

Plainview Old Bethpage
C.S.D.
S.A.V.E.
School Safety
Plan

Comprehensive District Plan Section

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Plainview Old Bethpage C.S.D. Comprehensive Safety Plan

Policy Statement

The POBCSD school district **Comprehensive 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 which may occur in the school district and its component school buildings.

The Plainview Old Bethpage Board of Education has appointed, under the direction of the Superintendent of Schools, a **District-Wide School Safety Team (Page 2)** to develop, implement and maintain all provisions of the Plan. After at least one public meeting, this plan was adopted by the POB CSD School Board on **June 18, 2001**. This Plan incorporates all **School Building Emergency Response Plans** that have been developed by the **Building Level School Safety 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. Ms. Nadine Eiring as liaison and in conjunction with the Nassau BOCES Health & Safety Office will assist in development of protocols for accessing these services.

The Plan was 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 were formally adopted by the School Board after **at least one public hearing**. As required by law, the Plan was **filed with the Commissioner of Education within 30 days of adoption** and will be **reviewed annually** by the District-Wide School Safety Team **before December 1** of each school year. Building-Level Emergency Response Plans have been filed with both **Local and State Police within 30 days of adoption**.

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 Plan is available upon request and is available 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 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 Comprehensive 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
- 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
- School building security
- Dissemination of information regarding early detection of potentially violent behavior
- Plans to exercise and conduct drills to test the 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

Responsibilities of the District-Wide School Safety Team

The School District-Wide 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 at least annually. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the Comprehensive Safety Plan to determine its success in violence prevention. Some of the team's primary responsibilities will include:

- 1) Recommending training programs for students and staff in violence prevention.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence.
- 4) Communicating the Plan to students and staff.
- 5) Making recommendations necessary for change.
- 6) Arranging for 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 Safety Team Sub-Committee or Building-Level Team.
- 7) Recommending improved security measures based on school building inspection results.
- 8) Conducting school building survey of students and staff to identify the potential for violent incidents.
- 9) Reviewing survey results and recommending actions that are necessary.

Risk Reduction/ Prevention and Intervention Strategies

Program Initiatives in the POBCSD:

1. Non-violent conflict resolution training programs.
2. Peer mediation programs.
3. After and before school child care programs.
4. PBC Youth programs
5. Mentors for students concerned with bullying/violence.
6. As part of the district process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) all our students receive training on the reasons for testing emergency plans and are given an opportunity to ask questions. Additionally, specific training in how to respond to and react to emergencies is given.
7. The Plainview Fire Department assists in the training and exercising of students.
8. Intervention team strategies

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. Based on the determination of the District-wide School Safety Team and the Building-Level School Safety Team, at a minimum, the following methods may be used:

- Early Go-home drill
- Live drill including sheltering, evacuation, or lock-down
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Table top exercises for staff training
- Emergency Response Team exercises

- Building pre-clearance searches in association with Regents Examinations

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 its exercises. These agencies may include but not be limited to local Police and Fire Departments, Local Emergency Management Offices and the local BOCES Health & Safety Office. At least one exercise will occur in each school building every school year.

Types of Exercises

- Orientation – discussion session to provide information, answer questions, and identify needs and concerns surrounding the emergency plan.
- Drill – a drill is usually a single agency exercise designed to test one function. The most common drill conducted in schools is fire drill.
- Tabletop – in a tabletop exercise, individuals come together to discuss their responsibilities and how they would react to a specific emergency scenario.
- Functional – in a functional exercise, representatives from multiple agencies work through a scenario together in real time – there are messages interjected during the exercise that can change the course of the incident and provide opportunities for resolving a situation based on an evolving criterion.
- Full scale – a full scale exercise has role players to simulate the crisis event. Multiple agencies respond in real time, using their resources to resolve the crisis.

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.
- 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.

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

Date of Drill	Type of Drill
2001 – 2002	Go Home Early & Bomb Threat
2002 - 2003	Lockdown
2003 - 2004	Bomb Threat
2004 - 2005	Fire and Bomb Threat
2005 - 2006	Lockdown

2006 - 2007	Go Home Early
2007-2008	Evacuation Drill
2008-2009	Go Home Early, Evacuation, Shelter in Place
2009-2010	Shelter in Place, Lockdown, Go Home Early
2010-2011	Shelter Alternative Place, Lockdown, Go Home Early
2011-2012	Tabletop Exercise, Lockdown, Go Home Early
2012-2013	Lockdown, Go Home Early, Lockout, Evacuation
2013-2014	Lockdown, Go Home Early, Lockout, Evacuation

Implementation of School Security

School safety personnel will help carry out the School District Comprehensive Safety Plan and may include anyone in the school community. These individuals will receive appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Nassau County Police Department. These individuals are not to be confused with school security guards that are specifically 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.

Appropriate school building security measures and procedures will be determined by the District-Wide School Safety Team and Building-Level School Safety Team after review of school building procedures and practices, security surveys, and building-level occupant surveys. Based on these findings we have implemented the following security measures:

- Entrance guards and hall monitors who receive training and supervision
- We participate in the Rockville Centre School District Security Training Division.
- Identification badges for all staff
- Visitor badge/sign-in procedures - Upon entry into the building the visitor must show photo-ID and sign in. At the main office the visitor is issued a badge and anyone found in the facility without proper identification is immediately questioned and if necessary escorted out of the facility.
- Video surveillance
- NYS certified security guards
- Regular security audits, Random searches may be considered if deemed necessary.
- Any other methods deemed necessary will be employed

Vital Educational Agency Information

Each Building 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. Training will include early warning

signs of potentially violent behavior and early intervention/prevention strategies. Training may 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.
- 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.
- How to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Post incident procedures including medical follow-up and the availability of counseling and referral.

Other methods for informing parents and students include:

- News 12
- PTA calling chain
- School messenger
- District website

Hazard Identification:

As part of each Building-Level Emergency Response Plan, each Building-Level School Safety 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. Specific defined areas of concern:

Long Island Expressway
Seaford Oyster Bay Expressway
Plainview Oil Terminal
Old Country Road

Responses to Violence

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

All incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented on the **Incident Report 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 will be established with local law enforcement officials ([P.O Fucito](#) and [P.O. Lamanica of the N.C.P.D.](#)) and emergency response agencies at the building level. Representatives from these agencies will be asked to participate on Building-Level School Safety Teams.

Threat Assessments – Types of Threats

Direct

- Threat identifies a specific act against a specific target delivered in a straightforward, clear and explicit manner.

Indirect

- Tends to be vague, unclear and ambiguous
- Violence is implied, but threat is phrased tentatively
- Suggests only that a violent act could occur, not that it will occur

Varied

- Strongly implied but does not explicitly threaten violence
- Often seen in extortion cases
- Warns that a violent act will happen unless certain demands or terms are met

Levels of Risk

Low level

- Poses a minimal risk to the victim and public safety
- Is vague and indirect
- Information is inconsistent, implausible or lacks detail
- Lacks realism or is not realistic

Medium level

- Could be carried out, although it may not appear entirely realistic
- More direct and more concrete than a low level threat
- Wording suggests the individual has given some thoughts to how the act will be carried out
- Includes a general indication of place and time, but its signs still fall well short of a detailed plan
- No strong indication the individual has taken preparatory steps
- Statements seek to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

High level

- Direct, specific and plausible
- Appears to pose imminent and serious danger to safety of others
- Suggests concrete stops have been taken i.e. stalking or acquisition of a weapon
- Almost always requires bringing in law enforcement

Reporting:

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will:

- Report it to the Nassau County Police Department (911), District Safety Officer and Superintendent.
- 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 School Building 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. This action shall be coordination through the district Crisis Coordinator.

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 is available through the Office of the Superintendent. This document and the District SAVE Code of Conduct document are addenda to the District Emergency Management Plan.

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 will be enhanced by the participation of local response officials on School-Building Safety Teams. These individuals and appropriate means of contact will be documented in the Building-Level Response Plan and include actions in addition to 911.

Internal communication is also of prime importance and will be specifically defined in the Building-Level 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, district website, 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:

The District Safety Officer shall designate a member of the District Safety Team the responsibility of contacting both public and non public schools within the district.

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

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each School Building Emergency Response Plan specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building Level School Safety 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 must familiarize themselves with the Bomb Threat Standards outlined in the School Building Emergency Response Plan so that appropriate decisions are made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, parent notification, returning to the building and false bomb threat prevention are addressed in the District Building Plan. The FBI Bomb Threat Call Checklist is available within the District Emergency Management Plan and should be located at all phone reception areas and made a part of the School Building Training Pamphlet for each school building.

Hostage Taking:

The School Building Emergency Response Plan Hazard Specific Response Guide procedures will be followed in the event of a hostage situation. Below you will find a brief overview of the required actions:

- 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 code 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 School Building Emergency Response Plan Hazard Specific Response Guide procedures will be followed in the event of an intrusion. In general the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911.
- If the situation escalates initiate a lockdown. Once a lockdown is announced, administrators and available staff will evacuate students who have been locked out of their classroom or are in public areas. Students will be evacuated to a safe area outside the building as per normal evacuation procedures when it is determined to be appropriate.
- The Superintendent's office and the District Safety Officer will be notified so appropriate resources can be made available to the school.
- The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

The School Building Emergency Response Plan Hazard Specific Response Guide 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. when available. 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, in a reasonable period of time 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 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.
- Contact the transportation office
- 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 remain available for police investigation.
- Ask parent/guardian to re-contact school if student is located (provide a telephone number).

Pandemic Planning

Our Comprehensive 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 Comprehensive Safety Plan which 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 routinely as part of the overall exercise of the Comprehensive Safety Plan. The District-wide Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-level Safety 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: 516-571-3471
 - 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 District Safety Officer will help coordinate our Pandemic planning and response effort. This person will work closely with the District-wide Safety Team who has responsibility for reviewing and approving all recommendations and incorporating them into the Comprehensive 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 Safety Team will review and assess any obstacles to implementation of the Plan. The CDC School District Pandemic Influenza Planning Checklist was reviewed on (October 13, 2011) 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;
- 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 Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

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:

- News 12
- PTA calling chain
- Parent link notification
- District website
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services.
- 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

Distance Learning Plan

The Plainview-Old Bethpage Central School District is focused on reducing the loss of instruction time in the event of an extended school closure. Building level administration will work collaboratively with all curriculum area supervisors in order to accomplish this goal.

The school district will implement the following alternative learning/instructional strategies. These may be used independently or in combination, depending on the content area and the length of the school closure.

- Use of District and School/Teacher Websites
- 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 voicemail, text messages; e-mail; automated notification systems; website postings

The goal of the Plainview-Old Bethpage Central School District is to re-establish normal delivery of instruction as soon as possible. We, as a community, will work together toward a smooth transition from the emergency learning methods to our normal process. In addition, we will use all described communication methods and our PIO to keep the school community aware of the transition process.

Response:

- The District-wide 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 Safety 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 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 to keep the school community aware of the transition process.

Bullying:

For the purposes of this policy “bullying” (which is subsumed under the term “harassment”) is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying is characterized by:

- Power imbalance- occurs when a bully uses his/her physical or social power over a target.
- Intent to harm-the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity
- Threat of further aggression-the bully and the target believe the bullying will continue
- Terror-when any bullying increases, it becomes a “systematic violence or harassment used to intimidate and maintain dominance.

There are three types of bullying: verbal, physical and social emotional

Prevention

A preventive strategy fosters a supportive environment that integrates a bullying prevention program into classroom instruction. District wide professional development and instruction that identify the warning signs of bullying. The components of the effort involve the following:

- Identifying early warning signs and precursor behaviors that lead to bullying
- Gathering information about bullying at school directly from students
- Establishing clear school wide and classroom rules about bullying
- Training adults in the school to respond sensitively and consistently to bullying
- Adequate adult supervision is less structured areas such as hallways, cafeteria and playground
- Raising parental awareness and involvement in addressing problems
- Providing instruction in civility, citizenship and character education that emphasizes tolerance and respect for others

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill building. Additionally, intervention will focus upon the safety of the target/victim. Staff is expected, when made aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Training

In order to implement an effective prevention and intervention program, professional development is needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, custodians, cafeteria and hall monitors and all staff who have contact with students. In accordance with the law at least one staff member is thoroughly trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

Reporting & Investigation

Children who have been bullied or observed bullying should be encouraged to make a verbal and/or written complaint to a teacher, coach, bus driver, social worker, counselor, supervisor, administrator, secretary, custodian or lunch aide. The complaint would be handled in accordance with the Districts Code of Conduct. Incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system.

Disciplinary Consequences

Offenders will be given in school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken in accordance with the District's Code of Conduct.

Non Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

District Level Procedure

The Superintendent or his/her designee shall promptly investigate and resolve all bullying complaints that are referred to him/her, as well as those appealed to the Superintendent following an initial investigation by Timothy Eagan, Assistant Superintendent. In the event the complaint involves the Superintendent, the complaint shall be filled with or referred to the Board President, who shall refer the complaint to an appropriate individual for investigation.

The district level investigation should begin as soon as possible but not later than three working days following receipt of the complaint by the Superintendent or Board President. If a district investigation results in a determination that bullying did occur, prompt corrective action will be taken to end the misbehavior.

No later than 30 days following receipt of the complaint, the Superintendent (or in cases involving the Superintendent, the Board-appointed investigator) will notify the victim and alleged perpetrator, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the complaint.

Situation Responses (Multi-Hazard Responses)

The school district has implemented multi-hazard response plans for taking actions in an emergency and incorporated recommendations from the Fairfax County, VA Crisis Management Workbook titled Crisis Readiness (See Appendix)

Responses to Acts of Violence (Implied or Direct Threats)

Response actions in individual buildings will include:

- Use of staff trained in de-escalation techniques
- Inform building Principal
- Determine level of threat with Superintendent
- Contact 911
- 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:

- Determine the level of threat
- If necessary, isolate the immediate area and evacuate if necessary
- Inform building Principal/Superintendent
- If necessary, initiate lockdown procedure and contact 911
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures

Emergency Assistance from Local Government:

Depending on the nature of the emergency, our school district may need to obtain assistance from local government agencies. During an emergency the school building administrator (his or her designee) will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Plainview Fire Department (938-9601), Red Cross, Nassau BOCES District Superintendent, Private Industry Groups, Religious Organizations, Nassau Office of Emergency Management (Commissioner Craig Craft), Nassau County Department of Mental Health, among others. For specific assistance beyond the scope of the school district's resources, the Nassau County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident responses. These contacts are clearly delineated in the School Building-Level Plans. All such assistance and coordination is currently handled through Deputy Commissioner Gregory Caronia at the Nassau County Office of Emergency Management (516-573-0636)

District Resources Use and Coordination:

The School Building-level Emergency Response Plans address the identification, availability, and use of resources. This includes procedures for coordination of these resources including manpower and Chain-Of-Command.

Protective Action Options

School Building-Level Emergency Response Plans will address the following response actions as determined by the nature of the emergency:

➤ **School Cancellation** – By Superintendent or Designee Authority Only

1. Monitor any situation that may warrant a school cancellation
2. Make determination
3. Contact local media
4. Parent link notification

➤ **Early Dismissal** - By Superintendent or Designee Authority Only

1. Monitor situation
2. If conditions warrant, close school
3. Contact Transportation Supervisor to arrange for transportation
4. Contact local media to inform parents
5. Parent link notification
6. Set up information center for parent inquiries
7. Retain appropriate district personnel until all students have been returned home

➤ **Evacuation** – By any staff member

1. Determine the level of threat
2. Contact Transportation Supervisor to arrange transportation
3. Clear all evacuation routes and sites prior to evacuation
4. Evacuate all staff and students to pre-arranged evacuation sites
5. Account for all student and staff population; report any missing students or staff to building Principal
6. Make determination regarding early dismissal
7. If dismissing early, contact local media to inform parents
8. Ensure adult supervision or continued school supervision/security
9. Set up information center for parent inquiries
10. Retain appropriate district personnel until all students have been returned home

➤ **Sheltering** (internal and external) – Principal or Designee

1. Determine the level of threat
2. **Determine** the location of sheltering depending on the nature of the incident
3. Account for all students and staff. Report any missing staff or students to building Principal
4. Determine other occupants in building
5. Make appropriate arrangements for human needs
6. Take appropriate safety precautions
7. Establish a public information office to respond to inquiries
8. Retain appropriate district personnel until all students have been returned home

- **Short Term Shelter-in-Place** – there are times when it is necessary to move the school population to a single or multiple location(s) in the school building. In most cases a “Shelter in Place” is done when there is a threat of or actual weather related incident or a bomb threat.

1. Activate building emergency plan and implement Incident Command System in accordance with the safety plan instructions.
2. Activate Emergency Response Team
3. Advise the staff and students to proceed to their designated shelter-in-place area.
4. Call 911
5. Staff and students proceed to their designated locations in an orderly fashion.
6. Teachers/Staff must take attendance and forward it to the principal or his/her designee.
7. Depending on the emergency, consider using barricades to close off school driveways and parking lots.
8. Principal and designees assist emergency personnel as necessary.
9. Consider modified release of students depending on the emergency and time of day.
10. If long-term shelter is needed, consult with the county emergency management personnel.

➤ **Lockdown**

There may be times when it is necessary to “Lockdown” a building. A building administrator, faculty, or staff member may initiate a lockdown based upon an actual or imminent threat (not including bomb threats) or violent event. Drills to test all aspects of an emergency plan for a lockdown should be executed four times a year.

Lockdown Objectives

- To minimize injury and death
 - To facilitate effective response
 - To move as many people as possible to a safe place
 - To neutralize a threat
1. Lockdown signal is given by the Incident Commander either by intercom, public address system or otherwise. **Do not** use codes – the use of codes and code words can be confusing – therefore, plain language is the recommended way of communicating in an emergency situation.
 2. Call 911
 3. Immediately gather students from hallways into classrooms or offices. This includes common areas and restrooms immediately adjacent to classrooms.
 4. Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
 5. Do not cover windows, leave window blinds and lights as they are
 6. **No One** should be allowed to enter or leave a classroom or office under any circumstances.

7. Teachers/Staff take attendance and record students that are in the room, and extra students from the hall, include last known locations of missing students and await instructions.
 8. Teachers are not allowed to open doors for anyone under any circumstances until the all clear is given.
 9. All activities cease.
 10. Student/Staff outside the building must evacuate to a pre-determined, off-campus location. This includes bus runs and field trips.
 11. Lockdown will end only when you are physically released from the room by emergency responders or other authority.
- **Modified Lockdown - Lockout** – a lockout is the response to an actual or potential threat from outside the school building. Consequently, the school day continues as normal except for termination of all outside activities.

Objectives

- To keep any threat of violence or dangerous incident out of the school building
 - To promote minimal disruption to the education process when there is a potential or actual incident outside the school building
1. Lockout will be announced via the intercom, public address system, or otherwise. Use plain language to announce the lockout.
 2. If the school is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
 3. If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should call 911 and advise police of the lockout and what is anticipated.
 4. Activate building emergency plan and implement Incident Command in accordance with safety plan instructions.
 5. Lock all exterior doors and windows.
 6. Terminate all outside activities. Have students who are outside immediately return to the school building.
 7. Entry to the building may be gained only on a one-on-one basis, and only through a locked and monitored door.
 8. Consider using barricades to close off school driveways and parking lots.
 9. Consider modified release of students for end of school day.
 10. Movement within the building is permitted
 11. A lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
 12. Upon resolution of an incident and termination of the lockout, contact police to advise them of such.

➤ **Elopement**

Procedures for Students Who Elope and/or Wander

Action	Responsible Party
Identify at risk students for elopement or wandering	Pupil Personnel
Provide Principals with list of at risk students for eloping or wandering	Pupil Personnel
Notify teachers/staff members/security of at risk students	Building Principal
Provide photograph of at risk students to security guards	Building Principal
In the event of elopement: <ul style="list-style-type: none"> • Person aware of incident immediately notifies building contact • Follow building procedures 	Building Procedures
Staff meetings will be held at the beginning of the school year reviewing procedures with staff members	Building Principals
Classroom aides /1:1 aides are to be informed of at risk students and trained on specific preventative/proactive strategies used with the student(s)	Classroom Teachers
Classroom aides/1:1 aides are to be informed of elopement building procedures at the beginning of the year	Classroom Teacher
If a student has a history of elopement or wandering , it will be noted as an alert on the student's IEP and/or incorporated into a behavior intervention plan (BIP)	CSE

General preventative measures:

- CPI Trainings and CPI building teams
- 1:1 aides for safety
- Behavior Plans

The New York State Homeland Security System for Schools will be adhered to as follows:]

LEVEL RED – SEVERE RISK

- R1 – Close school before opening.
- R2 – Close school while in session
- R3 – Lockdown
- R4 – Short-Term Shelter in-place.
- R5 – Transfer to alternate location or emergency shelter.

LEVEL ORANGE – HIGH RISK

- O1 – Complete O2 and activate lockout procedures.
- O2 – Complete LEVEL YELLOW, Limit access to facilities; Review building use permits and evaluate field trips.

LEVEL YELLOW

- Review Building Use permits.
- Confer with authorities for further action.

LEVEL BLUE

Restrict Parking and Increase Surveillance.

LEVEL GREEN
Normal Operations

Recovery – School District Support for Buildings

The School Building 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.

Disaster Mental Health Services:

A District-Wide Post-Incident Response Team (Crisis Reaction Team) will respond in crisis situations to help provide disaster mental health services. Depending on the scope of the situation, the Nassau County Emergency Management Office may be contacted to help coordinate a County or Statewide effort. The Post-Incident Response Team will consist of the following:

- **Coordinator**
- **District Social Worker's**
- **District Psychologist's**

Natural Disaster(s) and Inclement Weather

The District will utilize the NOAA Weather Radio, commercial radio and/or television broadcasts for up to date information on natural disasters and inclement weather. Shelter in place, evacuation or early dismissal practices may be utilized in response to weather related emergencies.

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. This will allow us to monitor its success and update the program as necessary. The following forms have been developed for this purpose and will be located in the Forms Section of the School Building-Level Emergency Response Plan.

- Incident Report
- Self-Inspection Security Checklist
- Student/Staff Security Survey
- Bomb Threat Response

- School Building Training Pamphlet
- Training Documentation
- Student Emergency Information

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