

East Moriches SCHOOL DISTRICT



District-Wide School Safety Plan 2023-2024

This District-wide School Safety Plan template has been developed by BOCES and was written to assist school districts in their compliance efforts to meet the requirements of the Safe Schools Against Violence in Education Act (SAVE) and related legislation. This Plan is a general overarching document that can be shared with the public and should be posted on the school district website by October 1st of each school year, as required by law. Parts of the Plan which may include names, contacts and personal information can be redacted for posting purposes. This Plan can also serve as an educational tool to help in-district personnel and the public to understand the requirements of the SAVE legislation. This contrasts to the Building-level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law.

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East Moriches Union Free School District

District-Wide School Safety Plan

Policy Statement

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

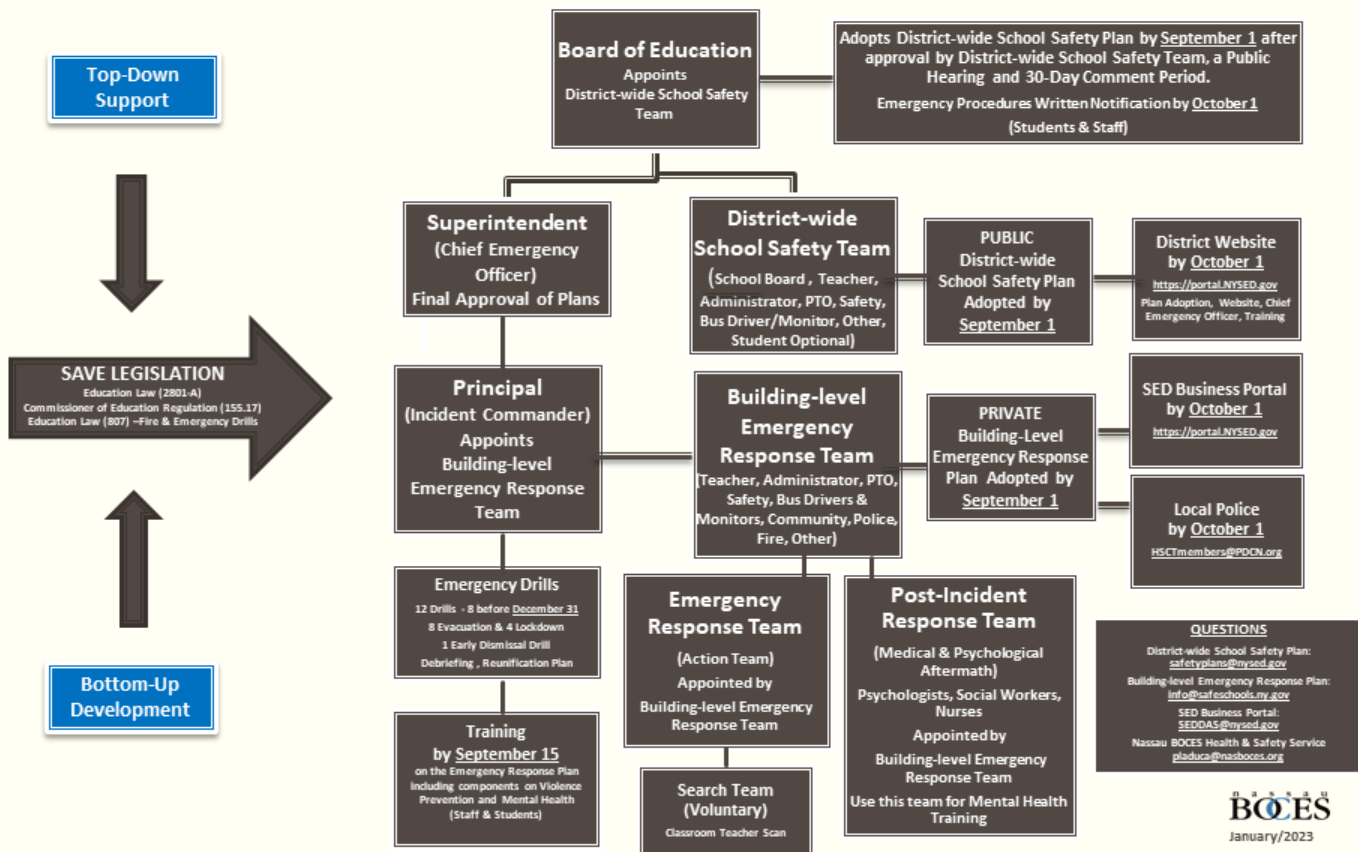
The Board of Education has appointed, under the direction of the Superintendent of Schools, a District-Wide School Safety Team to develop, implement and maintain all provisions of the Plan. This Plan incorporates all Building-Level Emergency Response Plans that have been developed by the Building-Level Emergency Response 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 Team reviewed and approved the District-Wide School Safety Plan. The District-Wide School Safety Plan was made available for public comment 30 days prior to its adoption and provided for participation of the entire school community. By September 1st of each school year, the District-Wide and Building-Level Plans are formally adopted by the School Board after at least one public hearing. As required by law, the District-Wide School Safety Plan is posted on the school district website by October 1st of each school year and will be reviewed annually by the District-Wide School Safety Team by September 1st of each school year. Building-Level Emergency Response Plans will be updated by September 1st of each school year by the Building-level Emergency Response Team and filed with both State and Local Police by October 1st of each school year.

Compliance Checklist	Date Achieved
Board of Education Appoints District-Wide School Safety Team	7/21/23
District-Wide School Safety Team reviews/approves District-Wide School Safety Plan	7/26/23
School Board has at least one public hearing on District-Wide School Safety Plan	7/26/23
School Board establishes 30-day public comment period	7/24/23-8/23/23
#1 Building-Level ERT approves Building-Level ERP/Enters in Portal	8/23/23-8/31/23
#2 Building-Level ERT approves Building-Level ERP/Enters in Portal	8/23/23-8/31/23
School Board adopts District-Wide School Safety Plan & Building-Level Emergency Response Plans	8/23/23
District-Wide School Safety Plan posted on website. The URL is (SampleURL.org)	8/24/23
All Building-Level Emergency Response Plans filed with local police	8/24/23
Written information on emergency procedures provided to all staff and students by October 1 st	9/1/23
Certify that all staff have been trained by 9/15 on the Building-level Emergency Response Plan including components on violence prevention and mental health.	9/5/23

The school district refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against. A copy of the District-Wide School Safety Plan is also available upon request at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will ensure safety at the building-level and reduce potential for planned sabotage.

Safety Plans - Regulatory Requirements



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

Policies and procedures for:

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

Prevention and intervention strategies, such as:

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

Arrangements and/or Procedures during emergencies for:

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

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

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

- Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan CR155.17(c)(1)(xi)(a)
- security devices or procedures CR155.17(c)(1)(xi)(b)
- Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials CR155.17(c)(1)(xiv)
- Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence CR155.17(c)(1)(xvi)
- A description of the duties of hall monitors and any other school safety personnel CR155.17(c)(1)(xvii)
- A description of the training required of all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
- A description of the hiring and screening process for all personnel acting in a school security capacity CR155.17(c)(1)(xvii)
- Protocols for responding to state disaster emergencies involving public health; districts must adopt a continuation of operations plan in the event the governor declares a public health emergency involving communicable disease; Due April 1, 2021

- The designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: **(a)** coordination of the communication between school staff, law enforcement, and other first responders; **(b)** lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; **(c)** ensure staff understanding of the district-wide school safety plan; **(d)** ensure the completion and yearly update of building-level emergency response plans for each school building; **(e)** assist in the selection of security related technology and development of procedures for the use of such technology; **(f)** coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; **(g)** ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and **(h)** ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner. CR155.17(c)(1)(xix)

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

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

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

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

Public Health Emergencies – Communicable Disease

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

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

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

Remote Instruction Due to Emergency Conditions

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

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

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

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

Alyssa's Law

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

The District-wide School Safety Team discussed the issue of Silent Panic Alarms at their meeting on 9/22/22. It was agreed that the Suffolk County RAVE system installed and tested annually in our district meets this need.

School District Chief Emergency Officer

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

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

Superintendent of Schools: Dean Mittleman

Address: 9 Adelaide Avenue, East Moriches, NY 11940

Contact #: (631) 878-0162

District-Wide School Safety Team

The District-Wide School Safety Team was appointed by the East Moriches School District Board of Education and will always include the representation noted below at a minimum (Specific information not included for posting purposes). The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely and will meet in the 2023-24 school year.

Name	Title	Agency
Dean Mittleman	Superintendent/Chief Emergency Officer	East Moriches UFSD
Edward Schneyer	Principal- ES	East Moriches UFSD
William Holl	Principal- MS	East Moriches UFSD
Meagan McConnell	Nurse MS	East Moriches UFSD
Cheryl Mitchell	Teacher MS	East Moriches UFSD
Dan McGuire	Teacher MS	East Moriches UFSD
Patricia Costanzo	Guidance Counselor	East Moriches UFSD
Jessica Melodia	Psychologist	East Moriches UFSD
Michelle Romano	Nurse ES	East Moriches UFSD
Stephanie McNamara	Teacher ES	East Moriches UFSD
Erin Bielski	Teacher ES	East Moriches UFSD
Barbara Weiss	Aide-ES	East Moriches UFSD
Mike Griffin	Board of Education	East Moriches UFSD
Bart Stewart	District Custodian	East Moriches UFSD
Jeff Cangelosi	Parent/Doctor	Northwell Health
Charles Tramontana	Security Officer	Max Security USA

Responsibilities of the District-Wide School Safety Team

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

- 1) Annual multi-hazard school safety training will be completed by September 15th including training programs for students and staff in violence prevention and mental health which may be included in existing professional development. New employees will receive training within 30 days of hire.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff and providing written information about emergency procedures by October 1st of each school year. See Appendix A
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (School Safety and Educational Climate (SSEC) including DASA and VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.
- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Team

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

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

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

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

Prevention and Intervention Strategies/Risk Reduction

Program Initiatives in the School District include:

- Town Meetings
- Grade Level Meetings
- Character Development Programs
- Peer Mediation
- Unity and Spirit Weeks
- Buddy Bench Project
- Anti-Bullying awareness activities
- Outside presentations through field trips
- Increased staffing of in-district psychologists
- Intervention by Pupil Personnel Services staff
- Health curriculum and Home and Careers anti-bullying curriculum
- Peer Education program facilitating role playing activities
- Special assemblies from outside groups and local law enforcement
- Staff in-service (providers: SCOPE, BOCES, ADMIN)
- Faculty trainings on Dignity for All Students Act, violence prevention and mental health resources
- Parents' Guide to Social Media
- Power to Learn "What Every Parent Needs to Know" cyberbullying
- NYS Fact sheet posted on school website
- District Code of Conduct
- Extended day before and aftercare programs
- Non-violent conflict resolution and restorative practices
- Anonymous "Submit a Tip" reporting process on website for school violence
- As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) all students are educated on the reasons for testing emergency plans and are given an opportunity to ask questions.

Training, Drills and Exercises

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

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

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. 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.

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

Emergency Drills (Minimum Every School Year):

EDUCATION LAW 807	
• <u>12 Drills Total Required for School Year</u>	
○ 4 Lockdowns and 8 Evacuations	
▪ 4 of the evacuation drills through secondary means of egress	
▪ 1 drill during lunch or assembly unless instruction is provided during lunch or assembly	
• <u>2 Additional Drills Required during Summer School</u> (1 during first week)	
September	
October	<u>8 Drills by December 31st</u>
November	
December	
January	
February	<u>4 Drills for</u>
March	<u>Remainder of</u>
April	<u>School Year</u>
May	
June	
July	
August	<u>2 Additional Drills During Summer School</u>

Implementation of School Security

Appropriate 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, and security surveys/audits. Based on these findings we have implemented the following facility initiatives and security measures:

- The East Moriches UFSD security assessments are conducted by the Suffolk County Police Department, Suffolk County Sheriff's Office, and outside agencies in conjunction with our Emergency Response Teams.
- The Board of Education has partnered with a security firm to provide armed security guards in the district who are off-duty law enforcement officers trained through local law enforcement agencies.
- School buildings operate in a lockout mode where all exterior, lobby and classroom doors remain in a locked position throughout the day.
- Exterior and classroom doors have been hardened, including upgraded closing hardware, hinge hardware, door locking hardware, and armored glass vision panels.
- Secure vestibules were created between the first locked exterior door and the second locked interior door establishing an isolated area for visitors and a drop-off point limiting outside traffic into the building.
- Transaction windows are installed in elementary and middle school vestibules, and many windows and vision panels throughout the buildings have been upgraded with armored glass.
- Visitor screening utilizes live camera surveillance, a required entrance interview protocol, and audio/video intercoms with integrated door locking buzzer systems.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. Only verified visitors with appointments will be admitted to the building .
- Visitors must be prepared to show photo identification to obtain a visitor pass. Anyone without a badge is to be immediately questioned and reported to the Principal.
- Upgrades to advanced Public Address system, allow for any individual to access the PA system and initiate a lockdown from any phone or handheld radio in the building.
- Installation of additional SAVE Hotline autodialer panic buttons within the buildings to improve advanced notification capabilities for law enforcement.
- RAVE Facility and Panic Button is utilized to simultaneously send notifications, text messages, emails, and calls to staff and law enforcement in the event of an emergency.
- Increased building and perimeter cameras and upgrades so they may be accessed from mobile devices and by law enforcement agencies.
- Close collaboration between community first responders and development of standard operating procedures to ensure a coordinated response between law enforcement, fire, and EMS agencies.
- Installation of "Stop the Bleed" stations in both schools and training provided to faculty and staff on life saving first responder tactics.
- Regular security audits, impromptu drills, and any other methods deemed necessary and constantly review and upgrade our current practices.

Armed security guards that we employ are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. The description of duties and roles can be found in the written contract within the Appendix.

Vital Educational Agency Information

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

Early Detection of Potentially Violent Behavior (Information & Training)

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies (See Appendix B). Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites:
<http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf>
<http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>.
- A description of the school district’s Violence Prevention Program and Safety Plan.
- 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 safety procedures to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

- School psychologist outreach.
- School guidance counselor outreach.

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

Hazard Identification

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

- Montauk Highway (Main Street)
- Long Island Railroad
- Flood zones

Responses to Violence

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

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

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team or Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program. Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies participate on Building-Level School Safety Teams.

Reporting:

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

- Report it to the Police Department – 911
- Secure the area where the disturbance has occurred and inform the Superintendent
- 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 Emergency Response Team/Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

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

Follow-up:

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

Evaluation:

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

Disciplinary Measures:

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

Code of Conduct:

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

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, 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
East Moriches UFSD	(631)878-0162
SCOPE Education Services	(631)360-0800
Institute for Children with Autism	(631)727-7691
Complete Rehab	(631)325 6963
BOCES WHB Learning Center	(631)288-6400
Montauk Bus	(631)874-5300

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

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

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

Bomb Threats:

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

Hostage Taking:

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

- ☐ The first person aware of the situation will immediately notify the principal's office and call 911.
- ☐ The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- ☐ The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- ☐ The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

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

- ☐ The first person becoming aware of an intruder or suspicious person will immediately report 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 individual will be accompanied to the proper office, if no acceptable purpose can be ascertained they will be asked to leave.
- ☐ The principal or designee should ensure that the individual(s) has exited and alert staff to prevent unrecognized re-entry.
- ☐ If the individual refuses 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.
- ☐ The Superintendent will be notified, and authority should be relinquished to first responders when they arrive.

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(s)/guardian(s) will be notified. If the 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 the student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- ☐ The Superintendent will be notified, and the principal will turn over the investigation to the police upon arrival.
- ☐ No information is to be released to the media. Parent(s)/guardian(s) 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(s)/guardian(s) to contact friends, and to contact police if the student is not located.
- ☐ School principal or designee should be available for police investigation.
- ☐ Ask parent(s)/guardian(s) to re-contact school if student is located.

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

Response actions in individual buildings will include:

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

Responses to Acts of Violence (Actual)

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

- ☐ Implementation of the Incident Command System.
- ☐ Determine the level of threat.
- ☐ If necessary, isolate the immediate area through a Hold-In-Place.
- ☐ Inform building Principal/Superintendent.

- If necessary, initiate a lockdown and contact the appropriate law enforcement agency.
- Monitor the situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

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

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

School Building Chain-of-Command Table

School Building	IC #1	IC #2	IC #3
Middle School	MS Principal	Director of Curriculum	Director of PPS
Elementary School	ES Principal	Director of Curriculum	Director of PPS

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

District Resources Use and Coordination

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

Protective Action Options

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

- **School Cancellation** (Conditions warrant making a decision not to open schools)
- **Early Dismissal** (Conditions warrant returning students to their homes)
- **Evacuation** (Conditions in the building are unsafe warranting relocation)
- **Shelter-In-Place** (Conditions warrant movement to a safe place in the building)
 - (Weather Related)
 - (Generic/Non-specific Bomb Threat)
 - (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:

<input type="checkbox"/> Superintendent of Schools or Designee	<input type="checkbox"/> Psychologists
<input type="checkbox"/> MS Principal	<input type="checkbox"/> Nurses
<input type="checkbox"/> ES Principal	<input type="checkbox"/> Guidance Counselor
<input type="checkbox"/> Director of PPS	<input type="checkbox"/> Others as deemed necessary

Disaster Mental Health Services

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

Threat Assessment

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

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

The Six Principles of Threat Assessment:

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
2. Targeted violence stems from an interaction between the individual, the situation, the setting, and the target.
3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
4. Effective threat assessment is based upon facts, rather than characteristics or traits.
5. Threat assessment is guided by an integrated systems approach.
6. The central question in a threat assessment inquiry is whether a student poses a threat, not whether a student made a threat.

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

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

Averting Targeted School Violence; United States Secret Service, 2021. [USSS Averting Targeted School Violence.2021.03.pdf \(secretsservice.gov\)](#)

Forms and Recordkeeping

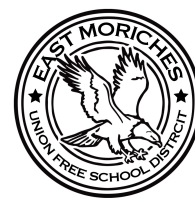
The success of our Violence Prevention Program will be greatly enhanced by our ability to document and accurately report on various elements of the program along with training staff on our Plan. This will allow us to monitor its success and update the program as necessary.

APPENDIX A

Parents/Students/Staff Annual Notification



East Moriches SCHOOL DISTRICT



SCHOOL SAFETY QUICK REFERENCE GUIDE FOR PARENTS

The East Moriches School District Board of Education is committed to safeguarding our students and staff. The East Moriches UFSD has a model program that places the highest priority on school safety. Our long-standing safety protocols far exceed, and have been in place long before, New York State and federal requirements. Our exemplar program is proactive, and appropriate to the needs of the district. Ongoing assessments, reflections, and revisions take place each year in order to examine and continually make enhancements to our program.

SCHOOL SAFETY PLANS:

Our **District-Wide Safety Team** has established a **District-Wide School Safety Plan** (posted on www.emoschools.org) and **Building-Level Emergency Response Plans** for each school building. They have been proactively developed through meticulous planning, and incorporate input from all stakeholders including parents, staff, first responders, medical professionals, security personnel, and law enforcement. The Building-Level Emergency Response Plans are confidential documents that address an enormous range of issues and therefore cannot be shared with the public.

DISTRICT-WIDE SECURITY INITIATIVES:

East Moriches School district employs **armed security guards** who are active law enforcement officers, and operates with the mindset that safety is everyone's responsibility. All staff members are responsible for ensuring the building remains secure, and are empowered to access PA system announcements from any room to initiate a lockdown if needed. Our district mandates that all exterior, lobby, and classroom doors remain in a locked position. Security cameras provide live audio/video surveillance to command stations throughout the district. S.A.V.E. Hotline phones connected directly to SCPD are strategically located in the buildings, and the RAVE Panic Button is incorporated to enhance communication.

BUILDING-WIDE PHYSICAL SECURITY MEASURES:

Stage 1: Main Entrance

- Single point of entry with perimeter monitored through live video and audio surveillance.
- Audio/Video intercom and door locking system utilized to implement entrance interview protocol.
- Locked front doors have been upgraded with commercial closing hardware and armored glass.



Stage 2: Visitor Security Checkpoint Vestibule

- Secure area between the first and second set of locked doors under live audio/video surveillance.
- Visitors required to show identification and verify appointments before a visitor's pass can be obtained.
- Drop-off point with a transaction window limits outside traffic into the building.

Stage 3: Lobby and Hallways

- Authorized visitors with a temporary pass will be escorted through the next set of locked doors.
- Visitors are required to wear a temporary pass that indicates the individual is an authorized visitor.
- Any visitor not wearing a temporary visitor badge will be immediately questioned and reported.

Stage 4: Building Rooms

- Classroom doors have been hardened with upgraded locking hardware, hinges, and armored glass.
- Building doors remain in locked position and have an emergency feature to lock from inside without a key.
- Procedures posted in every room communicate priority steps and safe locations for each space.

****Essential added barriers significantly thwart access to classrooms and increase time for law enforcement.****

EMERGENCY RESPONSES INCLUDE THE FOLLOWING:



SHELTER-IN-PLACE

SEEK SHELTER IN BUILDING
(ex. Tornado, Hazmat)



EVACUATE

EVACUATE FROM BUILDING
(ex. Fire Alarm, Gas Leak)



HOLD-IN-PLACE

RESTRICT HALL TRAFFIC
(ex. Medical Emergency, Fight)



LOCKOUT

STAY INSIDE LOCK EXTERIOR
(ex. Concern Outside)



LOCKDOWN

RUN-HIDE-FIGHT
(ex. Threat of Violence)

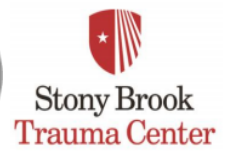
1. **Shelter-In-Place:** Remain inside and move near interior walls away from glass.
2. **Hold-In-Place:** Remain in the classroom to limit hallway movement for short term emergencies.
3. **Evacuate:** Exit building and move to predetermined meeting points or alternate sites.
4. **Lockout:** Seize outdoor activities, close and lock all windows and doors, no visitors permitted.
5. **Lockdown:** Secure behind a locked door, move to a safe location designated meeting point.

PRACTICE OF EMERGENCY DRILLS

The best way to prepare children is to discuss safety with them. In school we educate students on how to respond through age-appropriate conversations, and create opportunities to ask questions with their teachers. This process helps children build confidence and eases fears. Students and staff practice through both planned and impromptu drills that take place at various times and locations through the year. We encourage you to talk with your child about how to respond to emergencies at home as well, and reach out to the school with any questions or suggestions you may have.

EAST MORICHES - LEADERSHIP IN SCHOOL SAFETY

East Moriches UFSD remains a leader at the forefront of best practices for school safety, and sets extremely high levels of standards for others to follow. East Moriches UFSD has collaborated with the Suffolk County Police Department, Suffolk County Sheriff's Office, East Moriches Fire Department, East Moriches Ambulance, Office of Emergency Management, and Department of Homeland Security to develop standard operating procedures that serve as models for coordinating whole-community responses. East Moriches UFSD takes great pride in our program, and has taken initiative to educate others by hosting joint training attended by neighboring districts, departments, and agencies across the county.



APPENDIX B

Suicide Prevention & Mental Health Resources

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

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

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

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

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

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

[Annual Safety Login | nyscfss.org](https://nyscfss.org)

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

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

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

SUICIDE IS PREVENTABLE.

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



WHAT EVERY TEACHER NEEDS TO KNOW:

Recognizing Suicide Risk in Students



YOUR ROLE AS A TEACHER IS CRITICAL

Does teaching seem to get harder every year?

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

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

Did you know that according to national data:

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

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

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



Who are these kids?

They're sitting in your classrooms every day.

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

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

So how do you accomplish this?

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

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

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

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

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

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

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

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

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

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

Here's how students describe it:

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

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

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

APPENDIX C

Communicable Disease - Pandemic Plan

2801-a (2)(m) District-wide Safety Plan: **Protocols for a State Disaster Emergency Involving a Communicable Disease**

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

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

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

Consider whether cafeteria, transportation and/or other staff may be necessary for meal preparation and delivery to homes; check-ins with students and technology delivery systems; staff providing mental health or technology services; business staff for continued operations, and other staff providing services to students.

<u>Essential Position of Title</u>	<u>Description</u>	
<i>Administration</i>	<i>Superintendent, Directors, District Treasurer</i>	<i>Required to ensure continuity of the response efforts</i>
<i>Information Technology</i>	<i>District Data Coordinator, Network & Systems Technicians</i>	<i>Needed to maintain the internet capability for remote learning and working from home</i>

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

<u><i>Essential Position of Title</i></u> <i>Building Administration & Clerical Support</i>	<u><i>Description</i></u> <i>Building Administrators, Coordinators, District Clerk, Clerical Support</i>	<i>Required to ensure continuity of the response efforts</i>
<i>Business Operations</i>	<i>Accounting, Payroll, Payable, Purchasing, Human Resources, Employee Benefits</i>	<i>Where necessary to ensure the continued operation of the District</i>
<i>Faculty and Staff</i>	<i>Teacher/Related Service, Other staff as necessary</i>	<i>As needed to meet IDEA and Section 504 regulations (FAPE)</i>
<i>Custodial and Maintenance</i>	<i>Director, Custodians, Maintenance and Grounds</i>	<i>Needed to maintain the cleanliness/functioning of building and grounds</i>
<i>Security</i>	<i>Security Coordinator</i>	<i>To ensure the safety of campuses</i>
<i>Transportation</i>	<i>Transportation Coordinator Support Staff</i>	<i>To transport food, materials, or students.</i>
<i>Food Service</i>	<i>Food Service Director, Service Workers</i>	<i>To prepare and distribute meals to students</i>
<i>Health Services</i>	<i>Director of Health Services and staff as deemed necessary</i>	<i>To assist with testing reporting and contact tracing requirements.</i>

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

Telecommuting Protocol: Technology

<p>In the event of a government ordered shutdown, the East Moriches UFSD will ensure digital equity for its non-essential employees. Our District has determined, will provide mobile devices to, and will continue to assess who will need devices at home to maintain operation functions as well as instructional services. Our District will maintain an inventory list of mobile computing devices at our District Office that will be available upon request.</p>

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

Work shift Modification(s)

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

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

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

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

Personal Protective Equipment (PPE) Protocol

Procurement, other than basic preliminary purchases will be done on a consolidated basis to ensure that the District is getting the most of its PPE dollars. The school district will encourage staff to utilize their own personal face coverings, however will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply in case of replacement. Parents will also be encouraged to provide face covering for students however, face coverings will be provided for any student that cannot provide their own.

Specialized PPE (N-95 masks, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as necessary. Individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use.

Plan for Storage/Access

Our District will continue to work with programs to determine the overall PPE needs of the district personnel and students. Centralized purchasing will be used if possible, storage will take place in the main offices of each building.

PPE Supplies	Inventory Total	Anticipated Needs
Child face masks	7000	500/month
Adult face masks	5000	320/month
KN95s staff	175	1/each employee
KN95s Nurses (50 each)	100	Available when needed
Makrite N95s Nurses	20	Fit Test Needed
Disposable Gowns (Nurses)	100	Available when needed
Clear Face Mask	20	20/year Special Service Teachers
Adult Face Shields	100	25/year
Goggles – Over Glasses	24	Available when needed
Disposable Gowns (Nurses)	100	Available when needed
Vinyl Gloves	14,000	1350/month
Alcohol Wipes (computers)	200	18 tubs/month
16oz Gel Sanitizer Room Pumps	200	30 rooms/month
Gel Hand Sanitizer (Gallon refill)	48	4-5 gallons/month
Thermometers	25	25/year
Free Standing Sanitizer Stations	4	2/building
Automatic Wall Sanitizer Stations	25	All hallways
AA Batteries	200	200/year (Thermometers/Sanitizers)
Portable Desk Shields	30	30/ year
MERV Air Filters	228	1/vent
Fogging Machines	4	2/building

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

Consider disinfection protocols, substitute workers, testing and tracing.

Employee Exposure Protocol
In the event that an employee or contractor is exposed to a known case of the communicable disease, exhibits symptoms of the disease, or tests positive for the communicable disease, the District will follow all protocols determined by the Department of Health with regards to hand hygiene, social distancing, mask wearing, testing, treatment, isolation, quarantine, contact tracing, and disinfection.

Disinfection Protocol

All rooms will be cleaned and disinfected daily. The district has purchased new ULV atomizer bio-decontamination systems that produce cold sterilant micro droplets, which remain floating in the air for 10 minutes reaching inaccessible areas conventional cleaning or ultraviolet light cannot, inactivating and destroying pathogens. Additional cleaning staff may be hired and utilized to assist during the school day with increased cleaning and disinfection of high-risk areas (common areas, restrooms, etc.), and frequently touched surfaces (door knobs, sink handles, etc.) If an individual with a confirmed case was in the building, the rooms that they occupied and or were quarantined will be disinfected immediately.

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

Available leave to receive testing, treatment, isolation, or quarantine will be based on state and federal guidelines.

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

Consider daily symptom checks, absences, and supervisor notification.

Hours and Work Locations Protocol

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

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

Emergency Housing Protocol

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

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

Department of Health Requirements

Contact tracing form from the Department of Forms will be utilized to track such occurrences.

Date draft was presented to employee representative(s): 3/11/21

Date finalized: 3/24/21

Definitions included in the legislation are provided below.

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

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

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

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

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

APPENDIX D

Remote Instruction Plan & Student Access Survey

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction; §155.17(c)(1)(xxi)(a)

Computing Devices

A Student Access Survey will be provided to parent(s)/guardian(s) to determine access to a device and internet services. K-2 students will be loaned iPads, and 3-8 students will be loaned Chromebooks on an individual need basis. The ConnectEd system will be utilized to communicate to parents when and where devices will be available to be signed out. The loan agreement will state what to do if loaned devices need to be serviced and/or repaired.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity; §155.17(c)(1)(xxi)(a)

Internet Connectivity

A Student Access Survey will be provided to parent(s)/guardian(s) to determine internet availability. Internet will be installed and provided by the District for families in need. Students and staff will participate in synchronous instruction in accordance with the student or class regularly scheduled periods.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. §155.17(c)(1)(xxi)(b)

Synchronous Instruction

The District has ensured that school staff have the necessary tools to deliver remote instruction by purchasing new teacher laptops, and student iPads and Chrombooks. Approximately $\frac{3}{4}$ of a school day will be spent on synchronous instruction utilizing GoTo Meeting. Our curriculum includes tools for scaffolding and differentiation to support individual student needs, including supporting ELL students. Training on the virtual platform is provided to teachers in order to help adapt their instruction to the district expectations.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate; §155.17(c)(1)(xxi)(c)

Students whom remote instruction is not appropriate
--

The district will coordinate with local internet providers to provide internet service for families that do not have adequate access. The District will provide in-person instruction for students whom remote instruction is not appropriate according to special education needs and Committee on Special Education recommendations. Targeted one-to-one instruction provided and paid for with Federal Funding in accordance with the provision of the US Office of Management and Budget Circular A-97.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; §155.17(c)(1)(xxi)(d)

Special Education and Related Services

The district will ensure that the special education and related services will be provided remotely through a platform such as GoTo Meeting. This would allow teachers and students to log in, and for teachers to share their screen in order to provide instruction. The District would utilize the online and computer based resources we already have in place to provide instruction (iReady, etc.) East Moriches is now 1:1 with student devices, and students and staff are familiar with online platforms. Grant money is available to help support any student that may need access to the internet so that they can log on if lack of internet is a barrier.
--

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

Foundation Aid

Estimated Number of Instructional hours to claim: 4 Hours

Navigation

Grades and Attendance

Attendance History

Email Notification

Elementary Report Cards

Account Preferences

Parent School Survey

MySchoolBucks

District Code
HLXX

Download on the App Store

GET IT ON Google play

New York State Department of Education

The Digital Equity Survey of 2021

To the Parent/Guardian of [Liam L. L...](#)

Collecting accurate data regarding digital resource access for our New York students will greatly help educators to better serve their students and families. In order to accomplish this, the New York State Education Department is asking parents or guardians to complete a Digital Equity survey (for each student in the family) in grades Kindergarten – Grade12. This survey will provide information on student access to devices and internet access in their places of residence. To assist us in this process, please answer each question below and follow any additional instructions provided for submitting or returning the survey.

Thank you for your time and cooperation.

Question 1

Did the school district issue your child a dedicated school or district-owned device for their use during the school year?

☒ Yes
 ☐ No

Question 2

What is the device your child uses most often to complete learning activities away from school?
This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.

☒ Desktop
 ☐ Laptop
 ☐ Tablet
 ☐ Chromebook
 ☐ Smartphone
 ☐ No Device

Question 3

Who is the provider of the primary learning device identified in question 2?
(This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)

☒ School
 ☐ Personal
 ☐ No Device

Question 4

Is the primary learning device (identified in question 2) shared with anyone else in the household?

☒ Shared
 ☐ Not Shared
 ☐ No Device

Question 5

Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school?

☒ Yes
 ☐ No

Question 6

Is your child able to access the internet in their primary place of residence?

☒ Yes
 ☐ No

Question 7

What is the primary type of Internet service used in your child's primary place of residence?

☒ Residential Broadband
 ☐ Cellular
 ☐ Mobile Hotspot
 ☐ Community
 ☐ Wi-Fi
 ☐ Satellite
 ☐ Dial-up
 ☐ DSL
 ☐ Other
 ☐ None

Question 8

In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor Internet performance?

☒ Yes
 ☐ No

Question 9

What, if any, is the primary barrier to having sufficient and reliable Internet access in your child's primary place of residence?

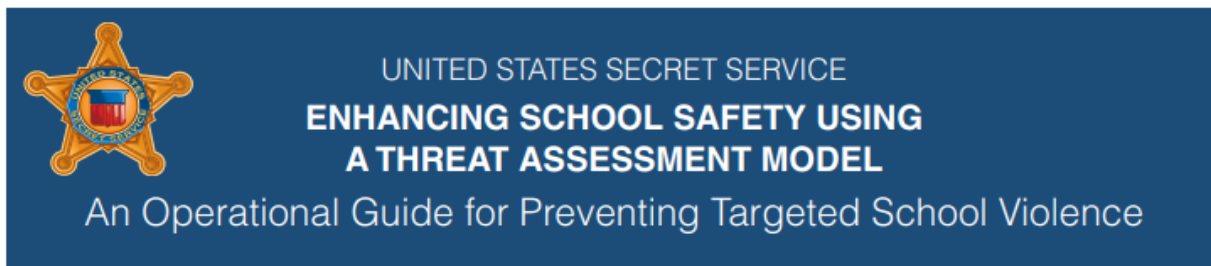
☒ Availability
 ☐ Cost
 ☐ None
 ☐ Other

DISTRICT-WIDE SCHOOL SAFETY PLAN

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APPENDIX E

Threat Assessment Guidance



National Threat Assessment Center
July 2018

U.S. SECRET SERVICE SCHOOL SAFETY RESEARCH

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

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

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

KEY CONSIDERATIONS

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

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

CREATING A TARGETED VIOLENCE PREVENTION PLAN

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

- Step 1: Establish a multidisciplinary threat assessment team** of school personnel including faculty, staff, administrators, coaches, and available school resource officers who will direct, manage, and document the threat assessment process.
- Step 2: Define behaviors**, including those that are prohibited and should trigger immediate intervention (e.g., threats, violent acts, and weapons on campus) and other concerning behaviors that require a threat assessment.
- Step 3: Establish and provide training on a central reporting system** such as an online form on the school website, email address, phone number, smartphone application, or other mechanisms. Ensure that it provides anonymity to those reporting concerns and is monitored by personnel who will follow-up on all reports.
- Step 4: Determine the threshold for law enforcement intervention**, especially if there is a safety risk.
- Step 5: Establish threat assessment procedures** that include practices for maintaining documentation, identifying sources of information, reviewing records, and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:
- **Motive:** What motivated the student to engage in the behavior of concern? What is the student trying to solve?
 - **Communications:** Have there been concerning, unusual, threatening, or violent communications? Are there communications about thoughts of suicide, hopelessness, or information relevant to the other investigative themes?
 - **Inappropriate Interests:** Does the student have inappropriate interests in weapons, school attacks or attackers, mass attacks, other violence? Is there a fixation on an issue or a person?
 - **Weapons Access:** Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices?
 - **Stressors:** Have there been any recent setbacks, losses, or challenges? How is the student coping with stressors?
 - **Emotional and Developmental Issues:** Is the student dealing with mental health issues or developmental disabilities? Is the student's behavior a product of those issues? What resources does the student need?
 - **Desperation or Despair:** Has the student felt hopeless, desperate, or like they are out of options?
 - **Violence as an Option:** Does the student think that violence is a way to solve a problem? Have they in the past?
 - **Concerned Others:** Has the student's behavior elicited concern? Was the concern related to safety?
 - **Capacity:** Is the student organized enough to plan and execute an attack? Does the student have the resources?
 - **Planning:** Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
 - **Consistency:** Are the student's statements consistent with his or her actions or what others observe? If not, why?
 - **Protective Factors:** Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?
- Step 6: Develop risk management options** to enact once an assessment is complete. Create individualized management plans to mitigate identified risks. Notify law enforcement immediately if the student is thinking about an attack, ensure the safety of potential targets, create a situation less prone to violence, redirect the student's motive, and reduce the effect of stressors.
- Step 7: Create and promote a safe school climate** built on a culture of safety, respect, trust, and emotional support. Encourage communication, intervene in conflicts and bullying, and empower students to share their concerns.
- Step 8: Provide training for all stakeholders**, including school personnel, students, parents, and law enforcement.

UNITED STATES SECRET SERVICE

APPENDIX F

SECURITY PERSONNEL WRITTEN CONTRACT

CONSULTANT SERVICES AGREEMENT

This Agreement is entered into this ___ day of July 2023, by and between the BOARD OF EDUCATION OF THE EAST MORICHES UNION FREE SCHOOL DISTRICT (the "DISTRICT"), having its principal place of business for the purpose of this Agreement at 9 Adelaide Avenue, East Moriches, New York 11940 and CMJ MANAGEMENT INC. D/B/A MAXIMUM SECURITY ("CONSULTANT"), having his principal place of business for the purpose of this Agreement at 709 West Jericho Turnpike, Huntington, New York 11743.

A. TERM:

1. The term of this Agreement shall be from July __, 2023 through June 30, 2024, inclusive, unless terminated early as provided for in this Agreement. This Agreement will have an option to renew for an additional one (1) year period, pursuant to a written agreement entered into by the parties, with such term for each renewal commencing on or about September 1st and terminating on or about the following June 30th. Each renewal shall have the same terms and conditions contained herein. It is understood that neither party is under any obligation to renew this Agreement upon the expiration of each term.

B. SERVICES AND RESPONSIBILITIES:

1. During the term of this Agreement, the services to be provided by the CONSULTANT to the DISTRICT are the following:
 - a. Armed Security Guard services as provided in Exhibits "A", attached hereto.
2. CONSULTANT shall perform all services under this Agreement in accordance with all applicable Federal, State, and local laws, rules, and regulations, as well as the established policy guidance from the New York State Education Department.
3. The DISTRICT reserves the right to interview each employee to be provided by CONSULTANT, prior to or during assignment, and to reject and/or bar from the DISTRICT any personnel assigned by CONSULTANT to the DISTRICT, for any reason.
4. CONSULTANT shall provide its employees assigned to the DISTRICT with uniforms and all necessary equipment, including, but not limited to, firearms. Any and all property, equipment, supplies, etc. furnished by CONSULTANT and described in this Agreement shall remain the property of CONSULTANT and CONSULTANT shall, at all times during and after the term of this Agreement, have the sole right to install, maintain, and remove such property, equipment and supplies at the DISTRICT's premises.

5. Services provided pursuant to this Agreement shall be provided without regard to race, sex, gender (including gender identity and expression), creed, color, sexual orientation, national origin, religion, age, disability, or sponsorship.
6. CONSULTANT represents that all services under this Agreement will be provided by qualified individuals of good character, and in good professional standing. CONSULTANT represents that that no individual providing services under this Agreement is currently charged, or in the past has been charged, with any relevant criminal or professional misconduct or incompetence. The DISTRICT reserves the right to inspect any and all background checks of the personnel assigned to the DISTRICT by CONSULTANT. In accordance with applicable law, CONSULTANT's personnel shall be required to submit their fingerprints into the DISTRICT's TEACH system.
7. Upon execution of this Agreement, CONSULTANT shall provide copies of all required licenses/certifications for all individuals providing services pursuant to this Agreement, and as more fully described in the Bid Specifications attached hereto at Exhibit "B" and "C." In the event that any such individual's required license/certification is revoked, terminated, suspended, or otherwise impaired, CONSULTANT shall immediately notify the DISTRICT in accordance with the requirements for all notices pursuant to this Agreement set forth below.
8. CONSULTANT shall observe and comply with all applicable DISTRICT Policies and Regulations while on the grounds of the DISTRICT or providing services pursuant to this Agreement.
9. CONSULTANT shall provide all services pursuant to this Agreement in a competent, professional, and timely manner.
10. CONSULTANT shall maintain records, logs and/or reports in accordance with all applicable laws, regulations, requirements of the New York State Education Department, or New York State Health Department, and DISTRICT policies and procedures in force during the term of this Agreement.
11. The DISTRICT shall have the right to examine any or all records or accounts maintained and/or created by the CONSULTANT in connection with this Agreement, and upon request shall be entitled to copies of same.
12. Both parties, their employees, and/or agents agree that all information obtained in connection with the services performed pursuant to this Agreement is deemed confidential information. Both parties, their employees, and/or agents shall not use, publish, discuss, disclose or communicate the contents of such information, directly or indirectly with third-parties, except as provided for in this Agreement. Both parties further agree that any information received by either party's employees and/or agents in connection with this Agreement which concerns the personal, financial, or other affairs of the parties, their employees, agents, and/or students

will be treated as confidential and will not be revealed to any other persons, firms, organizations, or third-parties. In addition, both parties agree that information concerning any student covered by the terms of this Agreement shall not be released except as provided for by applicable law, rule, or regulation, including, but not limited to, the Family Educational Rights and Privacy Act ("FERPA"), and New York Education Law §2-d.

C. COMPENSATION:

1. The DISTRICT shall pay CONSULTANT the rates provided in Exhibit "A," attached hereto.
2. CONSULTANT shall submit monthly invoices to the DISTRICT, which shall request payment for all dates Services were provided pursuant to this Agreement for the delineated month. The DISTRICT shall pay CONSULTANT within thirty (30) days of the DISTRICT'S receipt of such invoice.
3. The DISTRICT shall give CONSULTANT notice of any invoice disputes within twenty (20) days of its receipt of the invoice and reserves the right to withhold payment pending the resolution of the dispute.
4. Neither CONSULTANT nor any of its personnel shall share or accept any fee or gratuity for services provided pursuant to this Agreement except as expressly set forth in this Agreement.

D. MISCELLANEOUS:

1. Termination:
 - a. The DISTRICT may terminate this Agreement upon not less than thirty (30) days prior written notice. CONSULTANT may terminate this Agreement upon not less than thirty (30) days' prior written notice. In addition, this Agreement may be terminated if either party breaches any material term of this Agreement and such breach is not cured within five (5) days following receipt by the party breaching of written notice of the breach. Upon such termination, the DISTRICT shall pay CONSULTANT for all Services provided that have not been previously paid, pursuant to Section C of this Agreement.
 - b. The parties agree that CONSULTANT'S failure to comply with any terms or conditions of this Agreement will provide a basis for the DISTRICT to immediately terminate this Agreement without any further liability to CONSULTANT.

2. Independent Contractor:

- a. CONSULTANT will be engaged as an Independent Contractor, and therefore be solely responsible for the payment of any Federal and/or State income taxes applicable to this Agreement.
- b. Neither CONSULTANT nor any of its employees, agents, or assigns will be eligible for any employee benefits whatsoever relative to this Agreement, including, but not limited to, Social Security, New York State Worker's Compensation, unemployment insurance, New York State Employee's Retirement System, health or dental insurance, malpractice insurance, or the like.
- c. The DISTRICT, if required by Federal and/or State requirements, will submit a Form 1099 and IT 2102.1, respectively, at year-end to the Federal Government for all individuals having a gross income exceeding \$600, which thereupon will be reported for income tax purposes.

3. Defense / Indemnification:

- a. CONSULTANT agrees to indemnify and hold harmless the East Moriches Union Free School District, its Board of Education, Board members, Administrators, officials, officers employees, agents and/or representatives, their heirs, executors, administrators, successors, and assigns from and against any and all liability, legal claims, actions, causes of action, suits, debts, dues, sums of money, accounts, reckonings, bonds, bills, specialties, covenants, contracts, controversies, agreements, promises, damages, wages, compensation, benefits, rights, obligations, variances, trespasses, judgments, extents, fees, attorney's fees, loss, demands and responsibilities of any kind and nature, in law, admiralty or equity, of any kind and nature, arising, or emanating from and/or relating in any way to this Agreement, the services, work, or duties which are the subject of this Agreement, including, but not limited to, intentional, reckless, negligent, or careless acts or omissions of the CONSULTANT, its employees, agents, subcontractors, or representatives, its heirs, executors, successors, or assigns. The obligations pursuant to this provision shall survive the termination of this Agreement.
- b. CONSULTANT agrees to provide defense for and defend, at its sole expense, any and all of the liability, legal claims, actions, causes of action, suits, debts, dues, sums of money, accounts, reckonings, bonds, bills, specialties, covenants, contracts, controversies, agreements, promises, damages, wages, compensation, benefits, rights, obligations, variances, trespasses, judgments, extents, fees, attorney's fees, loss, demands and responsibilities of any kind and nature, in law, admiralty or equity, of any kind and nature, regardless of the jurisdiction or venue, and to pay all other costs and expenses related thereto. The duty to defend hereunder shall be triggered immediately upon receipt by the

DISTRICT of notice of such claims or demands, service or process, or other demand or claim.

4. Insurance:

CONSULTANT, at its sole expense, shall procure and maintain the following insurance during the life of this Agreement, including any renewal thereof, and the DISTRICT will be listed as Additional Insured as well as Certificate Holder on CONSULTANT'S insurance policy:

- i. **Commercial General Liability Insurance:** Coverage shall be in, at a minimum, the amount of One Million (\$1,000,000.00) Dollars per occurrence, Two Million (\$2,000,000.00) Dollars aggregate. Such policy shall include coverage for assault and battery, defamation, false arrest, detention and imprisonment, and use of firearms. Sexual Misconduct Liability shall be provided by specific grant coverage. Such policy shall also include an "Occurrence" form, including Premises-Operations, Products-Completed Operations, Contractual, Personal Injury, Owner- Contractor Protective, and Fire Damage Legal Liability.
 - ii. **Comprehensive Automobile Liability Insurance:** On owned, hired, leased, or non-owned motor vehicles, such coverage shall be in, at a minimum, the amount of One Million (\$1,000,000.00) Dollars per occurrence, Combined Single Limit. Policy should include code 1 - "any auto" and Insurance Services Office (I.S.O.) endorsement CA 0029 (Ed. 12/88)-Changes in Business Auto and Truckers Coverage.
 - iii. **Workers' Compensation and Employers Liability:** Statutory Workers' Compensation and Employers Liability Insurance for all of CONSULTANT'S employees to be engaged in work under this Agreement, and if such work is sublet, such subletting contract shall require the subcontractor to maintain similar coverage for all of its employees.
 - iv. **Excess Liability:** Coverage shall be in, at a minimum, the amount of Five Million (\$5,000,000.00) Dollars per occurrence, Combined Single Limit, for excess of General Liability (including Sexual Misconduct and use of firearms) and auto liability, with a self-insured retention in the amount of Ten Thousand (\$10,000.00) Dollars.
- a. With regard to the Commercial General Liability and Comprehensive Automobile Liability coverages provided for herein, such policies shall be endorsed to contain the following provisions:
- i. CONSULTANT's insurance coverage shall be primary and non-contributory insurance with respect to the DISTRICT, its Board, officers, employees, and volunteers.

- ii. Any insurance or self-insurance maintained by the DISTRICT, its Board, officers, employees and volunteers shall be in excess of the CONSULTANT's insurance and shall not contribute to it.
 - iii. The DISTRICT and its Board shall enjoy all rights and privileges of the policy contract without the responsibility to pay premiums.
 - b. Such insurance policies required herein shall be underwritten by a licensed and/or admitted New York State Insurer with a minimum A.M. Best rating of "**secure**" or **better**.
 - c. With the exception of the Workers' Compensation and Employers Liability Insurance, the East Moriches Union Free School District and the Board of Education of the East Moriches Union Free School District shall be named as additional insured and certificate holder on each of the policies required herein.
 - d. In the event any of the aforementioned insurance policies are cancelled or not renewed, the CONSULTANT shall notify the DISTRICT in writing within thirty (30) days of such cancellation or non-renewal.
 - e. Upon the full execution of this Agreement, CONSULTANT will supply the DISTRICT with a Certificate of insurance including the DISTRICT, Board of Education, Employees, and Volunteers as Additional Insured, a copy of the Declaration pages of the policies, and a copy of the additional insured endorsement. Blanket additional insured by contract is not acceptable. An original of the insurance certificate(s) shall be mailed to the DISTRICT, which shall contain a provision that in the event the policies are either canceled, non-renewed or diminished, at least thirty (30) days' prior written notice by certified mail, return receipt requested, thereof shall be given to the DISTRICT. CONSULTANT shall not commence work under this Agreement until it has obtained all insurance as required herein, and such insurance has been approved by the DISTRICT.
5. Notices: All notices which are required or permitted under this Agreement shall be in writing, and shall be deemed to have been given if delivered personally or sent by registered or certified mail, addressed as follows:

DISTRICT:

East Moriches UFSD
 9 Adelaide Avenue
 East Moriches, N.Y. 11940
Attn: Mr. Dean Mittleman
Superintendent of Schools

CONSULTANT:

Maximum Security
 709 West Jericho Turnpike
 Huntington, N.Y. 11743
Attn: Michael Mancusi
CFO/Founder

6. Incorporation of the Bid Specifications: The terms, conditions, and provisions based upon bid CMOR – CMS 21-22 D – Armed Security Services Bid Specifications and CONSULTANT's response thereto, attached hereto as Exhibit "B" and Exhibit "C," are incorporated by reference herein and made a part of this Agreement.
7. Assignment: It is expressly understood that this Agreement shall not be assigned or transferred without the prior written consent of the other party.
8. No Waiver: The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce every provision of this Agreement.
9. Severability: Should any provision of this Agreement, for any reason, be declared invalid and/or unenforceable, such decision shall not affect the validity of the remaining provisions of this Agreement. Such remaining provisions shall remain in full force and effect as if this Agreement had been executed with the invalid provision(s) eliminated.
10. Governing Law: This Agreement and the rights and obligations of the parties hereunder shall be construed in accordance with, and governed by, the laws and regulations of the State of New York and applicable Federal laws and regulations.
11. Venue: Any dispute arising under this Agreement shall be litigated in the Courts of Suffolk County, New York.
12. Entire Agreement: This Agreement is the complete and exclusive statement of the Agreement between the parties, and supersedes all prior or contemporaneous, oral or written: agreements, proposals, understandings, representations, conditions, or covenants between the parties relating to the subject matter of this Agreement, except for the provisions of the aforementioned Bid Specifications, which are incorporated herein.
13. Amendment: This Agreement may not be changed orally, but only by an agreement, in writing, signed by authorized representatives of both parties.
14. Execution: This Agreement, and any amendments to this Agreement, will not be in effect until agreed to in writing and signed by authorized representatives of both parties. Each party represents and warrants that the person signing this Agreement on its behalf has been properly authorized to do so. This Agreement is subject to and contingent upon formal review, approval, and execution by the DISTRICT's Board of Education.

IN WITNESS THEREOF, the parties hereto have executed this Agreement the day and year first above written.

**CMJ MANAGEMENT INC D/B/A
MAXIMUM SECURITY**

Michael Mancusi

By: Michael Mancusi

Title: CFO/Founder

Dated: 08/18/2023

**BOARD OF EDUCATION OF
THE EAST MORICHES
UNION FREE SCHOOL
DISTRICT**

Greg Menegio

By: Greg Menegio

Title: President, Board of Education

Dated: 9/1/23



East Moriches Union Free School District

Security Procedures and Protocols

Use of Force Policy

- To provide East Moriches Security personnel with policy and limitations regarding the use of force; to promote that only the MINIMUM level of force necessary be utilized.
 - The primary function of a security officer is to detect, engage, deescalate, and report; if deemed warranted, notify law enforcement.
 - In the event an East Moriches security officer finds him/herself in a position where they are required to use force to defend themselves or others, consideration of the immediacy of the confrontation and the level of force to be deployed must be evaluated both competently and swiftly.
 - The level of force deployed MUST be appropriate for the circumstances of the incident and increased/decreased as the situation dictates.

Use of Force Continuum in Practice

The Four Use of Force Levels:

- Level One: The mere presence of a highly visible East Moriches security officer is often enough to prevent or deescalate a volatile condition. Without uttering a word, an alert security officer has the potential to garner compliance by the use of body language and non-threatening gestures.
- Level Two: Visible presence used in combination with verbal communication can usually achieve the desired results. Requests for compliance can be whispered, used normally, or shouted to be more effective; remembering that it is always best to start out calm but firm and non-threatening. Choice of words and intensity can be increased as necessary or used in short commands in serious situations. The right combination of words in combination with the officer's presence and demeanor can deescalate a tense situation; thus preventing the need for a physical altercation. At this level additional administrative support should be requested via two-way radio.
- Level Three: Situations may arise where words alone do not reduce the aggression. At this stage East Moriches security officers may need to get involved physically, by use of bare hands to guide, hold or restrain. At this level additional administrative support should be requested via two way radio. Immediate notification must be made to district administration with preliminary details regarding the above incident that necessitated physical force.
- Level Four: In the event you are placed in immediate fear of death or serious bodily injury, e.g.: active shooter scenario; increased physical force can be used to stabilize the situation. Keep in mind that the use force continuum will be considered in the post-mortem of the incident to evaluate if other alternatives were used first or would have been more appropriate.

Note: The security roles and responsibilities of the school security officer do not apply to the enforcement of any student behavior, such as breaking up fights, unless the student in question is perceived to present a real and active threat to the safety of the school.