

**Eastport-South Manor
Central School District
2022/2023**

District-Wide School Safety Plan



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Introduction:

On July 24, 2000, Governor George E. Pataki signed into law the most comprehensive legislative plan in the nation, entitled Project SAVE (Safe Schools Against Violence in Education), to promote a safer and more effective learning environment within New York State's schools. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level.

Purpose:

The Eastport-South Manor Central School District has developed this District-Wide School Safety Plan to prevent and/or minimize the effects of serious violent incidents and emergencies, to respond effectively to crises and to facilitate coordination with local resources in the event of such incidents or emergencies.

The District-Wide Response Team will assess the nature of the emergency and decide as to the manpower and school district resources that will be utilized to address the situation. If district resources are needed that are not already on site, the Plant and Facilities Administrator will be notified and will deploy requisite resources to the specified location. When additional manpower resources are necessary, members of the District Emergency Management Team will coordinate that effort.

This District Safety/Emergency Response Plan was developed pursuant to NYS Education Law §2801-a and 8 NYCRR §155.17. The District-wide School Safety Team was charged with the initial development of this District-Wide School Safety Plan and the ongoing review and revision of the plan.

District-wide School Safety Team		
Joseph Steimel	Superintendent of Schools	(631) 801-3002
Timothy Laube	Assistant Superintendent for Business and Operations	(631) 801-3001
John J. Christie, Ed.D	Assistant Superintendent for Curriculum and Instruction	(631) 801-3026
Linda A. Weiss	Assistant Superintendent for Personnel and Student Services	(631) 801-3022
James O'Connor	Director of Plant Operations	(631) 801-3046
Thomas Fabian	Principal/Eastport Elementary School	(631) 801-3171
Shelita Watkis, Ed.D	Principal/Dayton Avenue School	(631) 801-3082
John-Michael Jackson	Principal/South Street Elementary School	(631) 801-3141
Jean Marie Zambelli	Principal/Tuttle Avenue School	(631) 801-3058
Benjamin Franquiz	Director of Special Education	(631) 801-3030
Kevin Trentowski	Director of Health, Physical Education and Athletics	(631) 801-3310
Carole Polney, Ed.D	Director of Instructional Technology	(631) 801-3043
Salvatore Alaimo	Principal Junior - Senior High School	(631) 801-3253
James McClintock	Assistant Principal/Junior Senior High School	(631) 801-3259
Jeannette Keicher	Assistant Principal/Junior Senior High School	(631) 801-3258
Justin Grover	Assistant Principal/Junior Senior High School	(631) 801-3292
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Linda Wygonik	Teacher Union President	wygonikl@esmonline.org
Victor Correa	Teacher Union Vice President	correav@esmonline.org

The Eastport-South Manor Central School District has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the school Board, teachers, administrators, parent organizations, school safety personnel, and other school personnel.

Identification of School Building Safety Teams Operational Concepts:

Each building principal shall appoint members of the building safety team which should include but not be limited to representatives of teacher, administrator, school safety and other school personnel, community members, and local first responders.

The District-Wide School Safety Plan shall be directly linked to the individual building-level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual building-level Emergency Response Plans.

In the event of an emergency or violent incident, the initial response to all emergencies at the individual school will be coordinated by the School Building Safety Team.

Upon the activation of the School Building Safety Team, the Superintendent of Schools or his/her designee and the Director of Security will be notified and, where appropriate, local emergency officials will also be notified.

Efforts may be supplemented by County and State resources through existing protocols.

Plan review and public comment:

This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The District-Wide and building-level 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. The plan must be formally adopted by the Board of Education.

While linked to the District-Wide School Safety Plan, School Building Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

District-Wide School Safety Plan and any amendments will be posted on the District's website. building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

Identification of potentially dangerous/hazardous sites:

District personnel have identified and located areas of potential emergencies in and around each building. These sites have been mapped or outlined for each building and include:

- Fire inspection done annually by Eastport and Manorville Fire Department with District staff
- Individual School Safety Plans have identified information such as electrical panels, gas lines, and water supply lines.

Potentially dangerous sites are checked regularly by District staff. An annual visual inspection is done by an outside facilities management group with a comprehensive inspection done every five years. These include but are not limited to:

- Systems Sites (Work order system used to schedule repairs & address deficiencies)
- Environmental Problem Sites (potential flooding areas, roof leaks, sidewalks, heating and cooling systems, sidewalks, mold, and roof top units) Site considerations:
- List of chemicals used in Science labs updated each year.
- Fine Arts Department-kilns
- Pool-chlorine storage
- Kitchen-cooking, grease storage
- Storage and removal of used oil and other hazardous materials

In the case of Central Administration, the following are identified as potential issues that would impair normal operations:

- Power failure
- Loss of utilities
- The shutdown of very busy streets surrounding schools.

District Resources:

District Central Office	631-801-3002
Police Emergency	911
Suffolk County Department of Health	311
Seventh Precinct	631-852-8700
Eastport Fire Department	631-325-0464
Manorville Fire Department	631-878-6614
Manorville Community Ambulance	631-878-6333
PSEG	631-755-6900

Prevention/Intervention:

The Eastport-South Manor Central School District has implemented strategies for prevention of violent incidents and for identifying and reducing risks, as well as anticipating and responding to emergencies including weather or loss of utilities or services.

Training will be provided during Superintendent's Conference days, faculty meetings, and other after school or summer periods.

All security staff and general school aides are required to annually participate in all approved professional training related to their job to maintain their NYS Security license. Other training topics include:

- Non-violent crisis intervention training
- Behavior Management training
- Bullying prevention
- Incident reporting
- School building safety and security equipment
- Surveillance cameras are used in the secondary school buildings.
- All school buildings have safety equipment to assist in the event of a weather emergency or evacuation-- hand- held stop signs, reflective vests, flashlights, LED lanterns, weather radio.
- All elementary school buildings have keyless entry and buzzer systems on the main door.
- Evacuation of students/staff with mobility issues.

All schools have a range of programs to promote a positive school climate and positive youth development. Principles of civility and responsible citizenship are also integrated throughout the pre-k-Grade 12 curriculum. The following programs are a sample of the programs implemented to address behaviors and risk factors that can lead to violence.

- MTSS (Multi-Tiered System of Supports)
- PBIS (Positive Behavioral Interventions & Supports)
- Bullying Prevention Program
- Peer Mediation
- Character Education
- SADD (Students Against Destructive Decisions)
- Suicide Prevention Programs

All schools have at least one AED with locations posted at entrances to buildings. Nurses, Physical Education teachers, coaches and select custodians are trained in CPR/AED.

Staff members wear identification badges so they can readily be identified.

The entrance to the Board of Education/administrative offices is secured by a trained security guard and written visitor records are kept.

Each school building uses a sign in/sign out process with name tags for visitors to control the access to buildings.

The following proactive security measures have been implemented:

- All schools have monitored entrances.
- Visitors are required to carry Identification, and to sign in and out.
- All schools will educate students, staff, and parents about the importance of school safety.
- All schools will hold drills that help promote school safety.
- Fire-12/year- Early Dismissal-once/year
- Lock Down (Intruder)-minimum of 3/year.
- Lock Out (Environmental Danger)-once/year - Shelter in Place.
- Evacuation (minimum of 1 per year)

Each school will maintain records of all School Safety Team Meetings and building drills and report this information annually to the District Safety Team.

All schools will develop and operate reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students. In order to determine the level of risk when a threat has been made by a student, a psychologist and or school social worker will conduct a Risk Assessment.

The Risk Assessment will determine the level of action and referral necessary to address the threat.

Training, Drills, and Exercises:

All security guard staff hold NYS Security Guard licenses. State law requires training, fingerprinting and background checks for all licensed Security Guards.

All security personnel are hired through the local agencies with job descriptions and acceptable training and experience outlined in the employment postings.

As required by Section 807 of the Education Law, each school principal must instruct and train their students on how to exit the building in the shortest possible time without confusion or panic. The instruction must include drills or rapid dismissals. Twelve (12) fire drills must be held each school year, eight of which shall be held prior to December 1. Instruction must be given to pupils in the procedure to follow in the event that a fire occurs during the lunch period, unless at least one drill is held during the lunch period. Summer schools must hold at least two drills, one of which must be held during the first week of the summer session.

As required by SAVE legislation (155.17), each school district shall, at least once every school year, conduct one test of its emergency plans, including sheltering or early dismissal, not to occur more than 15 minutes earlier than the regular dismissal

Considerations for the Conduct of Drills During and After the COVID-19 Pandemic:

Conducting drills is an important part of keeping students and staff safe in an emergency. During the 2020-21 school year, steps were taken to minimize the risk of spreading infection and maintaining social distancing while conducting drills.

During a pandemic, the Eastport-South Manor Central School District will conduct drills using procedures that consider the health and safety protocols developed to address the spread of infection. During a pandemic, the school's emergency drills will include modified procedures to minimize risk of spreading infection.

Regardless of the modifications used when conducting a drill, students will be instructed that if there is an actual emergency that requires evacuation or lockdown, the most immediate concern is to get to safety.

Maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the priority.

All school and District safety teams will meet to determine the actions that are appropriate and essential for school staff and students to practice as part of a drill.

During a pandemic modification to evacuation drills may include, but are not limited to:

- Conducting drills in a “staggered” classroom formation, where alternating classrooms evacuate sequentially and orderly rather than all at once to promote social distance between students to the evacuation site. Staggering by the classroom minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students who are in the school building at the time of the drill, it may be necessary to do so during a class period that is extended for this purpose.
- If schools reopen with a “blended” or “hybrid” in-person and remote school model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures, and drills should be planned in order to provide all students the opportunity to participate in drills while they are in attendance in person. In particular, the participation of students who are new to the building should be prioritized.

Modifications to Lockdown Drills during a pandemic may include, but are not limited to:

- Conducting lockdown drills in classroom settings while maintaining social distancing and using masks.
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing; however, schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in person. In particular, the participation of students who are new to the building should be prioritized.
- Conduct lockdown drills in the classrooms without “hiding”/ “sheltering” but provide an overview or demonstration of how to shelter or hide in the classroom.

Regardless of the modification used, students should be instructed that in an actual emergency that requires evacuation or lockdown, the most immediate concern is to get to safety. Maintaining social distancing in that instance should not be the priority.

In circumstances when a school building does not provide in-person instruction in each month or span of time, such as occurred with COVID-19 ordered school closures from March 19, 2020 - June 30, 2020, school officials will conduct drills with administrators, teachers, or staff in the building or test components of a plan, such as fire alarms, communication systems, etc.

As schools reopen, any changes in drill procedures related to health and safety precautions will be shared with students prior to conducting drills. Sharing information and communicating with both staff and parents regarding any planned modifications to procedures may be helpful.

The principal will record the dates and times drills were conducted with a description of how the drill procedures were modified, if at all.

Recent Amendments to Education Law §2801-a Regarding Pandemic Planning:

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public districts, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving communicable disease. A school district's safety plan must be modified to be "substantially consistent" with the provisions of Labor Law §27-c. The following components were added to the District's Response to Emergency Plan:

Definitions:

Personal Protective Equipment (PPE) - 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.

Public District - Refers to the state of New York, a county, city, town, village or any other political subdivision or civil division of the state, a public authority, commission or public benefit corporation, or any other public corporation, agency, instrumentality or unit of government which exercises governmental power under the laws of this state, provided, however, that this subdivision shall not include any District as defined in section 2801-a of the education law.

Contractor - Individual performing services as party to a contract awarded by the state of New York or any other public district defined in paragraph b of this subdivision.

Essential - The designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

Non-essential - The designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

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, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Required Elements of Public Health Emergency Plans

Pursuant to Labor Law §27-c, each plan is required to include at a minimum the following elements:

Positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, and a justification of such consideration for each position and title includes:

Essential Employees		
Position	Title	Justification
Administrators	Principal, Directors, Assistant Principals	If students are receiving instruction, the number of employees will be determined by District Office Administration.
Teachers	Classroom Teachers, Related Service Teachers	If students are receiving instruction, the number of employees will be determined by District Office Administration.
Custodians	Building Custodian	If staff are in the buildings custodial staff is needed. The number of employees will be determined by the District Office Administration.
Support Staff	Teacher Assistants, Teacher Aides	If students are receiving instruction, the number of employees will be determined by District Office Administration.
Clerical	Payroll	Most clerical work can be managed remotely. However, there may be instances where a small number of clerical workers from the business office may need to visit the workplace, in order to ensure that payroll is met. The number of employees will be determined by District Office Administration.

1. The following is a description of protocols the District will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace:

- All staff who need devices at home have been provided with devices to borrow or have had devices assigned to them
- Staff who need access to certain programs (for example: nVision) have been given access through VDI to their accounts

- Staff phones can be forwarded to a home/cell number as needed
- Communication to all staff or groups of staff can be accomplished via Blackboard with email, text, phone notifications
- Announcements on the District website can also be used to communicate any needed information
- Use of social media platforms (Facebook and Twitter) can be used to communicate any needed information

2. Below is a description of how the District will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding on public transportation systems and at worksites. **None of the District's employees utilize public transportation.*

- The District has in the past and will continue to stagger work shifts as needed. For example, during the 2020 pandemic, our custodians reported to work on a part-time basis. Their shifts were also staggered so that they were working every other day or less. This practice will continue based on needs of the District and its ability to function in a limited capacity with fewer employees.
- During a pandemic, the number of children allowable on each bus will be limited and social distancing will be initiated as needed. Additional buses may be required depending on the situation and based on guidance from the Department of Health.

3. The District will implement the following protocol in order to procure the appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months.

- The District reviews and tallies the total number of personal protective equipment (PPE) on hand in each of its five buildings on a weekly basis. Building level staff members report to the Central Office these totals as well as projected needs for the next month. The District will then interoffice additional supplies and equipment as needed to the buildings and subsequently order more PPE as needed. The District keeps at least two months' supply of PPE on hand. Each building keeps a small supply of PPE on hand. In order to prevent degradation and permit immediate access in the event of an emergency, the District's reserve of supplies is stored at a central site at the Junior-Senior High School.
- The following protocol will be used in the event an employee or contractor is exposed to a known case of the communicable disease that is the subject of the public health 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.
- All employees and students are required to complete a health survey before entering any of the buildings. If an individual disclosed that they are experiencing disease symptoms or have been in contact with someone experiencing disease symptoms, they will not be allowed in the building and will be referred to their healthcare provider. If an employee demonstrates symptoms of disease while they are at work, they will be sent to the school nurse, examined for disease symptoms and if necessary, isolated and sent home immediately. All of the district's *Protocols for COVID/Disease* are located on the district

website and updated regularly to reflect the Center of Disease Control (CDC) and the Department of Health's most current guidelines.

5. The protocol below details the actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the District policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

In the event an individual located inside ESM buildings/grounds exhibits COVID-19 symptoms and ESM Facilities is notified, Custodians will perform the following steps as related to use, cleaning and disinfection;

- Step #1: Faculty, staff and students will be removed from the room or area immediately, and will be reassigned to an alternate room or area within the same building.
- Step #2: Custodians will clean and disinfect the affected room(s) once the room/area is vacant. At no time will disinfection occur when students are present inside a room/area.
- Step #3: The cleaned and disinfected room/area will be kept offline and will be made unavailable until disinfection is complete, surfaces are dry to the touch and requirements on the disinfectant label are satisfied.
- Step #4: Once the criteria in Step #3 have all been met, the affected room/area will be reopened and made available for use by faculty, staff and students.
- Step #5: Checklists are completed for all required cleaning protocols and reviewed regularly by custodial supervisors.

*For more information on the cleaning and disinfecting of buildings, please refer to the *Health, Safety, Hygiene, Cleaning* Quick Links found on the District's website.

6. The following protocol documents precise hours and work locations, including off-site visits, for essential employees and contractors. This protocol is designed to aid in tracking of the disease and to identify the population of exposed employees and contractors in order to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.

The District utilizes a staff management system that tracks all employees' hours and building locations. The system is used for payroll as well as for tracking where employees work, building assignments and their specific work hours. In addition, each of our buildings has a Covid Tracer who, along with administration, tracks all absenteeism as well as staff health screening surveys. Any individual who is placed on quarantine or isolation by the Department of Health, is reported to personnel. Personnel documents each of these individuals, sends the employee the appropriate paperwork for time out of work and, as required, reports all Covid related information to the Department of Health, as well as New York State.

7. This protocol outlines how the District will 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.

During an emergency, if the District were required to close, local community employees would be called upon to perform any limited building or facility checks to ensure that the facilities were maintained.

Procedures for Developing Public Health Emergency Plans:

A draft form of the District's Emergency Response Plan will be presented to all bargaining units and they will be provided with an opportunity to make recommendations.

A copy of the final version of the District's Emergency Response Plan will be posted on the district's website for 30 days for public comment and later approved by the Board of Education.

Responding to Threats and Acts of Violence:

The District has developed the following safety and security procedures to protect students, staff and visitors from indirect and direct threats and acts of violence. Reporting of threats and acts of violence to school authorities:

1. Students are required to inform school staff about any threat or acts of violence to themselves, others, or property.
2. Staff are required to inform administration of any threat of violence to students, themselves, others, or property.
3. Building principals are required to notify the Superintendent's office.
4. Parents and visitors are encouraged to tell school staff about any indirect or direct threats and acts of violence towards students, themselves, others, or property.
5. Students, staff, parents, and others will be educated about the importance of reporting threats and the procedures of reporting.

Investigating threats and acts of violence:

1. The building administrator will investigate reported threats and acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
2. Serious acts will require the involvement of police personnel. (violent offenses in accordance with SAVE requirements)
3. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
4. Threats placing students, staff and others in imminent danger require an immediate call to the police.
5. Allegations of bullying, harassment, and discrimination should be reported to the Dignity Act Coordinator at the building level for investigation.
6. All schools will develop and operate reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students through Pupil Personnel Services staff and/or building based teams.

Report Incidents:

1. School administrators must keep record of serious threats and acts of violence and report them annually to the state through the VADIR system.
2. Incidents of violence, serious threats, intimidation, etc., may require involvement of the police.

3. Ordinarily District and building administrators are authorized to call the police to respond to the threat or acts of violence. In case of imminent danger, any staff member is authorized to call 911.
4. The Superintendent's office will handle all contacts with the media.
5. The Superintendent's office will provide information to building staff that can be given to parents and concerned others.
6. The Superintendent's office will determine when information will be communicated to the community via the District's website.
7. As required by SAVE legislation and the Dignity for All Students Act, incidents of violence as well as material cases of bullying, harassment, and discrimination will be reported to New York State on an annual basis through the VADIR (Violent and Disruptive Incident Report) and Report of incidents concerning school safety and the educational climate.

Removing Violent Individuals:

1. Aggressively dangerous and violent students should only be restrained by qualified staff (CPI Nonviolent Crisis Intervention Training certified). Police or Crisis Team should be called to remove the student.
2. Violent adults are to be reported immediately, the authorities called and only removed by police.
3. Schools should be in lock down mode when violent people are in the school.
4. Schools should be in lock out when violent/dangerous people or situations occur around the school.

Responses to Threats-direct or implied:

1. Threats may be received in various forms: by telephone, written messages, email Messages`, or the discovery of a suspicious package/device in the school or on the school grounds.
2. In the event of a direct bomb threat, contact Police at 911 immediately.
3. Initiate the evacuation of the building. Exit routes altered if indicated by specific threat.
4. Provide as much information as possible to law enforcement. Minimize the handling of any documents or materials to avoid damaging the evidence.
5. Work with law enforcement to determine the time required for the investigation so that plans can be made to shelter the students in an alternate site or to dismiss students for the remainder of the school day.

In the event of an implied/indirect threat:

1. Contact Police, 911.
2. Law Enforcement will conduct a threat assessment in consultation with school administration to determine the next steps.
3. If indicated, initiate the full/partial evacuation of the building using the standard evacuation procedures.
4. Upon discovery of a suspicious package/device, contact Police at 911 immediately.
5. Provide as much information as possible to law enforcement.
6. If a decision is made to evacuate the entire building or a specific area, announce the evacuation and use the standard evacuation procedures with exit routes altered as required.

Anyone receiving information about an abduction/kidnapping must immediately notify the school building administrator:

1. Contact Police, 911.
2. Provide as much information as possible to law enforcement

Identification of Appropriate Responses to Emergencies:

Building Level School Emergency Response Plans and Crisis Prevention Plans. These plans have been developed to provide consistent responses to emergencies across the school district. These manuals include guidance as to when to contact the police or other emergency services. The following emergency procedures are outlined:

- A. Abduction/Kidnapping
- B. Bomb Threat
- C. Bus Accident
- D. Criminal Offenses (Suspected/Potential)
- E. Death of Student or Staff
- F. Evacuation
- G. Fire/Explosion in the Building
- H. HAZMAT-Hazardous Materials
- I. Intruder/Dangerous Person
- J. Medical Emergencies (injuries and illness)
- K. Severe Weather-Shelter in Place
- L. Suicide
- M. Violent Behavior-Student
- N. Violent Behavior-Large Group Altercation
- O. Terrorism

The School Health Services Department has developed and distributed the following resources: **Health Services Manual**; Procedures for Administration of Medication in School and Nursing Procedures and Tasks Performed in School; First Aid Manual; and the **Emergency “To Go” Bag**. The NYSED School Health Guidelines binder is also available as a resource and located in the Health Services Department and in each School Health Office. Descriptions of these materials as well as a current list of Health Services Department staff and a listing of staff who have received CPR/AED trained staff are kept at each of the schools.

The Special Education Department provides annual training in **Crisis Prevention Intervention (CPI)**. A description of CPI can be found in **Appendix 4** .

Communication with Others:

Eastport-South Manor Central School District has worked with police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Providers have given approval to the Eastport-South Manor Central School District to rely on local personnel, resources, and facilities in emergency situations. Our plan provides for accessing emergency mental health services in the event of an emergency or violent incident from local mental health agencies.

Local list of emergency services, governmental agencies and community contacts:

Suffolk County Police Emergency	Dial 911
7 th precinct (Shirley)	(631) 852-8700
Dispatch Central/Fire Alarms	(631) 852-4817
Public Information	(631) 852-6308
SRO Program	(631) 852-6563
JSHS SRO Stacey Pollio	(631) 384-4891
EES/TAS SRO Anthony Vecchio	(631) 478-5457
DAS/SSS SRO	(631) TBD
Southampton Town Police	(631) 728-3400
Manorville Ambulance	(631) 878-6333
Manorville Fire Department	(631) 878-6614
Town of Brookhaven Highway Department	(631) 451-9200
Suffolk County Health Department	(631) 854-0000
Public Health Hotline	(631) 787-2200
Social Services	
Counseling Services	
Drug Abuse/Treatment/Rehab	
The National Organization for Victim Assistance (NOVA):	800-879-6682.
The International Critical Incident Stress Foundation (CISM):	410-313-2473
Response of Suffolk County Inc. 24/7	(631) 751-7500
Response Spanish Line M-F 5pm-10pm	(631) 751-7423

Response On-Line Hear2Help M-F 7pm-11pm	www.responsecrisiscenter.org
LI Crisis Center (Nassau County) 24/7	(516) 679-1111
Islip Hotline	(631) 277 4700
Huntington Hotline	(631) 549-8700
The Samaritans (NYC)	(212) 673-3000
Other Suicide Prevention Resources	(212) 353-3500
American Suicide Foundation (NYC)	(631) 271-3870
Northeast Psychology Association	
Resources for Emergency Evaluation and Treatment	(516) 572-4775
Comprehensive Psychiatric Emergency Program (CPEP)	
Nassau County	
The Nassau University Medical Center has a psychiatric emergency room serving the entire county of Nassau 24 hours a day, 7 days per week. Provides many of the services offered by a CPEP	
Suffolk County	(631) 632-9510
Located at Stony Brook University Medical Center, this hospital-based emergency psychiatric service is open 24 hours a day, 7 days per week. The program provides an organized system for responding to psychiatric emergencies for evaluation, intervention, treatment and referral for the residents of Suffolk County who have demonstrated a need for emergency psychiatric evaluation or treatment.	
Comprehensive medical, physical and psychiatric assessments are completed. Alternatives to inpatient treatment to persons in crisis will be given to those who do not require admission to an acute inpatient service. Transfers to other acute psychiatric care facilities may be arranged for persons who need an inpatient level of care. In some cases where additional evaluation or a period of observation is needed, the patient may be retained or admitted to an Extended Observation Bed (EOB) for up to 72 hours.	
Provides mental health assessment and crisis intervention in the home or other setting (may take several hours to arrive on scene). Tries to	

avoid hospitalization where possible; provides linkage to community services.

Suffolk County Psychiatric Care:

(631) 952 3333

(631) 370 1700

Adults - Mobile Crisis Unit/Pilgrim Psych Center - 10:00 AM

- 11:00 PM 7 days/week Children - Sagamore Mobile Crisis Unit -

11:00 AM - 7:00 PM 7 days/week Sagamore Youth Crisis Team - (631)

370 1714 or (631) 444-6050

(631) 370 1701

Obtaining Advice and Assistance from Government Officials:

The arrangements for obtaining assistance during emergencies from local emergency organizations, agencies and officials responsible for implementation of Article 2-B of the Executive law have been made.

Key officials in local government that can help to develop plans and assist in emergency situations are listed above.

System for informing all educational agencies of a disaster or emergency; certain information about each educational agency located within the Eastport-South Manor Central School District's boundaries.

The Superintendent or his designee shall inform all educational agencies within the Eastport-South Manor Central School District's boundaries of disaster.

The list of educational institutions located within the District, the school population and staff numbers, their transportation needs and cell phone, home phone and personal e-mail address numbers of key officials of each school will be kept updated annually.

The procedure to inform each school in the event of an emergency is, the Superintendent will authorize emergency calls to each educational agency.

Emergency Plans of Action:

Shelter-In-Place

Used to shelter students and staff inside the building.

- Listen for instructions about the situation and your actions.
- Students in hallways should return to the assigned classroom, if possible.
- Classroom teachers take attendance.
- All other staff assist students, as needed.
- Move away from windows if the situation warrants.
- If instructed, move out of the classroom to a designated safe area.
- Always stay together
- Take Attendance.
- Listen for updates.

Hold-In-Place

Used to limit movement of students and staff while dealing with short term emergencies.

- Listen for instructions about the situation and your actions.
- Students in hallways should return to the assigned classroom, if possible.
- Classroom teachers take attendance.
- All other staff assist students, as needed.
- Listen for updates.

Evacuate

Used to evacuate students and staff from the building.

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use a secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for updates.

Lockout

- Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. Listen for instructions regarding the situation and your actions.
- Lock all exterior windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions listen for updates.
- Classroom instruction continues as normal.

- All outdoor activities are terminated.
- Listen for updates.

Lockdown

Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

- When you hear lockdown announced, you should move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet, silence cell phones.
- Take attendance, if possible.
- Do not communicate through the door or answer the classroom phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

Parents are notified through multiple contacts (School Messenger Alert System-phone/email messages; District website www.esmonline.org and School website; announcements through local media.

Incident Command System:

Effective teams require clear leadership and chain of command. Congruent with the federal Incident Command System the District has designated the Superintendent as the Incident Commander. This leadership role can be delegated when necessary, to a “designee.”

Primary: Superintendent, Joseph A. Steimel

Secondary: Director of Security, Timothy Laube

(Command Post should have access to multiple telephone lines, electric power, water, PA system if possible, maps/plans, portable 2-way radios, megaphones, etc.)

Incident Command System: Roles/Responsibilities:

Incident Commander, Joseph A. Steimel, Superintendent of Schools

Safety Officer, Linda Anne Weiss, Assistant Superintendent and Student Services

Deputy Incident Officer, John Christie, Assistant Superintendent Curriculum and Instruction

Deputy Incident Commander, Tim Laube, Assistant Superintendent of Business and Operations

Public Information Officer, Communications and Media - Syntax Public Relations and Superintendent’s Secretary,

Planning and Intelligence, Principals at each building Operations/Transportation and the Assistant Superintendent of Business or designee

Recorder, Sharon Murray, District Clerk/Administrator’s clerical

Logistics James O’Connor, Director-Environmental Services & Grounds

Administration/Finance, Annette Hill, Assistant Business Administrator or designee Local Law Enforcement

Suffolk County Police 7th Precinct/Southampton Police Emergency Response

Fire Department/Manorville Ambulance

Appendix 1- Job Descriptions for Security Department:

Security Administrator:

This work involves responsibility for directing, planning, and implementing a comprehensive security program for a school district. Work is performed under the administrative direction of a higher-ranking employee with considerable leeway allowed for the exercise of independent judgment in implementing the general policies and objectives of the security program. General supervision is exercised over the work of security employees; does related work as required.

Develops and administers organizational and administrative procedures designed to maintain program activities in an efficient and effective manner.

Trains security personnel in conducting surveillance and investigations.

Responsible for the recruiting, training and evaluation of subordinate employees, i.e., general school aides; Conducts all in- house investigations relative to larcenies, burglaries, assaults, drugs, etc.

Oversees the investigation of all incidents on school property involving school personnel, students or general public; Oversees, coordinates and directs the planning, development and implementation of a security program for the City School District.

Plans and directs a regular program of safety and loss prevention, inspections of school property.

Reviews and keeps abreast of federal, state and local policies, rules and regulations which may affect the security program; Ensures compliance with federal, state and local laws, rules and regulations regarding school property and facilities; Prepares reports in matters relating to security, safety, and drug usage and loss prevention, as needed.

Establishes and interprets policies and procedures for all activities undertaken by school security personnel; Will assume other duties as directed by the Board, Superintendent and/or Assistant Superintendents.

Through knowledge of modern principles and practices of security, law enforcement, drug awareness and prevention, safety and loss prevention; thorough knowledge of laws, rules and regulations governing actions on school property; good knowledge of scientific methods of crime detection and criminal identification; good knowledge of the proper methods and procedures used in making investigations, analyzing, find and implementing corrective action; good knowledge of modern principles of supervision and management; ability to establish and maintain an effective relationship with the public, employees, department heads, school personnel; law enforcement agencies; ability to instruct and direct subordinates in security, loss prevention and safety procedures; ability to express oneself clearly and concisely both orally and in writing; ability to deal courteously and tactfully with the public in enforcing laws or rules; resourcefulness; . initiative; integrity; neatness of appearance and physical condition commensurate with the demands of the position.

Security Guard/Security Monitor:

Under the direct supervision of the security administrator performs various duties related to the safety, health and welfare of the students and the security of the school building. This is

responsible work calling for the exercise of good judgment and exceptional ability to relate well with children. A school security officer must be firm yet courteous and congenial in exercising his/her influence on students. The work is performed in accordance with the regulations set by the administrator for security.

Assists in all in-house investigations relative to larcenies, burglaries, assaults, drugs, etc.; assists in the investigations of all incidents on school property involving school personnel, students, or general public; instructs regularly scheduled programs of safety and loss prevention inspections of school property set forth by the security administrator; Maintains effective working relationships with the school personnel, law enforcement agencies and the public; Reviews and keeps abreast of federal, state, and local policies, rules and laws which may affect the security program.

Enforces school regulations relating to student behavior as established by the school principal; checks school building before students report to school and at the end of the day to ensure that no unauthorized individual is on the premises; assists in supervision of cafeterias and corridors; participates in meetings with law enforcement agents and represents school district when required at hearings; assists school staff in all matters relating to discipline; prevents the admittance of unauthorized persons.

Ability to be firm yet courteous with children; ability to relate well with children; thorough knowledge of modern principles and practices of security, law enforcement, drug awareness and prevention, safety and loss prevention; thorough knowledge of law, rules and regulations governing actions on school property; good knowledge of scientific methods of crime detection and criminal identification; good knowledge of the proper methods and procedures used in making investigations, analyzing, finding and implementing corrective action; ability to carry out directives from the administrator of security in security, loss prevention and safety procedures; physical condition commensurate with the demands of the position.

Hallway Aide:

Under the direct supervision of the security administrator and building principal, performs various duties related to the safety and welfare of the students and the school building. This is responsible work calling for the exercise of good judgment and ability to relate well with children. A school hallway aide must be firm yet courteous and congenial in exercising his/her influence on students. The work is performed in accordance with the regulations set by the principal of the school; does related duties as required.

Assists in promoting regular class attendance by checking on students reported not in class, but on the school premises.

Controls entry in and out of the building and maintains entry and exit log.

Assists in keeping order in cafeterias, corridors, and common areas of the school premises; participates in meetings with school officials; tours school building and grounds, including lavatories and parking areas, to prevent misuse of school property by students; provides security at sporting events and other extracurricular events.

Appendix 2:

Building Level Emergency Response Plan:

This District developed template provides an outline of procedures to be used at each school building. The introduction section and evacuation directions are specific to each school building. Building-Level Emergency Response Plan Legislation requires that building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. Each building has a 'Building-Level Emergency Response Plan' that is created in collaboration with the building's Emergency Response Team and the District's Chief Emergency Officer.

Specific emergency procedures including plans for internal and external communication for handling the following situations:

- Abduction Bomb threat Bus Accident
- Criminal Offenses (suspected/potential)
- Death of a student/staff
- Evacuation procedures
- Fire/Explosion in the building
- Hazardous Materials
- Intruder-Dangerous Individual in school building/school environment
- Medical Emergencies
- Severe Weather-shelter in place
- Suicide (threats and/or attempts)
- Terrorism
- Violent Behavior of a Student
- Violent Behavior-Large Group Altercation

Appendix 3:

Health Services Department Resources:

This manual developed by the school Nurses serves as a resource and outlines the guidelines mandated by the New York State Education Department. The manual is located in each school Health Office.

HEALTH SERVICES DEPARTMENT

MANUAL OF POLICIES, PROCEDURES AND PROTOCOLS

SCHOOL HEALTH OFFICE



INTRODUCTION

The purpose of this manual is to achieve uniformity and efficiency in the implementation of school health services policies. This manual provides general information to assist school health personnel in performing their role effectively.

The Health Services Department objectives outlined in the manual are as follows:

To provide a systematic health appraisal program to students.

To identify those students who have a communicable disease or are not adequately immunized against certain diseases as mandated by the New York State Public Health Law.

To aid in the identification of those students who are physically handicapped.

To identify those students with special needs or chronic health conditions and keep updated individual health care plans accessible for each student, as necessary.

To render first-aid and emergency care to the ill or injured student or District employee.

To assist in providing and maintaining a safe and healthy school environment.

To screen for certain medical conditions as mandated by the State Department.

To administer medications in the school setting as required by particular students in accordance with the State Education Law.

The nursing process is truly patient-focused because nurses plan, implement and evaluate care based on the student's needs. No human being's confrontation with illness or injury is "routine".

The nursing process is not a series of routine tasks which can be performed in mechanical, assembly-line fashion. Nursing involves ongoing assessment and response to the student's changing needs. This process demands that all caregivers exercise skill and sensitivity. It requires that all caregivers respect each other's contributions and cooperate to further the best interest of the student.

Emergency “To Go” Bag:

The Emergency “To Go” Bag is in each school Nurse's office. The bag contains first aid supplies and emergency medications that may be needed in case an emergency occurs outside of the school building. The school Nurse is responsible for taking the bag out of the building during fire drills, emergency drills, and school emergencies in which students and staff are evacuated.

The school Nurse is responsible for making sure all supplies are in the bag and that the expiration dates have not been reached. The Health Services Offices resupplies the Health Offices as needed. The contents of the Emergency “To Go” Bags are outlined below:

Emergency “To Go” Bags Checklist:

Item	Required Quantity
Abdominal Surgical Pads	3
Adhesive Bandage Strips – Assorted Sizes	1 box
Alcohol Pads	12
Antiseptic Wipes	12
Ammonia Inhalant Ampules	4
Bacitracin Ointment	12
Bandage Scissors	1
Blanket (Silver, Emergency)	1
Cake Mate Gel	1
Cloth Tape, 1”	1 roll
Cold Packs (Instant, Disposable)	2
Confidential List	1
Conforming Stretch Gauze, 2”	3 rolls
Drapes, 2-ply	2

Drinking Cups, Plastic	6
Elastic Bandage Rolls, 3"	2
Emergency Cards	
Emesis Basin	1
EpiPen	1
EpiPen, Jr.	1 – Elementary Only
Eye Pads	2
Face Mask	2
Face Shield	2
First Aid Manual	1
Forms (Daily Log, Incident Report, Epinephrine Administration)	2 of each
Gauze Pads, 3"x3"	12
Gloves, Vinyl, Latex-free, Disposable	6 pairs / 12 each
Ocular Irrigation Solution	1
Pen	1
Pencil	1
Penlight	2
Red Hazardous Waste Bags	2
Safety Goggles	1
Saline Solution, 250 ml.	1
SAM Splint	1
Slings	Elementary – 1 Small, 1 Med.
Slings	Secondary – 1 Med. 1 Large
Steri-Strips, 1/4"	2 packages
Stethoscope, Latex-free	1
Tongue Depressors	6

Tooth Saver	1
Tourniquets, Latex-free	2
Tweezers	1
Water	1 bottle
Whistle on Lanyard	1
Yearbook(s)	1

Health Services Department Obtaining Assistance During an Emergency How to Call 911

“Activate the EMS System”

[For Cardiac emergencies, a trained staff member should remove the closest AED from the cabinet and bring it to the side of the victim.]

From Public School telephones: **Dial 7 – 911.**

From cell phones: **Dial 911.**

When speaking with the EMS operator:

1. Identify yourself, state the name of your school.
2. Calmly state the problem, general age, and gender of the victim.
3. If there is more than one victim, give an estimated number.
4. Give the school address and location(s) within the school of victim(s) and your telephone number.

If one or more of the victims is unconscious, not breathing, or bleeding profusely, state that you have a life-threatening situation and need EMS URGENTLY.

DO NOT HANG UP until the operator has repeated your location to you and told you that EMS has been dispatched.

1. A responsible person should remain at this telephone, if the EMS operator needs to call back or EMS arrives and needs assistance finding the victim(s).
2. If possible and it is safe to do so, send a staff member to the door to let EMS in and bring the EMS rescuers to the site of the emergency.
3. Alert the Main Office/Principal and Health Office when 911/EMS has been called. Once the situation is under control, call the Superintendent’s office and alert the Athletic Director of the emergency.

Health Services Department AED (Advanced External Defibrillator):

An AED is a portable electronic device that can detect a life-threatening heart rhythm and attempt to correct them. They are designed for easy use so a layperson can use them.

**** Always call 911 and tell the EMS operator you have a “Cardiac emergency.” ** From a school telephone, dial 7-911. From a cell phone, dial 911.**

Never leave the patient – one person remains with the victim; another person goes for help.

All schools have at least one AED.

- AED locations are posted at entrances to the school buildings.
- AED locations are listed in each School Building Safety Plan.

Staff trained in CPR/AED includes school Nurses, P.E. Teachers, coaches, and select Custodians.

- Trained staff is listed in each School Building Safety Plan.

Use of AED:

- When the AED case opens, it alarms so that other staff members are alerted to go to the scene of the emergency.
- The staff member who finds the victim should send someone to the Health Office and/or the Gymnasium to get one of the Nurses or P.E. teachers, or, after school hours, a Custodian.
- Anyone else who arrives at the scene and is certified in CPR/AED (i.e., a visitor to the building who is an EMT or other health care provider) may also utilize the AED.
- When turned on or opened, **the machine will instruct the user on what to do.** Follow the voice prompts.
- All supplies needed are stored within the AED case.

ESM SCHOOLS	NURSE	NURSE’S OFFICE PHONE
Junior Senior High School	Tricia Giarmoleo	631-801-3264
	Angela Prisco	631-801-3253

Dayton Avenue School	Linda Grosskopf	631-801-3090
Eastport Elementary	Karen Cortez	631-8013188
Tuttle Avenue School	Simon, Maureen	631-801-3070
South Street School	Catherine Williams	631-801 3156
Float Nurse	Margaret Hatta-Geraghty	-----
Float Nurse	Megan Bridgwood	-----

Appendix 4

Eastport-South Manor School District Department of Psychology/Social Work:

Crisis Prevention Intervention (CPI):

CPI is an international training organization committed to best practices and safe behavior management methods that focus on prevention. Crisis Prevention Intervention is dedicated to advancing the safe management of challenging and potentially violent behavior through providing high-quality, meaningful training programs, resources and services which promote a safe and respectful work environment.

Through a variety of specialized offerings and innovative resources, CPI educates and empowers professionals to create safe and respectful work environments. The District has trained three CPI Coaches who turn-key training each school year. Coaches are required a specific number of refresher training hours each school year to maintain their certification as coaches.

The cornerstone of CPI is the *Nonviolent Crisis Intervention*® program, which is considered the worldwide standard for crisis prevention and intervention training. With a core philosophy of providing for the *Care, Welfare, Safety, and Security* of everyone involved in a crisis situation, the program's proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.

Crisis Response and Recovery Handbook:

The current Crisis Response and Recovery Handbook was developed to provide best practices guidance in the areas of crisis prevention, preparedness, response, and recovery. It focuses on addressing the emotional (mental health) effects that may accompany a traumatic event. With the support of Eastern Suffolk BOCES, the following committee members developed the Crisis Response and Recovery Handbook. These individuals also serve as the District-Wide Crisis Response and Recovery Committee:

- Linda Anne Weiss, Chairperson
- Lori Franchi, Social Worker
- Nina Leonard, Social Worker
- Helen Gardella, Social Worker
- Christine Kelly, Psychologist
- Dr. Gary Stein, School Psychologist

The handbook is divided into several sections. The first section focuses on crisis prevention, preparedness, and immediate response, and recovery. The second section focuses on post-crisis considerations for teachers, while the third section provides post-crisis information for parents and caregivers. The fourth section contains resources and supplementary materials, as well as information regarding preventative programs. The final section provides information on specific topics, crises (e.g., natural disasters, suicide, school violence, and terrorism/war), as well as post-crisis considerations.

Crisis management is a continuous process. The information provided in the handbook should be viewed as a working document that should be reviewed and updated on a yearly basis, also as best practices in crisis intervention change and as new situations arise. The handbook provides general guidelines for crisis response and recovery and may be used in conjunction with individual school safety and security plans. The information in the handbook is not all-inclusive. Each crisis is different and should be treated with care and consideration with regard to its unique circumstances.

In addition to the District-Wide Crisis Response and Recovery Committee, each individual school designates their own School Crisis Response Teams. The teams determine which crisis events are likely to require or benefit from a team response. In general, the following four crisis categories are included:

- Death of a student, a staff member, or a community member whose death affects a significant portion of the school population.
- Major environmental crisis, such as a flood or fire.
- Situation that involves a threat to the physical safety of students, such as a school bus accident, even in the absence of injuries.
- Situation that involves a perceived threat to the emotional well-being of students, such as may be precipitated by hate-crime graffiti or repetitive bomb threats.

*Situations that involve only a few students, especially when trying to maintain privacy or confidentiality, are better addressed through means other than a school crisis.

*Situations that involve a specific student whose negative behavior are familiar to staff, are best managed by the regular building team through the implementation of a behavior intervention plan.

Violence Risk Assessment Procedure:

Imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and or/others. Imminent warning signs are often presented as a sequence of overt, serious, hostile behaviors or threats directed at oneself, peers, staff or other individuals. ***There exist a number of factors that correlate with potential for aggressive acts. No single warning sign can predict that a dangerous act will occur.*** The assessment checklist has been developed which highlights the risk factors that have been shown to correlate with potential for aggressive acts.

- When a suicide threat, or other violent threat is made, the teacher or staff person must immediately notify the building psychologist or social worker.
- The psychologist or social worker should notify the building administration immediately.
- If the student has documented (writing or drawing) any thoughts of violence towards themselves or others, the document should, if possible, be saved for review.
- If the student is a classified student, the psychologist or social worker should notify the Director of Special Education immediately

- The building psychologist or social worker will interview the student and complete a ***“Violence Risk Assessment”*** (see attached). The assessment helps to identify how serious and how valid the threat is. Any conversation should be documented along with the assessment
- The risk assessment team should meet to review the details of the assessment interview and determine the level of risk.
- If there are no risk assessment team members available, the appropriate staff from other buildings or Central Office, will be notified.
- If the threat is determined not to be serious, the student will be sent back to the classroom and monitored by the psychologist or social worker. The psychologist or social worker will follow-up with the teacher, and or students, over the next few days to monitor the status of the student.
- If the threat is thought of as potentially dangerous, the parent will be directed to follow appropriate evaluations or treatment. If a parent cannot be reached, police may be called.
- The psychologist or social worker will follow up with the parent and possibly any treating doctors.
- The parent must be informed (by a designated member of the risk assessment team) that the student is or was being interviewed about the incident.
- The psychologist or social worker should notify the student’s treating therapist immediately, if a release of information is on file.
- All documentation pertaining to the Risk Assessment should be kept in the student’s confidential file.
- The letter at the end of this document informs the parent of the child’s condition and the recommendation for follow-up care.

Pupil Personnel Services District - Wide Staff:

Staff Name	Building	Days	Phone Extension, 801
Helen Gardella	South Street/Dayton	M-F	3101
Lori Franchi	Junior Senior High School	M-F	3282
Nina Leonard	Eastport/Tuttle	M-F	3183
Pamela Camacho	Junior Senior High School	M-F	3249
Peter Gomez	Junior Senior High School	M-F	3279
Heather-Joy Basirico	South Street	M-F	3100
Christine Kelly	Tuttle	M-F	3180
Yael Aboulafia	Dayton	M-F	3089
Cory Asner	Dayton	M-F	3111
Shivani Renjen	Junior Senior High School	M-F	3280
Gary Stein	Junior Senior High School	M-F	3152
Brooke Ross	Junior Senior High School	M-F	3294