into the session.
- Where applicable, students will be admitted to the "waiting room" and their teacher then will individually admit students into the online learning session.
- The Roslyn High School and Middle Schools Codes of Conduct are still enforced during remote learning.