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# Western Suffolk BOCES

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## District-Wide School Safety Plan

### **2025-26**

**Western Suffolk BOCES District-Wide Plan**  
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## **Introduction**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. As required, Western Suffolk BOCES has developed this Comprehensive District-Wide 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 Safety Plan is responsive to the needs of all schools within Western Suffolk BOCES and is consistent with the more detailed School Building-Level Emergency Response Plans required at the school building level.

Districts are at risk of a wide variety of acts of violence, and natural and technological disasters. To address these threats, the State of New York enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the District and its schools. Western Suffolk BOCES supports the SAVE Legislation, and has engaged in a planning process that involved and continues to involve the collaboration of all segments of the Western Suffolk BOCES community as is demonstrated by the make-up of the District-Wide Safety Team.

The Chief Operating Officer encourages and advocates on-going district-wide cooperation and support of Project SAVE. The District-Wide Plan is made available to the public. However, confidential information and tactical strategies for responding to critical events are not disclosed because disclosure of such information threatens the safety of students, staff and the public.

The School Building-Level Emergency Response Plans include the details that are required by Education Law §2801-a to be kept confidential and that are prohibited from disclosure. The District-Wide Plan reflects the School Building Level Emergency Response Plans. Every School Building Level Emergency Response Plan is customized to the individualized needs of the program, but all plans are in keeping with the intent of Project SAVE.

### **Elements of the Comprehensive District-Wide Safety Plan**

As per New York State Education Law Chapter 181 § 2801-a (2), the Western Suffolk BOCES Comprehensive District-Wide Safety Plan contains the following elements:

- Identification of sites of potential emergencies.
- Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.
- Responses to an implied or direct threat of violence.
- Responses to acts of violence.
- Prevention and intervention strategies which may include collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; training in individual and group de-escalation techniques; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- Plans for identification of District resources and coordination of such resources and workforce available during an emergency.
- Designation of the chain-of-command (Incident Command)
- Plans to contact parents and guardians.
- School building security.
- Dissemination of information regarding early detection of potentially violent behavior.
- Plans to exercise and conduct drills to test the Emergency Response Plan including review of tests.
- Annual school safety training for staff and students.
- Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- Strategies for improving communication and reporting of potentially violent incidents.
- A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.

## **Section I: General Considerations**

### **Purpose**

The Western BOCES Comprehensive District-Wide Safety Plan (required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) focuses on the safety, health and security of students and staff. Violence prevention is the responsibility of the entire school community and we encourage the participation of everyone affiliated with Western Suffolk BOCES. 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.

### **District-Wide Safety Team (Planning Team)**

The District-Wide Safety Team was established as part of the District-Wide Safety Plan, which was adopted at a regular meeting of the Board on July 10, 2001. The Western BOCES District-Wide Safety Team consists of representatives of the Board, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The individuals may change on an annual basis due to changes in staff and student population.

The 2025-26 members of the Team and their affiliations are as follows:

Chief Operating Officer Michael Flynn

Chief Emergency Officer/Executive Director of Personnel Dr. Hugh Gigante

Executive Director Career and Tech Education Diana Santiago

Executive Director Special Education Nancy Wilson

Executive Director of Facilities and Safety Emmett Urban

Board Member Peter Wunsch

Teacher Organization Representative Ernie Lewis

Administrator Organization Representative Martin Hearney

Parent Organization Representative Christianna Crapo

IT Representative Thomas Ruschin

Public Relations Director Nancy Fischetti

Allied Security Representative

The role of the District-Wide Safety Team is to make recommendations to the Chief Operating Officer and the Board that it feels necessary to prevent school violence in Western Suffolk BOCES. In its annual evaluation of the District-Wide Safety Plan, the team may:

- Evaluate training programs for students and staff in violence prevention
- Assess methods of communicating the Plan to students and staff
- Review previous incidents, as compiled by the Building-Level Safety Teams, of violence and look at existing records as a means to identify patterns and trends that may indicate causes of violence such as grievances, injury and incident reports, police reports, etc.
- Review Building-Level Safety Team security analyses to evaluate the potential for violence. Recommend improved security measures.

#### **District-Wide Emergency Response Team (Response Team)**

The District-Wide Emergency Response Team is responsible for decision-making, advising, and coordination of resources during both District-Wide and building-level emergencies. This team uses the National Incident Management System (NIMS) Incident Command structure with a designated chain-of-command. Individual members of the Team will be activated to fulfill needed roles depending on the scope of the emergency.

Each Western Suffolk BOCES school has three emergency teams: Building-Level School Safety Team, responsible for planning; Building-Level Emergency Response Team, activated during an emergency; and Building-Level Post-Incident Response Team, responsible in the aftermath of an emergency to get a program back into operation. In addition to those staff members listed as part of the Emergency Response Team, includes the Building Crisis Counseling Team.

#### **Concept of Operations**

Western Suffolk BOCES recognizes that it may be subject to a number of potentially disruptive events and this was a driving force in developing the District-Wide Safety Plan. The key to being prepared for emergencies is effective emergency management through a rapid, well-planned response and this is the goal of both Western Suffolk BOCES District-Wide and Building-Level Emergency Response Plans. The Plans were designed with the philosophy that every Western Suffolk BOCES employee is a vital resource and has an important role in accomplishing our goals in an emergency. The Plans contain specific instructions for faculty and staff to follow in the event of emergencies and follow the National Incident Management System (NIMS) chain of command Incident Command structure.

In the event of a school building closing to instruction, for reason other than routine snow emergency days, the Central Administration Office will notify the Commissioner of Education immediately.

In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the Building Incident Commander and the Building Level Emergency Response Team.

Upon activation of the Building-Level Emergency Response Team, the Building Incident Commander will ensure that the appropriate local emergency response officials and Department Executive Director are notified by whatever means necessary and available (*see appendix*). The Department Executive Director will notify the Office of the Chief Operating Officer and other key personnel, as appropriate (*see appendix*).

The nature of any given emergency dictates the degree of interaction with both State and Local Emergency Response Agencies. If necessary, Western Suffolk BOCES will call upon county and state resources listed on the Emergency Service Agencies list in to supplement efforts. The Western Suffolk BOCES Health & Safety Office has assisted in development of protocols for accessing these services.

#### **Plan Review and Public Comment**

Pursuant to Commissioner's Regulation, Section 155.17(e)(3), this Plan was made available for public comment at least 30 days prior to its adoption. The District-Wide Plan and Building-Level Plans were adopted by the Board after one public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The Plan was formally adopted by the Board on July 10, 2001. For the 2025-26 plan, the public comment period was from July 24, 2025 through August 25, 2025. The Public Hearing was held on August 25, 2025.

Full copies of the Comprehensive District-Wide Safety Plan, Building-Level Plans and any amendments are submitted to the New York State Education Department, within 30 days of adoption, as per the original cover letter.

This Plan is reviewed periodically during the year and is maintained by the District-Wide Safety Team. The required reviews are completed annually since its adoption by the Board on July 5, 2001. A copy of the District-Wide Plan is posted to the WSBOCES website, available upon request and available at Central Administration in the Office of the Chief Operating Officer.

Although the School Building-Level Emergency Response Plans are linked to the Comprehensive District-Wide Safety Plan, in accordance with Education Law §2801-a, the Building-Level Plans are confidential and are not subject to disclosure. This further ensures safety at the building-level and reduces the potential for planned sabotage. Building-Level Emergency Response Plans

were filed with both Police as required within 30 days of adoption and have been updated periodically, as needed.



## **Section II: Risk Reduction/Prevention and Intervention**

### **Prevention/Intervention Strategies Program Initiatives**

Western Suffolk BOCES employs a number of programs, strategies and activities that Western Suffolk BOCES for violence prevention and intervention education and improving communication among students and staff, and for the reporting of potentially violent incidents. Due to the variety and nature of Western Suffolk BOCES programs, not all programs, strategies and activities are used in every program. Training categories may include:

**School Violence Prevention and Intervention Training:** Instructional employees participate in school violence prevention and intervention training, which may include individual and group de-escalation techniques, that aligns with the content specified by the Project SAVE law. New employees are generally presented with the material at the start of the school year.

**Non-Violent Conflict Resolution:** Designed to teach staff and students effective ways to end disputes, these programs help students reach peaceful solutions to conflicts. Although programs vary from building to building, all involve the active participation of the entire school community. It is not always a formal program, and is often part of everyday activities.

**Mental Health Awareness:** All Western Suffolk BOCES employees receive training on mental health interventions with specific emphasis and focus on prevention of violence against others and violence against self, including suicide prevention.

**Anti-Bullying:** Bullying is addressed in school- and program-wide efforts, counseling sessions, and through classroom intervention.

**Character Education and Citizenship:** Throughout the school year, at special assemblies and through classroom projects, character education such as leadership and kindness, as well as the importance of practicing good citizenship is encouraged.

Additional strategies, techniques and efforts, such as behavior management, are incorporated into Western Suffolk BOCES Special Education programs and additional training is provided to support them. Staff is provided with opportunities to attend workshops and conferences focused on managing student behavior and developing pro-social skills in students.

### **Site Specific Strategies:**

#### **James E. Allen Alternative School**

- **Group Counseling Curriculum** – This educational plan is a year-long program that is designed to address student related issues. Sessions are scheduled on a weekly basis with students and staff

participating. Topics such as anger management, conflict resolution, decision-making, violent behavior and gang involvement are discussed.

- Individual Counseling – All students are assigned a class counselor and have scheduled individual counseling sessions on a regular basis. Drug counseling is also available for those in need.
- The Alternative school partners with Stony Brook University Hospital for the provision of Psychiatric Consultation.
- In-School Work-Study Program – Deserving students are placed into a job assignment that is supervised by a staff member. This is a salaried position that teaches the student responsibility and provides positive reinforcement. It also teaches social skills needed to work successfully with others.
- Staff training on school safety/violence prevention, including violence against self, including suicide, as appropriate to the student body
- Staff training on identifying.
- Use of Metal Detector - as students arrive they are required to walk through a metal detector. Students are to remove the contents of their pockets and place them into a container for inspection by staff. Jackets and coats are also removed and checked. Counseling staff and administration are present to supervise the process.
- Information regarding opportunities provided by EAP is available to staff.
- Select staff carry walkie-talkies so they can be summoned immediately to diffuse potentially violent situations.

#### James E. Allen Elementary School

- Daily social skills classroom training sessions offered by teachers, psychologists and social workers.
- Regular staff meetings to gather input regarding the school's environment and communication.
- Counseling Sessions available for students/staff on an individual or group basis, provided by social workers and/or psychologists.
- Staff training on school safety/violence prevention, including violence against self, including suicide, as appropriate to the student body
- The elementary school partners with Stony Brook University Hospital for the provision of Psychiatric Consultation.
- Counseling groups that utilize anti-bullying program
- School-wide student incident reports, involving parent and district contacts.
- Collaboration with building psychiatrist and support staff.
- Information regarding opportunities provided by EAP is available to staff.
- Select staff carry walkie-talkies so they can be summoned immediately to diffuse potentially violent situations.

#### James E. Allen Jr./Sr. High School

- Regular staff meetings to gather input regarding the school's environment and communication
- Staff training on school safety/violence prevention, including violence against self, including suicide, as appropriate to the student body
- Counseling sessions both individual and group are available to students on an ongoing basis and are provided by our school psychologists and/or social worker
- School-wide student incident reports, involving parent and district contacts
- The Jr/Sr High School partners with a psychiatrist for the provision of psychiatric consultations

- Scheduled case conference weeks for those students requiring psychiatric consult. The meetings are facilitated by psychiatrist and support staff
- Counseling groups that utilize anti-bullying program
- Information regarding opportunities provided by EAP is available to staff
- Select staff carry walkie-talkies so they can be summoned immediately to diffuse potentially violent situations

#### Manor Plains High School

- Group/individual counseling
- The Manor Plains school partners with Stony Brook University Hospital for the provision of Psychiatric Consultation
- Constant direct supervision
- Open communication between administration and all stakeholders including outside agencies
- Counseling groups that utilize anti-bullying program
- Select staff carry walkie-talkies so they can be summoned immediately to diffuse potentially violent situations
- Staff training on school safety/violence prevention, including violence against self, including suicide
- Peer mediation
- Information regarding opportunities provided by EAP is available to staff.

#### Brennan Middle/High School

- Counseling groups that utilize anti-bullying program and the “second step” program which promotes social interaction and role playing exercises.
- Staff training on school safety/violence prevention, including violence against self, including suicide, as appropriate to the student body
- Daily observance of students with anger control issues by school counselors. Coordination with outside agencies such as ICM and SPOA.
- Documentation via school management system and standard incident reports, with administrative review.
- School wide management system, incident reports, parent contact, staff meetings.
- Individual, group and family counseling sessions.
- Collaboration with outside agencies such as Sagamore Children’s Center (Day Treatment), Pederson-Krag (substance abuse), Children and Family Services, and ACCES - VR.
- Information regarding opportunities provided by EAP is available to staff.
- Select staff carry walkie-talkies so they can be summoned immediately to diffuse potentially violent situations.

#### Center for Alternative Education

- Case Management – The Alternative staff meet once a week. The meetings are facilitated by the counselors. At this forum, the teachers report any concerns they have with individual students and brainstorm strategies for success. Parent conferences are set up and planned during this time. Management and behavior issues are addressed. Reports of potential problems are indicated. Two of the counselors and administrator were formally trained in mediation and conduct necessary sessions.
- Staff training on school safety/violence prevention, including violence against self, including suicide, as appropriate to the student body

Wilson Tech – Dix Hills, Huntington, Northport and Republic

- Peer mediation
- Workshops related to gang violence
- Discussions at Faculty Meetings on gang intervention
- Parent meetings are scheduled to alert parents when the possibility exists that a student is considering involvement in a gang
- Staff training on school safety/violence prevention, including violence against self, including suicide, as appropriate to the student body
- Select staff carry walkie-talkies so they can be summoned immediately to diffuse potentially violent situations
- Staff training of safe and effective means of egress for students, staff and visitors with disabilities

**Training, Drills and Exercises**

To best prepare our community for emergencies, Western Suffolk BOCES provides trauma-informed training drills and exercises for staff and students in accordance with state regulations. Prior to September 15 each year, annual training is provided to all employees on the Building-Level Emergency Response Plans. That training includes a review of the plans, how to respond to an emergency, and how to prevent emergencies through mental health awareness and training.

Additionally, staff are trained to conduct all drills in a trauma-informed manner by avoiding any trainings or drills that simulate or mimic violence or actual emergencies. Western Suffolk BOCES will prioritize the physical, emotional and mental health of students and staff when practicing emergency preparedness. All training and drills are age and developmentally appropriate. Following all drills, staff will monitor students for any signs of distress and address concerns thoughtfully and appropriately.

Multi-hazard drills and exercises are practiced annually, and the results of the drills are evaluated and documented. To improve the drills, Western Suffolk BOCES invites and encourages the participation of local police and fire departments if available.

Parents/guardians will be notified within one week of all drills that they are being conducted. Students and staff will be informed that the exercises are only drills at their onset, with the exception of evacuation drills. At the start of the school year, parents/guardians will receive a letter explaining the required drills and WSBOCES trauma-informed approach. The letter will also direct families to [wsboces.org/health](http://wsboces.org/health) where information about drills and relevant links will be posted. Robocalls will be sent to parents/guardians within seven (7) days of all individual drills, as required.

At each school building, the following drills are conducted annually:

- Four (4) lockdown drills (two must be conducted by December 31)
  - All lockdowns are announced as drills at time of drill (for example: *This is a drill. Lockdown. Lockdown. This is a drill.*)

- Eight (8) evacuation drills (6 must be conducted by December 31)
  - Evacuation drills are NOT announced as drills at time of drill, but parents/guardians are notified about drill within one week of the drill
  - First drill must be conducted during the first week of school
- One (1) emergency dismissal drill
  - Should not occur more than 15 minutes earlier than normal dismissal time)

In addition to live drills, trainings may include table top exercises and exercises conducted solely by the Building-Level Emergency Response Teams.

All drills are conducted in a trauma-informed, developmental- and age-appropriate manner. Drills cannot include props, actors, or simulations of violence or emergency. Since drills may inadvertently prompt a negative emotional or psychological response in staff or students, staff should provide appropriate support to students and each other if a negative response is exhibited or expressed.

These drills are conducted so that the school's staff and students are prepared to respond to multiple potential hazards, including but not limited to bomb threats, hostage-takings, active shooters, weather emergencies, etc. Drills and other emergency response exercises are used to test the components of the Building-Level Emergency Response Plans and adjustments are made when and where needed.

Following each drill, the Building-Level School Safety Team reviews the drill to help improve the response in the future.

### **Security Practices**

Security is paramount throughout Western Suffolk BOCES, beginning at the time of hiring, when all potential Western Suffolk BOCES employees undergo a rigorous screening and hiring process including required fingerprinting. All employees are issued photo identification badges that afford them electronic access into the buildings to which they are assigned. These photo identification badges are to be worn by staff in buildings and on grounds.

At Western Suffolk BOCES buildings, security guards, security aides, entrance and hall monitors and other employees are responsible for the screening of all visitors and to monitor students.

Visitors are admitted only at designated entrances after screening by security/school personnel. Visitor screenings include stating purpose for visit, signing in and out and wearing appropriate visitor identification. Any intruders are reported immediately to the Building Principal and/or Building Incident Commander.

While all staff assess student behavior, there is always staff specifically tasked to monitor students while they are on breaks, at lunch or moving from room to room. Staff are instructed on how to maintain order and discipline as well as how to identify possible potentially disruptive or dangerous situations.

Additionally, NYS certified security guards are employed in some Western Suffolk BOCES buildings. These staff are regulated under the New York State Security Guard Act. Specific training, fingerprinting and background checks are required. Security guards and aides receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training.

Appropriate school building security measures and procedures are determined on an ongoing basis by the Program Administrators and the Department Central Administrators in conjunction with Security staff.

Other security measures in place as warranted in Western Suffolk BOCES buildings may include:

- Video surveillance and intercoms at entrances with locked doors and buzz-in system.
- Perimeter doors locked from the inside.
- Indoor and outdoor video surveillance cameras at buildings in key locations.

### **Western Suffolk BOCES Vital Educational District Information**

Since each Building-Level Emergency Response Plan contains vital information, such as school population, number of staff, transportation needs and telephone numbers of key educational officials, these plans are confidential. Copies are kept at each building and in the Central Administration Offices.

Building-Level Emergency Response Plans prepared for JEA Elementary School, JEA Elementary at Forest Avenue, JEA Elementary at Chestnut Hill, JEA Alternative, JEA Jr/Sr HS, Brennan MS/HS, Wilson Tech Dix Hills, Wilson Tech Huntington/Manor Plains HS, Wilson Tech Northport and Wilson Tech Republic are submitted to local police as required.

### **Early Detection of Potentially Violent Behaviors**

All students and staff in WSBOCES are provided with a summary of the Code of Conduct as well as a link to all WSBOCES policies to ensure that they understand acceptable behavior in the school setting. The Code of Conduct outlines what behavior is unacceptable, including but not limited to, bullying, discrimination and violence. Annually each division will determine other types of informational materials that would be most helpful in the early detection of potentially violent behaviors, including, but not limited to the identification of family, community and environmental factors to teachers, administrators, parents/guardians. Such materials will be distributed annually in the beginning of each school year and throughout the year as the need arises.

Western Suffolk BOCES works with staff psychologists, social workers, certified and noncertified staff members and families, as appropriate, to identify early warning signs of potentially problematic behaviors and steps to take to reduce risk.

### **Hazard Identification**

Western Suffolk BOCES school buildings are all sites of potential emergencies, as are the playgrounds and fields that surround the structures. Additionally, within our community are other sites for potential emergencies including: Long Island Expressway and major thoroughfares, Republic Airport, hazardous waste sites, local power plants and facilities, off-site locations of field trips.

- **Section III: Response**

### **FUNCTIONAL ANNEXES**

As defined by New York State to ensure consistency, Western Suffolk BOCES uses the following standardized definitions and suggested best practices for the following Functional Annexes:

- **Evacuate** and **evacuation** means to move students for their protection from a school building to a predetermined location in response to an emergency.
- **Shelter** and **shelter-in-place** mean keeping students in school buildings and sheltering them when it is deemed safer for students to remain inside rather than to return home or be evacuated.
- **Lockdown** means to immediately clear the hallways, lock, and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.
- **Hold** and **Hold-in-place** mean the restriction of movement of students and staff within the building while dealing with short-term emergencies.
- **Secure lockout** means students and staff remain inside school buildings that are locked and secured during incidents that pose an imminent concern outside the school.

These five Functional Annexes provide a common foundation for response to all emergencies.

#### **Notification and Activation (Internal and External Communication)**

Western Suffolk BOCES recognizes that many different types of emergency situations may arise resulting in emergency specific responses and has therefore included a detailed listing of emergency responses in each of the Building-Level Emergency Response Plans. Among those specifically addressed are threats of violence, armed intruders, hostage/kidnapping, fire and explosion, medical emergencies, natural hazards, system failure and weapons of mass destruction.

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. The Emergency Response Services and individuals, and appropriate means of contact are documented in the Building-Level Response Plans. Additionally, the local precinct is identified with the telephone number in the Emergency Telephone Numbers section of Building Plans.

To ensure the fastest response, employees should dial 9-1-1 to contact emergency service agencies in an emergency. Immediately afterwards, they must inform their principal/program director/designee.

Staff must follow the notification procedures outlined in the Building-Level Emergency Response Plans based on the equipment available, building layout, staffing, etc. in each building. The specific method of notification to be used will be determined on an incident by incident basis by the Building Incident

Commander based on the most effective and appropriate communication methods available during the incident.

Possible communication methods within Western Suffolk BOCES are:

- Landline telephones
- Cellular telephones
- Fax
- E-mail
- Internet (via [wsboces.org](http://wsboces.org))
- Transportation department/bus radio system
- NOAA weather radio (located in the main office of each program)
- Intercoms
- Public address systems
- Alarm systems
- Runner (within a building)
- Mobile message transport by vehicle or foot (between buildings)
- Mass phone call via Connect automated telephone system
- Local media and Emergency Alert System – (TV—News 12) (Newsday.com)

The Building Incident Commander is responsible for notifying Emergency Response agencies and the Chief Emergency Off and Central Administration, which is then responsible for ensuring that all other necessary notifications are made. This enables the Building Incident Commander to direct all of his/her attention to the emergency (Appendix A, Emergency Response Flowchart, p.34).

The Chief Emergency Officer and the Western Suffolk BOCES District-Wide Emergency Response Team will determine what notification is appropriate and necessary for all other BOCES programs concerning a specific disaster or act of violence and will instruct all Building Principals/Program Administrators to take appropriate action. The Western Suffolk BOCES Chief Operating Officer is responsible for notifying first the Superintendent of the school district in which the impacted building is located. In the event of countywide emergencies, the Chief Operating Officer will notify all Western Suffolk districts.



### **Contacting Parents, Guardians in the Event of a Violent Incident**

Every effort will be made to directly contact parent/guardians or designated emergency contacts by telephone in the event of a violent or other emergency incident or an early dismissal. When possible and appropriate, Western Suffolk BOCES will employ the Connect automated calling system. Otherwise, individual telephone calls will be made to the parents/guardians or emergency contacts of students by the staff of the individual programs under the direction of the principal/program director/designee as determined in consultation with the Chief Operating Officer.

The Chief Operating Officer (or a designee) will contact the school districts whose students are affected. Those districts may in turn have their own method of contacting parents/guardians.

In some cases, it may additionally be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

### **Situational Responses**

Since there are a multitude of potential threats that Western Suffolk BOCES must be prepared to respond to in an emergency, the District-Wide Safety Plan provides guidance for the following emergencies:

#### **CARDIAC EMERGENCY RESPONSE ANNEX:**

Western Suffolk BOCES is committed to supporting the health and safety of students, staff and visitors. As such, key staff at all locations are trained to use Automatic External Defibrillators (AED) in the event of an emergency cardiac event. AED wall cabinets in place throughout the agency contain the AED, supplies for first responders including gloves, CPR barrier device, and scissors. Additionally, all staff know where Automatic External Defibrillators (AEDs) are located and how to call for help.

When outside the buildings or off school property with students, Western Suffolk BOCES staff carry communication devices and emergency contact information for assistance.

Staff training regarding cardiac emergencies includes the following

#### **Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:**

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise

- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse or “passing out”
- Not responsive
- Abnormal breathing
- No pulse

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

- 1. Ensure scene safety**
  - Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)
- 2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)**
  - Follow 911 emergency dispatcher’s instructions.
  - Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee.
- 3. CPR by CPR/AED certified school personnel**
  - Check for breathing- if none or person gasping begin CPR immediately.
- 4. Defibrillation by CPR/AED certified school personnel**
  - Use an AED to restore the heart to its normal rhythm.

#### **EMS assumes lead upon arrival.**

If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.

- 5. School administration or designee notifies**
  - parent/guardian or staff member’s emergency contact in accordance with district policy.
- 6. Document**
  - In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
- 7. Hold a post event debriefing**

### **Emergency Information for Specific to School Building**

Each school will include in its Building-Level Safety Plan and make available to staff the following information:

- Number to call for help on school grounds
- Number to call to notify if SCA occurs at offsite location
- Secondary contact number if primary not available

#### **CPR/AED Certified School Personnel**

List of trained personnel by name, title, phone number, location and times available (i.e. during school day, after school, etc.)

#### **Automated External Defibrillator (AED) Locations**

All AEDs are clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases. Staff are made aware of the location of AED at each building.

## **Anthrax Threat**

Procedures to follow if an anthrax threat is made: Sort mail into those with return addresses and those without return addresses. Mail with return address should be opened in the normal manner. Mail without return addresses should be set aside and not opened until it is reviewed by the building administrator. The administrator will determine if it should be opened or held for the proper agency.

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible to Take Immediate Action:</b>	<b>Persons to be notified</b>
Upon receipt of a letter or package and opening it	Person receiving letter/package	Building Administrator
Isolate the threat and put the letter in a box or container. Move people away from the immediate area. Have affected people wash hands. Quarantine area; do not allow entrance. Close doors and windows. Restrict exit until isolated area is established. Lock the room if possible.	Building Administrator	Notify Chief Operating Officer
Notify 911 and/or Suffolk County Emergency Preparedness Office	Building Administrator	
Notify Head Custodian to shut down HVAC systems only if the threat was directed at the HVAC system or if the package is found in the HVAC system	Building Administrator	
With the assistance of local authorities and FBI by phone, evaluate the problem. Initially no general announcements should be given until evaluation is made. Immediate evacuation may not be necessary.	Building Administrator and Superintendent or Designee	

Secure and quarantine area	Building Administrator	
Activate hold in place plan	Building Administrator	
Establish School Command Post	Building Administrator	
Assign tasks	Building Administrator	Convene Building Response Team
Building Administrator is advised by local police, local disaster coordinator and emergency authorities (FBI) as to evacuation of unaffected occupants and other procedures such as sheltering	Police Department (FBI)	
Decision to resume, curtail or cease building operation as appropriate	Chief Operating Officer	Notify staff & students

*(Support information in appendix.)*

## **BOMB THREAT**

<b>Sequential Response/Action</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources</b>
Upon receipt of a bomb threat call by telephone: a. Note the line the call came in on b. Get as much information as possible	Person answering call	Bomb scare check list (see page 45.)
Notify Building Administrator (including specifics of threat)	Person answering call	Bomb scare check list
Notify Police (including specifics of threat)	Building Administrator	Bomb scare check list
Notify Executive Director/ Chief Operating Officer	Building Administrator	
Evaluate threat to decide which of the following three options should be taken:  a. Evacuate building after searching exits, routes & evacuation areas b. Shelter students in “sanitized and cleared” areas c. Hold in place based on “pre-clearance” procedures	Executive Dir./Chief Operating Officer in consultation with Building Administrator and Police  Bldg. Admin.	Building Administrator and Police  Bldg. Response Team
Meet with Police & Fire Officials	Building Administrator	
Perform search as required and recommended by Police Officials	Building Administrator	Pre-assigned personnel
Termination of Emergency a. Reoccupy the building and resume classes. b. Relocate occupants to another facility c. Activate plan for early dismissal, notify BOCES Chief Operating Officer of school closing.	Building Administrator	Building Response Team
Inform Parents and Guardians	Building Administrator	Clerical
Fill out Violence and Disruptive Incident Report (VADIR) form and send to your Executive Director.	Building Administrator in consultation with Exec. Director	<a href="http://www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.html">www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.html</a>

### **BOMB THREAT EVACUATION**

If Bomb Threat indicates device is in the building or is nondescript in nature, building evacuation procedures are to be immediately activated. Each Building Plan will identify persons who will be responsible for performing an initial search of the stairwells, lobby, entrance, exits and evacuation areas for suspicious objects to ensure that a safe and expeditious evacuation may proceed. After exit routes and evacuation areas are searched for suspicious objects, students and staff, including disabled students and staff, will follow the evacuation plan set for fire drills/emergency evacuation (unless circumstances dictate differently) described in each building's Safety Plan with these differences:

- Everyone is to move at least 300 feet from the building without blocking any access road or driveway.
- Any open windows should remain open.
- Leave classroom doors open.

*(Support Information in appendix.)*

### **SHELTERING STUDENTS IN "SANITIZED AREAS"**

If Bomb Threat indicates that an explosion has been placed outside the building, sheltering may be the most appropriate course of action. Move occupants to areas within school which are free of glass, such as gymnasiums and auditoriums. Persons outside the building should be moved further away or to a location that takes them out of harm's way. (At least 300 feet between individuals and suspected area of bomb without blocking any access road or driveway).

*(See also Building Safety Plans for Sheltering students.)*

### **HOLD IN PLACE BASED ON PRECLEARANCE AND SECURITY SCREENING (IN LIEU OF EVACUATION)**

This option may only be implemented prior to the receipt of an actual bomb threat. This option is appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. An example of this may be during the administration of Regents examinations or during other school-wide events, such as dances, homecoming events, etc. This option may not be reasonable during other times. If the school administrator chooses to enact the prudent procedures outlined below, and there is reasonable accountability for ensuring the safety of students and other building occupants, then evacuation is not required. This approach may also be particularly helpful in the event of multiple bomb threats or bomb threats directed at all schools in a county, BOCES, or school district.

School administrators who choose this option must ensure that all steps for ensuring the security of the building are followed completely. Local law enforcement officials and the New York State Police are available for consultation in preparing such a plan and for training school staff on screening techniques.

**CIVIL DISTURBANCE**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Identify Civil Disturbance	School Staff	
Notify Building Administrator	School Staff	
Notify Chief Operating Officer	Building Administrator	
Contact 911 (or other appropriate resource) to Assess Problem	Building Administrator	
Implement Go Home Plan or Evacuation Plan, whichever applies	Building Administrator	Go Home Plan, Bus Notification for Transportation



**ELECTRICAL OR GAS OR SEPTIC OR WATER SYSTEM FAILURE**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Upon discovery or detection of an electrical system failure, notify Bldg. Adm.	First person on the scene	
Evaluate problem insofar as possible	Building Administrator	District M & O personnel
Curtail or cease building operation, as appropriate;  a. Notify staff, parents and students	Building Administrator	If a utility power interruption, take appropriate steps to protect occupants and physical plant. Public address system, pupil transportation system
Notify Executive Director/ Chief Operating Officer	Building Administrator	District M & O personnel  PSE&G  Water Department
Evaluate problem and commence appropriate <u>remedial</u> action	Building Administrator	Building Evacuation Plans
Curtail or cease building operations, as appropriate	Building Administrator	Building Evacuation Plans

## **ENVIRONMENTAL INCIDENTS**

The following are guidelines to follow for environmental incidents such as air pollution, water contamination, hazardous spills, radiological incidents.

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Upon notification of air quality problem, contact Executive Director/Chief Operating Officer.	Building Administrator	Coordinate with County Comprehensive Emergency Management Plan
Confer with County Director of Disaster Preparedness for directions	Building Administrator	Coordinate with County Comprehensive Emergency Management Plan
Assess impact to school building	Building Administrator	Building Response Team
Contact Maintenance Director to adjust air conditioning or ventilation systems to minimize problem	Building Administrator	Maintenance Plan
Contact County Health Officer for advice if local problem	Building Administrator	Town Health Officer

## **EXPLOSION**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Upon occurrence of an explosion, identify general area or source	Person discovering explosion	
Contact Building Administrator	Person discovering explosion	
Activate Fire Alarm System	Building Administrator	Fire Department
Evacuate building system	Building Administrator	Evacuation Plan
Assess danger to students and staff. Implement evacuation or sheltering as needed	Building Administrator	Shelter Plans
Notify Executive Director/Chief Operating Officer	Building Administrator	

## **EXPLOSION**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Upon occurrence of an explosion, identify general area or source	Person discovering explosion	
Contact Building Administrator	Person discovering explosion	
Activate Fire Alarm System	Building Administrator	Fire Department
Evacuate building system	Building Administrator	Evacuation Plan
Assess danger to students and staff. Implement evacuation or sheltering as needed	Building Administrator	Shelter Plans
Notify Executive Director/ Chief Operating Officer	Building Administrator	

**FIRE EMERGENCY**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Upon discovery of smoke or fire, contact Building Administrator. A small fire, such as in a trash can, should be extinguished with the nearest extinguisher.	First person on the scene.	Procedure to instruct occupants of their evacuation route. Responsibility to sound alarm
Sound building fire alarm to evacuate building	Building Administrator	Emergency Evacuation Plan  Local Fire Station
Upon arrival, advise Fire Department of situation	Building Administrator	
Notify Executive Director/ Chief Operating Officer	Building Administrator	

**FALSE FIRE ALARM**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Coordinate direct alarm calls with Alarm Company & Fire Department	Building Administrator	
Evacuate building in accordance with established plan	All Staff	Evacuation Plan
Check alarm zone board located in Maintenance Room and go to that area to check for fire, smoke or emergency	Head Custodian	
Advise Building Administration of any false conditions	Head Custodian	
Notify Executive Director/ Chief Operating Officer	Building Administrator	

## **HOSTAGE-TAKING**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Identify Hostage Situation	First person on scene	
Notify Building Administrator	First person on scene	
Call 911	Building Administrator	
Evaluate course of action to evacuate building, in-building shelter, or in-class shelter.	Building Administrator	Evacuation Plan
Isolate Hostage Situation	Building Administrator	
Notify Executive Director/ Chief Operating Officer	Building Administrator	Building Maintenance
Notify Parents or Relatives	Building Administrator	
Terminate Emergency	Police or Building Administrator	

## **INTRUDER**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Identify Intruder	First person at scene	Procedures on Reporting Intruders or Unauthorized Visitors
Notify Building Administrator	First person at scene	
Confront Intruder	Building Administrator	
Escort Intruder from building & record descriptive data	Building Administrator	Additional help & staff
If Intruder refuses to leave, maintain surveillance and call 911	Building Administrator	Building Response Team
Confer with Police and follow instructions	Building Administrator	
Notify Executive Director/ Chief Operating Officer	Building Administrator	

**MEDICAL EMERGENCIES**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Identify the problem and the stricken individual(s)	First person on scene	
Summon Nurse	First person on scene	
Summon emergency assistance, call 911	Building Administrator	
Comfort victim and administer appropriate aid	Nurse	
Notify Guardian	Building Administrator	
Notify Executive Director/ Chief Operating Officer	Building Administrator	

## **NATURAL DISASTERS**

The following are guidelines to follow for natural disasters such as droughts, earthquakes, floods, hurricanes etc.

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Upon declaration of <u>Alert</u> <u>Warning</u> , or <u>Emergency</u> , follow Town or County plan guidelines.	Building Administrator	Coordinate with County or Town Emergency Plans American Red Cross
Evaluate appropriate plan to follow in consultation with Executive Director/Chief Operating Officer.	Building Administrator	Building Response Team



**STRUCTURAL FAILURE**

<b>Sequential Response/Action:</b>	<b>Person(s) Responsible</b>	<b>Necessary Resources:</b>
Upon discovery or detection of a structural failure, notify Building Administrator	First person on scene	
Evaluate problem insofar as possible and notify Executive Director/Chief Operating Officer	Building Administrator	M & O Person
Curtail or cease building operation, as appropriate a. Notify staff, parents and students, and districts	Building Administrator	Evacuation Plans and Building Response Team
Evaluate problem. If actual collapse, summon insurance company advisor. Commence appropriate remedial action	Director of Facilities	Architect
Recovery Recovery stage: Complete corrective actions	M & O Person in consultation with District Superintendent	Financial arrangements and contracts by School Business Official
Termination of Emergency Notify staff, parents and students	Building Administrator	Structural failure corrected

### **Implied or Direct Threats of Violence, Acts of Violence and Response Protocols**

Each building has developed a Building-Level School Safety Plan and training on the Plan is provided to students and staff so that they are prepared to respond to disaster and emergency situation in a practical way. Building Level School Safety Plans identify potential sites of emergency including but not limited to, buildings, grounds, buses, field trips, and work sites and shall contain the following elements:

- Procedures for the safe evacuation of students, staff and visitors in the event of a serious violent incident or other emergency
- Designation of an emergency response team comprised of school personnel, local law enforcement officials, and representatives from local, regional and/or state emergency response agencies; other appropriate incident response teams; and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incidents.
- Procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area
- Establishment of internal and external communication systems in emergencies
- Definition of the chain of command in a manner consistent with the National Interagency Incident Management System/Incident Command System
- Coordination of the school safety plan with the statewide plan for disaster mental health services to assure that the school has access to federal, state, and local mental health resources in the event of a violent incident
- Procedures for review and the conduct of drills and other exercises to test components of the emergency response plan
- Policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.
- The implementation of the District-wide School Safety Plan begins with the adoption of basic preventative measures prior to a crisis. These measures shall be practiced on a daily basis by all personnel.
- Each teacher/staff member who occupies a room or area must scan the room or area upon first entering.
- The building administrator or his/her designee should be notified immediately if anything looks suspicious.

- After opening the room, staff should key the door in the locked position, if possible.
- When leaving the room vacant, staff should lock and close the door.
- After school begins, all entrances should be locked, except those monitored or where access is controlled.
- All visitors must report to the main office to obtain a visitor's pass and all visitor passes must be returned to the main office at the end of the visit.

All Western Suffolk BOCES employees are trained annually in appropriate responses to emergencies.

### **Acts of Violence**

Policies and procedures for responding to implied or direct threats of violence are outlined in the BOCES Code of Conduct. As specified in Policy #6211, all staff and students are to be made familiar with details in said policy.

### **Emergency Assistance from Local Government**

Depending on the nature of the emergency, Western Suffolk BOCES may need to obtain assistance from local government agencies. During an emergency, Western Suffolk BOCES will contact 9-1-1 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, fire department, local police, private industry groups, religious organizations, among others. These contacts will be clearly delineated in the School Building-Level Emergency Response Plans.

### **Advice and Assistance from Local Government**

In the event that the Suffolk County Executive implements Article 2B of the Executive Law, the Chief Operating Officer or Designee will obtain advice and assistance, as necessary, from the Suffolk County Executive's Office 631-853-4000 and the Suffolk County Emergency management Office 631-852-4900.

### **District Resources Available for Use in an Emergency**

Each building has at least one crisis kit located at a location specified by the Building Safety Team. Additionally, vehicles such as trucks, buses and equipment can be made available in emergency situations.

### **Coordination of District Resources and Manpower**

A Western Suffolk BOCES District-Wide Support Team will be available when necessary to assist all school buildings in their response efforts. This team will be comprised of: Chief Operating Officer or

Designee, District Superintendent, Facilities Support Director, Transportation Coordinator and Chief Financial Officer.

In the event of an emergency, the team will be notified and will serve as support to the Building Emergency Response Team.

### **Protective Action Options**

Because different emergencies warrant different responses, Western Suffolk BOCES has established four distinct plans of action to ensure the safety of students and staff. Those plans are: Cancellation Prior to the Start of School, General Evacuation (including evacuation of handicapped individuals), General Go-Home, and General Shelter.

#### **Cancellation Prior to the Start of School**

The Chief Operating Officer or his/her designee(s) shall make the decision to close schools/offices for the health, welfare, and safety of students, staff, and visitors. Notice will be given to parents and students through the use of Connect-Ed, website updates, radio and television stations and other appropriate procedures.

Each building shall establish and implement a telephone notification chain for staff or Connect Ed. As a general statement, staff are expected to report for service as usual unless specifically relieved via the telephone notification chain or Connect-Ed service.

#### **Early Dismissal**

This plan shall be used as a guideline when predicted weather conditions threaten safe travel or when other conditions within a building present an immediate health or safety risk to the occupants and vacating the building would reduce or eliminate those risks. This plan shall be used when it is necessary to return students to their homes as rapidly as possible.

If conditions warrant, the Chief Operating Officer will make the decision to close schools early. The Transportation Coordinator will be notified to arrange transportation. School districts and parents/guardians/emergency contacts will also be notified. Western Suffolk BOCES will shelter students if warranted and staff will remain until all students have returned home.

#### **Evacuation**

Evacuations may occur in the event of fire, bomb threat, explosion, hazardous material spill, gas leak, etc.

Once the building principal has determined the need for evacuation, all students and staff evacuate according to drill procedures to pre-determined sites. If appropriate, the Transportation Coordinator is contacted. All staff remains with evacuated students to supervise and provide support. If dismissing

early or evacuating off-site, Building Principal contacts Chief Operating Officer and Division Executive Director. Procedures outlined in the Building-Level Emergency Response Plan will be followed.

Each Building Level School Safety Plan shall include evacuation procedures for all disabled persons and shall identify assigned responsibilities and procedures to assist the disabled. Each building administrator shall work with local emergency responders to ensure their understanding of the protocols included in their Building Level School Safety Plan.

Evacuation areas must be identified in the Building Level School Safety Plan, and staff should know the location of the evacuation areas where students will be taken during emergencies. Students and parents should only be notified of evacuation areas as needed, due to security considerations and confidentiality.

### **General Shelter Plan**

This plan shall be used in crisis situations when it has been determined that remaining inside the building is safer than being outside. The plan consists of three parts: Take Cover, In-Building Shelter, and Off-Campus Shelter. Each building shall determine Designated Safe Areas to be used for shelter when conditions allow the safe movement of students, staff, and visitors through the building. Off-Campus Shelter Plan shall be used when it becomes necessary to move students, staff and visitors off campus completely and immediately. Procedures outlined in the Building-Level Emergency Response Plan will be followed.

The Chief Operating Officer is contacted immediately should sheltering be required and will contact authorities as well as school districts as warranted. The Public Relations Director will field questions from outside contacts.

The Building Emergency Response Team will determine whether further arrangements are needed and contact Facilities Support or Food Service if required.

### **Lockdown Plan**

In certain critical situations, it may be determined that the safest place for the students, staff and other occupants is inside the building and under such circumstances, the building will be secured by using the Lockdown Plan. The Building Principal will determine if a lockdown must occur. The Chief Operating will be notified immediately. Procedures outlined in the Building-Level Emergency Response Plan will be followed.

### **Reporting of Incidents**

Western Suffolk BOCES requires that all incidents of violence, regardless of severity, be reported immediately by employees and students and documented by the principal/program director/designee. The principal/program director/designee is responsible for receiving and responding to all incident reports including anonymous reports.

Each incident will also be reported to and evaluated by the Building-Level School Safety Team, which will report to the District-Wide Safety Team.

Once an incident has been reported, and depending on its severity, the principal/program director/designee will:

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

# Appendices

## Appendix A

### Vital Educational Agency Information

2025-26

Note: Due to the complexity of transportation issues related to children with disabilities and to transporting children from various districts, each building-level plan will contain details about which children are on which bus route.

**Transportation Coordinator** for all BOCES Programs: Cathy, (631) 549-4900, ext. 226/343; Cell phone 631-806-6183

BUILDING	# empl	KEY STAFF	Work Phone	Home/Cell
Administration 507 Deer Park Rd. Dix Hills	59	Michael Flynn, COO	631-549-4920 x222 [REDACTED]	[REDACTED]
		Dr. Hugh Gigante, Exec. Director Personnel	631-549-4920 x204 [REDACTED]	[REDACTED]
		Diana Santiago, Exec Director CTE	631-425-9050 x260 [REDACTED]	[REDACTED]
		Nancy Wilson, Exec Director, Spec Ed	631-425-9090 x280 [REDACTED]	[REDACTED]
Wilson Tech Center 17 Westminster Ave. Dix Hills	201	Jennifer Paterson, Principal	631-667-6000 x383	[REDACTED]
		Mark Campbell, Asst. Principal	631-667-6000 x320	[REDACTED]
		Michael O'Toole, Asst. Principal	631-667-6000 x384	[REDACTED]
		Dr. Jane Holmes, Asst. Principal	631-667-6000	[REDACTED]
Wilson Tech Center 152 Laurel Hill Road, Northport	64	Dr. Stephanie Engelmann, Principal	631-261-3600 x202 [REDACTED]	[REDACTED]
		Dr. Kristen Klein, Supervisor Adult and Secondary Programs	631-261-3721 x221	[REDACTED]
Aviation Facility	30	Lisa Romanowski, Principal	631-752-1957	[REDACTED]

7200 Republic Airport, Farmingdale				
Manor Plains HS 200 Little Plains Rd Huntington	67	Joseph Stango, Principal  Elizabeth Gilmartin, Asst. Principal	631-754-2900 [REDACTED]  631-754-2900	[REDACTED] [REDACTED]
JEA Elem. School 762 Deer Park Rd Dix Hills	362	Kimberly Cooper, Principal  Miranda Moleski, Asst Principal  Mary Williams  Joseph Lenza, Asst. Principal	631-254-0094 [REDACTED] 631-254-0094 x230  631-254-0094  631-254-0094 x229	[REDACTED] [REDACTED] [REDACTED]
JEA Jr./Sr. HS 35 Carman Rd Dix Hills	295	Martin Hearney, Principal  Stacey Governa, AP  Karen Mulcahy-Walsh	631-549-5580 [REDACTED] 631-549-5580  631-549-5580	[REDACTED]
JEA Alt. School 31 Lee Avenue Wheatley Hts DISS/Technology	27  40	Robert Caravello, Principal  Mary Ann Sullivan, AP  April E. Poprilo, DISS  Russ Dickson, Technology	631-586-1300  631-595-6504  631-595-6815  631-595-6800	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
Brennan Middle/High 550 Mount Ave. North Babylon	137	Mark Brunza, BMS/BHS Principal  Anthony Letterel, AP  Bethany Pokorny, AP	631-491-4390  631-491-4390  631-491-4390	[REDACTED]
South Oaks Sunrise Highway Amityville	4	Olga Alphonse, Teacher Coordinator	631-608-5344	[REDACTED]
Forest Avenue Elementary School 200 Forest Ave West Babylon		Mary Williams, Principal  Kimberly Alvarado, AP	631-321-0300	[REDACTED] [REDACTED]



## **Appendix B**

### **ANY EMERGENCY: Dial 911 for Police, Fire, or Medical Ambulance**

Call the following telephone numbers for information about specific emergency situations. The Emergency Response Team and the Post-Emergency Response Team shall seek assistance from any federal, state and local resource, not limited to those listed.

#### **SUFFOLK COUNTY RESOURCES**

<b>Agency/Department</b>	<b>Office/Telephone Number</b>	<b>Services</b>
Fire, Rescue & Emergency Services (FRES)	Commissioner: 631-852-4850 Nights/Weekends: 631-852-4815 Fire Marshal Office – 631-852-4860	Information/Assistance
Emergency Management Operations	631-852-4900 24HR Emergency Mgmt Office	Info/Assistance, Inspections, Enforcement
24 HR Emergency for- Town of Babylon Town of Huntington Town of Smithtown	631-422-7600 Public Safety 631-351-3234 Security Office 631-360-7553 Public Safety	Public emergencies: hurricanes, snow storms, flooding  24 hour emergency number by town
Highway Department Babylon Huntington Smithtown	631-957-3161 – Commissioner’s Office 631-351-3076 – Superintendent’s Office Hotline 631-499-0444 631-360-7500 - Superintendent’s Office	Highway emergencies
Suffolk County Dept of Health Services	631-854-0100 After 5pm /Weekend: 631-852-4820	Information , Referrals, Advice Mosquito spraying info
Commissioner of Public Health Public Health Hotline	631-853-3000 or 631-854-0333 After 5pm /Weekends: 631-852-4820 631-787-2200 Hotline	Flu/West Nile Virus/Rabies Lyme/Reportable Diseases
Poison Control	800- 222-1222	Treatment/Advise about exposure to poison
Division of Environmental Quality (DEQ)	Administration – 631-852-5800	Information/Assistance on ground & drinking water quality, storage tank testing, licensing, permits, pollution control
Police Non-Emergencies	Headquarters – 631-852-6000 631-852-2677 631-852-COPS	Information or assistance
Public Works/Highway Unit  Gas Emergency Electrical Emergency Water Emergency	General Information/ Main Office – 631-852-4010 National Grid – 1-800-490-0045 PSEG– 1-800-490-0075 Suffolk Water Authority 631-698-9500	Issues involving maintenance of county roads, water mains, bridges, sewers, curb cuts, etc. Gas Leak Power Outage Water Emergency

	After Hours Emergencies: 631-665-0663	
Suffolk County Information	County Center, Hauppauge 631-853-5593	Directs caller to appropriate department of interest.
Division of Health & Mental Hygiene	Administration – 631-853-8500 Mobile Crisis Unit – 631-952-3333 (over 18 years old) 370-1700 (17yrs & under) Sagamore Mental Health Clinic, Brentwood –631-853-7300 24HR Hotline: 631-544-2222	Bereavement counseling Can be dispatched to a scene, offer counseling. Mental health referrals relative to problem.
American Red Cross	Headquarters, Yaphank – 631-924-6700 24HR Emergency 631-924-6911	Shelters, counseling services

### **STATE RESOURCES**

<b>Agency/Department</b>	<b>Office/Telephone Number</b>	<b>Services</b>
Department of Environmental Conservation (DEC)	Regional Headquarters, LI – 631-444-0200  24HR Emergency Oil Spill Hotline –1-800-457-7362  Regional Enforcement – 631-444-0240 24HR 1-877-457-5680	Info & Assistance on environmental or natural resource problems  Oil & Chemical Spills, Report environmental problems
Health Department Environmental Health	1-866-881-2809 Health Helpline 1-800-458-1158 Environment Health	Public health emergencies, communicable disease reports, food recalls, sanitation issues
Emergency Management Office (SEMO)	Region 1 Office – 631-952-6322 NYS 24 Hour # 518-292-2200	Coordinates emergency services. Provides training and resources.
NYS Homeland Security	518-457-2200	Coordinates domestic defense

### **FEDERAL RESOURCES**

<b>Agency/Department</b>	<b>Office/Telephone Number</b>	<b>Services</b>
Emergency Management	FEMA Operations Center (24 hours) 1-800-621-3362 On-the-scene coordination, Region 2 212- 680-3600	Begin on-scene assistance and notification of disaster. Information & assistance regarding response, recovery, mitigation and support
Occupational Safety and Health	Local Office, Westbury 516-334-3344 Emergency: 1-800-321-6742	Worker safety issues, regulations Weekends & nights only
Energy Department (Brookhaven National Lab)	Emergency Radiological Assistance Brookhaven National Laboratory, Emergency Line – 631-344-2222 Safety Hotline – 631-344-8800	Information/Assistance  General Information

**WESTERN SUFFOLK BOCES**

	<b>Office</b>	<b>Phone</b>
Shall insure that the school's Safety Plan is coordinated with the statewide plan for disaster mental health services and that the Emergency Response Team and Post-Crisis Emergency Response Team have access to all appropriate resources.	Michael Flynn or designee	631-549-4900, ext. 222
Buses are supplied as needed.	Catherine Aiello	631-549-4900, ext 226 cell 631-432-3089
Appropriate resources are supplied from BOCES' M & O.	Emmett Urban	631-242-6128

## Appendix C

Building: \_\_\_\_\_

### WS BOCES Fire/Evacuation Drills

School Year: \_\_\_\_\_

Eight fire drills and Four Lock-down drills must be completed each year.

First eight drills must be completed by Dec 31st

One fire drill must occur during a lunch period

Person-in-charge of after-school programs must announce procedures to follow in case of emergency

Fire Drill	Conductor	Date	Time	Notice Method (Alarm, Pull Station Test)	Special Conditions Simulated	Weather Temp/Clear/ Rain/ Snow	Evac Time	Number Occupants Evacuated
#1								
Staff on Duty Participating:								
Problems Encountered:								
#2								
Staff on Duty Participating:								
Problems Encountered:								
#3								
Staff on Duty Participating:								
Problems Encountered:								
#4								
Staff on Duty Participating:								
Problems Encountered:								
#5								
Staff on Duty Participating:								
Problems Encountered:								
#6								
Staff on Duty Participating:								
Problems Encountered:								
#7								
Staff on Duty Participating:								
Problems Encountered:								
#8								
Staff on Duty Participating:								
Problems Encountered:								

7/23/2019 11:14 AM

Building: \_\_\_\_\_

**WS BOCES**  
**Fire/Evacuation Drills**

School Year: \_\_\_\_\_

## LOCK DOWN Drills

#LD1								
Staff on Duty Participating:								
Problems Encountered:								
#LD2								
Staff on Duty Participating:								
Problems Encountered:								
#LD3								
Staff on Duty Participating:								
Problems Encountered:								
#LD4								
Staff on Duty Participating:								
Problems Encountered:								

## Summer Program Drills

#S1 MUST BE WITHIN THE FIRST WEEK OF SCHOOL								
Staff on Duty Participating:								
Problems Encountered:								
#S2								
Staff on Duty Participating:								
Problems Encountered:								

7/23/2019 11:14 AM

**FACT SHEET****Anthrax: What You Need To Know****What Is Anthrax?**

Anthrax is a serious disease caused by *Bacillus anthracis*, a bacterium that forms spores. A bacterium is a very small organism made up of one cell. Many bacteria can cause disease. A spore is a cell that is dormant (asleep) but may come to life with the right conditions.

There are three types of anthrax:

- **skin (cutaneous)**
- **lungs (inhalation)**
- **digestive (gastrointestinal)**

**How Do You Get It?**

Anthrax is not known to spread from one person to another.

**Anthrax from animals.** Humans can become infected with anthrax by handling products from infected animals or by breathing in anthrax spores from infected animal products (like wool, for example). People also can become infected with gastrointestinal anthrax by eating undercooked meat from infected animals.

**Anthrax as a weapon.** Anthrax also can be used as a weapon. This happened in the United States in 2001. Anthrax was deliberately spread through the postal system by sending letters with powder containing anthrax. This caused 22 cases of anthrax infection.

**How Dangerous Is Anthrax?**

The Centers for Disease Control and Prevention classifies agents with recognized bioterrorism potential into three priority areas (A, B and C). Anthrax is classified as a Category A agent. Category A agents are those that:

- pose the greatest possible threat for a bad effect on public health
- may spread across a large area or need public awareness
- need a great deal of planning to protect the public's health

In most cases, early treatment with antibiotics can cure cutaneous anthrax. Even if untreated, 80 percent of people who become infected with cutaneous anthrax do not die. Gastrointestinal anthrax is more serious because between one-fourth and more than half of cases lead to death. Inhalation anthrax is much more severe. In 2001, about half of the cases of inhalation anthrax ended in death.

**What Are the Symptoms?**

The symptoms (warning signs) of anthrax are different depending on the type of the disease:

- **Cutaneous:** The first symptom is a small sore that develops into a blister. The blister then develops into a skin ulcer with a black area in the center. The sore, blister and ulcer do not hurt.
- **Gastrointestinal:** The first symptoms are nausea, loss of appetite, bloody diarrhea, and fever, followed by bad stomach pain.

## Appendix D

### **Anthrax: What You Need To Know**

(continued from previous page)

- **Inhalation:** The first symptoms of inhalation anthrax are like cold or flu symptoms and can include a sore throat, mild fever and muscle aches. Later symptoms include cough, chest discomfort, shortness of breath, tiredness and muscle aches. (Caution: Do not assume that just because a person has cold or flu symptoms that they have inhalation anthrax.)

### **How Soon Do Infected People Get Sick?**

Symptoms can appear within 7 days of coming in contact with the bacterium for all three types of anthrax. For inhalation anthrax, symptoms can appear within a week or can take up to 42 days to appear.

### **How Is Anthrax Treated?**

Antibiotics are used to treat all three types of anthrax. Early identification and treatment are important.

**Prevention after exposure.** Treatment is different for a person who is exposed to anthrax, but is not yet sick. Health-care providers will use antibiotics (such as ciprofloxacin, doxycycline, or penicillin) combined with the anthrax vaccine to prevent anthrax infection.

**Treatment after infection.** Treatment is usually a 60-day course of antibiotics. Success depends on the type of anthrax and how soon treatment begins.

### **Can Anthrax Be Prevented?**

**Vaccination.** There is a vaccine to prevent anthrax, but it is not yet available for the general public. Anyone who may be exposed to anthrax, including certain members of the U.S. armed forces, laboratory workers, and workers who may enter or re-enter contaminated areas, may get the vaccine. Also, in the event of an attack using anthrax as a weapon, people exposed would get the vaccine.

### **What Should I Do if I Think I Have Anthrax?**

If you are showing symptoms of anthrax infection, call your health-care provider right away.

### **What Should I Do if I Think I Have Been Exposed to Anthrax?**

Contact local law enforcement immediately if you think that you may have been exposed to anthrax. This includes being exposed to a suspicious package or envelope that contains powder.

### **What Is CDC Doing To Prepare For a Possible Anthrax Attack?**

CDC is working with state and local health authorities to prepare for an anthrax attack. Activities include:

- Developing plans and procedures to respond to an attack using anthrax.
- Training and equipping emergency response teams to help state and local governments control infection, gather samples, and perform tests. Educating health-care providers, media, and the general public about what to do in the event of an attack.
- Working closely with health departments, veterinarians, and laboratories to watch for suspected cases of anthrax. Developing a national electronic database to track potential cases of anthrax.
- Ensuring that there are enough safe laboratories for quickly testing of suspected anthrax cases.
- Working with hospitals, laboratories, emergency response teams, and health-care providers to make sure they have the supplies they need in case of an attack.

For more information, visit [www.bt.cdc.gov/agent/anthrax](http://www.bt.cdc.gov/agent/anthrax) or call the CDC public response hotline at (888) 246-2675 (English), (888) 246-2857 (español), or (866) 874-2646 (TTY)

July 31, 2003

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**DEPARTMENT OF HEALTH AND HUMAN SERVICES**  
**CENTERS FOR DISEASE CONTROL AND PREVENTION**  
**SAFER • HEALTHIER • PEOPLE™**

## **Appendix E**

### **NYSED Bomb Threat Response Guidelines**

*(Excerpt from February 1999 Revised Version)*

The school emergency management plan for bomb threats should establish a process for determining who will be responsible for performing an initial search of the stairwells, lobby, entrances, exits, and evacuation areas for suspicious objects. The immediate checking of these areas prior to evacuation is necessary so that a safe and expeditious evacuation may proceed. Simultaneously, all school employees should take a quick look around their work areas for any suspicious items. School emergency plans should make it clear that any suspicious items found must be left alone and must be immediately reported to the school administrator. Under no circumstances are school personnel to touch or move any suspect items.

Based upon information known or not known about a bomb threat, and after it has been determined that reasonably safe passage of students and other occupants can be made to exit the building, an immediate evacuation signal must be given. The school emergency plan should identify the type of signal(s) used to denote a building evacuation in case of a bomb threat. Staff, teachers, and students are to be familiar with such signals so they can respond without hesitation or confusion. Local law enforcement officials should be consulted as to options for signals during a bomb threat.

- Persons evacuation the building should remain calm and orderly in order to prevent panic and confusion, which may result in an increased evacuation time, endangering lives, and increasing the chances of injuries occurring.
- The school emergency plan shall identify volunteer floor wardens and alternate volunteer floor wardens to ensure an orderly process for clearing each floor, including restrooms. When floor wardens have cleared their areas of responsibility, they should report to the command area in the evacuation assembly area.
- Elevators are not to be used for evacuation purposes.
- Occupants are to proceed to the designated safe evacuation assembly area. After accounting for all students and staff, the principal will determine next steps, as the situation requires. Designated evacuation areas should not be located near areas of incoming emergency responders. Open play fields, removed from the activity, are suitable evacuation assembly areas.
- The superintendent/principal should designate an easily accessible location and known position as a command post for coordination with emergency responders and receiving information and communications related to the incident.

### **Evacuation of Disabled Students, Staff and Teachers**

School emergency plans must provide evacuation procedures for all disabled persons. Assigned responsibilities responders must be familiar with the school's plan for disabled persons and the school's emergency and procedures to assist the disabled should be identified in the school emergency plan. Local emergency management plan as a whole.



## New York State Police Bomb Threat Instruction Card



### QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

### EXACT WORDING OF THE THREAT:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sex of caller: \_\_\_\_\_ Race: \_\_\_\_\_

Age: \_\_\_\_\_ Length of call: \_\_\_\_\_

Number at which call is received: \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

### CALLER'S VOICE:

- |                                  |               |
|----------------------------------|---------------|
| ___ Loud                         | ___ Soft      |
| ___ High                         | ___ Deep      |
| ___ Intoxicated                  | ___ Disguised |
| ___ Calm                         | ___ Angry     |
| ___ Fast                         | ___ Slow      |
| ___ Stutter                      | ___ Nasal     |
| ___ Distinct                     | ___ Slurred   |
| ___ Accent (type) _____          |               |
| ___ Other Characteristics: _____ |               |

If voice is familiar, who did it sound like? \_\_\_\_\_

### BACKGROUND SOUNDS:

- |                      |                       |
|----------------------|-----------------------|
| ___ Voices           | ___ Airplanes         |
| ___ Quiet            | ___ Trains            |
| ___ Animals          | ___ Music             |
| ___ Street Traffic   | ___ Factory Machinery |
| ___ Office Machinery |                       |
| ___ Other _____      |                       |

### THREAT LANGUAGE:

- |                            |                                  |
|----------------------------|----------------------------------|
| ___ Well spoken (educated) | ___ Incoherent                   |
| ___ Foul                   | ___ Taped                        |
| ___ Irrational             | ___ Message read by threat maker |

### REMARKS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Report call immediately to: \_\_\_\_\_

Phone Number: \_\_\_\_\_

-----

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Phone Number: \_\_\_\_\_

## **Appendix F**

### **Non Public Schools within Western Suffolk BOCES component districts**

<b>AMITYVILLE UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>St. Martin of Tours</b>	<b>631-264-7166</b>
<i>Private Nursery Schools:</i>	
<b>Little Rascals</b>	<b>516-797-9390</b>
<b>Marks of Excellence</b>	<b>631-789-0800</b>

<b>BABYLON UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>South Bay Jr. Academy of Seventh Day Adventists</b>	<b>631-321-0857</b>
<i>Private Nursery Schools:</i>	
<b>Alphabet Kids Nursery School</b>	<b>631-422-2223</b>
<b>United Methodist Church Nursery School</b>	<b>631-661-5165</b>
<b>Cross of Christ Pre-School Program</b>	<b>631-376-0773</b>
<b>St. Joseph's Nursery School</b>	<b>631-661-4559</b>

<b>COLD SPRING HARBOR CSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>NONE</b>	
<i>Private Nursery Schools:</i>	
<b>NONE</b>	
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>NONE</b>	

<b>COMMACK UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>NONE</b>	
<i>Private Nursery Schools:</i>	
<b>Kiddie Care</b>	<b>631-543-4949</b>
<b>Pumpkin Patch Day Nursery</b>	<b>631-499-6498</b>
<b>Tutor Time</b>	<b>631-543-3800</b>
<b>Suffolk Jewish</b>	<b>631-462-9800</b>
<b>Building Blocks Preschool</b>	<b>631-499-1237</b>
<b>JKL Montessori</b>	<b>631-543-0465</b>
<b>Little Lights</b>	<b>631-493-0998</b>
<b>Montessori Children's Learning Experience</b>	<b>631-266-2154</b>
<b>Nurturing &amp; Loving Childcare</b>	<b>631-486-2534</b>
<b>SCOPE</b>	<b>631-360-0800</b>
<b>Learning Experience</b>	<b>631-499-0592</b>
<b>East Northport Head Start</b>	<b>631-486-6819</b>

<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
UCP Greater Suffolk Children's Center	631-543-2338
Nassau Suffolk School for Autism	631-462-0386
Building Blocks Developmental Preschool	631-499-1237

<b>COPIAGUE UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
Copiague Christian Academy (Pre-K, K, 1 <sup>st</sup> Grade)	631-842-5993
<i>Private Nursery Schools:</i>	
Marks of Excellence	789-0800
Stanford Child Care Center	225-4600
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	

<b>DEER PARK UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
SS Cyril & Methodius School	631-667-6229
<i>Private Nursery Schools:</i>	
Deer Park Pre-School, Inc.	631-586-0562
Rose's Day Care	631-595-2534
Ascension Lutheran Preschool	631-242-6612
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
Ascent-A School for Individuals with Autism	631-254-6100

<b>ELWOOD UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
NONE	
<i>Private Nursery Schools:</i>	
NONE	
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
NONE	

<b>HARBORFIELDS CSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
Love of Learning	631-629-5599
<i>Private Nursery Schools:</i>	
Love of Learning	631-629-5599
Humpty Dumpty Nursery School	631-261-2524
Island Kids Preschool	631-261-1912
Kiddie Academy of Greenlawn	631-261-2220
Kinder Club Nest	631-757-7776
Noah's Ark Nursery School	631-427-4504

<b>Kinder Club Pond</b>	<b>516-446-5251</b>
<b>Treasure Cove</b>	<b>631-261-0600</b>
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>Developmental Disabilities Institute</b>	<b>631-266-4489</b>

<b>HALF HOLLOW HILLS CSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>St Pius V</b>	<b>631-351-0118</b>
<b>Upper Room</b>	<b>631-242-5359</b>
<b>Park Shore Day School</b>	<b>631-499-8580</b>
<b>Crestwood Country Day School</b>	<b>631-692-6361</b>
<b>Winston Prep</b>	<b>631-779-2400</b>
<i>Private Nursery Schools:</i>	
<b>Dix Hills Jewish Center</b>	<b>631-499-6644</b>
<b>Temple Beth Torah</b>	<b>631-643-1200</b>
<b>St. Luke's Preschool</b>	<b>631-462-5216</b>
<b>Chai Center Preschool</b>	<b>631-351-8672</b>
<b>Community Preschool</b>	<b>631-499-1940</b>
<b>St. Matthews Preschool</b>	<b>631-499-8520</b>
<b>Crestwood Preschool</b>	<b>631-692-6361</b>
<b>Park Shore</b>	<b>631-499-8580</b>
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>Madonna Heights</b>	<b>631-643-8800</b>
<b>Alternatives for Children</b>	<b>631-271-0777</b>

<b>HUNTINGTON UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>St. Patrick's</b>	<b>631-385-3311</b>
<i>Private Nursery Schools:</i>	
<b>Anne Brower's</b>	<b>631-423-4147</b>
<b>Calling All Kids Day Care</b>	<b>631-385-0944</b>
<b>Hansel &amp; Gretel Preschool</b>	<b>631-423-3950</b>
<b>The Learning Center</b>	<b>631-549-9668</b>
<b>Huntington Freedom Center</b>	<b>631-421-5058</b>
<b>Huntington Jewish Center</b>	<b>631-425-0525</b>
<b>Kindercare</b>	<b>631-547-8029</b>
<b>Pam's Giving Tree Preschool</b>	<b>631-421-1436</b>
<b>United Methodist Church</b>	<b>631-424-0645</b>
<b>YMCA Nursery School</b>	<b>631-421-4242</b>
<b>St. Patrick's Preschool</b>	<b>631-385-3311</b>
<b>Temple Beth El of Huntington</b>	<b>631-421-5835</b>
<b>SCOPE UPK</b>	<b>631-360-0800 ext146</b>

<i>Private Schools &amp; Preschools for Students w/ Disabilities:</i>	
NONE	

<b>KINGS PARK CSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<i>Private Nursery Schools:</i>	
<b>Kings Park Jewish Center (Prime Time)</b>	<b>631-269-1133</b>
<b>Abiding Presence Lutheran Nursery Preschool</b>	<b>631-269-6454</b>
<b>New Beginnings of Kings Park</b>	<b>631-663-5437</b>
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
NONE	

<b>LINDENHURST UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>The Kid Esteem Montessori School (pre-K -3rd)</b>	<b>631-226-3066</b>
<i>Private Nursery Schools:</i>	
<b>Grace Nursery School</b>	<b>631-957-3917</b>
<b>Pee Wee Folks</b>	<b>631-226-6669</b>
<b>St. John's Lutheran School</b>	<b>631-226-1440</b>
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>Just Kids - Kellum</b>	<b>631-884-3000</b>

<b>NORTH BABYLON UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
NONE	
<i>Private Nursery Schools:</i>	
NONE	
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
NONE	

<b>NORTHPORT/EAST NPT UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>Trinity Regional</b>	<b>631-261-5130</b>
<b>The School House</b>	<b>631-261-9000</b>
<i>Private Nursery Schools:</i>	
<b>Northport Nursery School</b>	<b>631-261-6586</b>
<b>Village Preschool</b>	<b>631-261-9307</b>
<b>Magic Circle</b>	<b>631-754-5565</b>
<b>Weekday Nursery</b>	<b>631-757-1342</b>
<b>Island Kids Early Childhood</b>	<b>631-757-8455</b>

<b>Tutor Time</b>	<b>631-368-2273</b>
<i>The Learning Experience</i>	<b>631-651-8322</b>
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>NONE</b>	

<b>SOUTH HUNTINGTON UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>Love of Learning – Montessori</b>	<b>631-547-0879</b>
<b>St. Anthony’s High School</b>	<b>631-271-2020</b>
<b>West Hills Montessori</b>	<b>631-385-3342</b>
<b>Huntington Montessori</b>	<b>631-385-3388</b>
<b>Whole Child Academy</b>	<b>347-668-3676</b>
<b>Day Top</b>	<b>631-351-7112</b>
<i>Private Nursery Schools:</i>	
<b>Gloria Dei Nursery School</b>	<b>631-421-0266</b>
<b>St. Peter’s Lutheran Nursery</b>	<b>631-423-9523</b>
<b>West Hills Methodist Nursery</b>	<b>631-423-8846</b>
<b>Work of Heart</b>	<b>631-673-7373</b>
<b>Step by Step Pre School</b>	<b>631-673-8408</b>
<b>Love of Learning Pre-K/Montessori</b>	<b>631-547-0879</b>
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>Long Island School for Gifted</b>	<b>631-423-3557</b>

<b>SMITHTOWN CSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>Harbor Country Day</b>	<b>631-584-5555</b>
<b>The Knox School</b>	<b>631-686-1600</b>
<b>Sts. Philip and James</b>	<b>631-584-7896</b>
<b>St. Patrick</b>	<b>631-724-0285</b>
<b>Smithtown Christian</b>	<b>631-265-3334</b>
<b>Ivy League School</b>	<b>631-265-4177</b>
<i>Private Nursery Schools:</i>	
<b>Tutor Time Child Care</b>	<b>631-361-7400/863-3040</b>
<b>First Discovery Montessori</b>	<b>631-724-8198</b>
<b>St. James Lutheran</b>	<b>631-862-8934</b>
<b>St. James Methodist</b>	<b>631-584-9555</b>
<b>Smithtown Co-Op</b>	<b>631-584-6767</b>
<b>Village Presbyterian</b>	<b>631-724-9382</b>
<b>Wesleyan Preschool</b>	<b>631-265-2625</b>
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>Developmental Disabilities Institute</b>	<b>631-366-2900</b>

<b>Cleary School for the Deaf</b>	<b>631-588-0530</b>
-----------------------------------	---------------------

<b>WEST BABYLON UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>Hazelton Prep</b>	<b>631-661-1117</b>
<i>Private Nursery Schools:</i>	
<b>Hazelton Prep</b>	<b>631-661-1117</b>
<b>Miss Midgies Pre School</b>	<b>631-321-1008</b>
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>NONE</b>	

<b>WYANDANCH UFSD</b>	<b>PHONE NUMBER</b>
<i>Nonpublic Elementary and Secondary Schools:</i>	
<b>NONE</b>	
<i>Private Nursery Schools:</i>	
<b>NONE</b>	
<i>Private Schools &amp; Preschools for Students with Disabilities:</i>	
<b>NONE</b>	

## **APPENDIX G**

### **Pandemic Response Plan**

The Western Suffolk BOCES (WSBOCES) District Safety Plan is based on addressing the four phases of emergency management: Prevention/Mitigation; Preparedness; Response; and Recovery. This Pandemic Plan is built upon the components already existing in the WSBOCES District Safety Plan that also incorporates the WSBOCES Building-Level Emergency Response Plans. It is a flexible plan that will be updated as needed to reflect current best practices.

The plan will be tested (exercised) as part of the overall exercise of the District Safety Plan. The District Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building Level Emergency Response Teams.

#### **Prevention/Mitigation:**

- Western Suffolk BOCES will work closely with the New York State and Suffolk County Departments of Health (DOH) to determine the need for activation of the BOCES Pandemic Plan. School nurses will follow procedures for reporting communicable disease and communicating with the Health Department. The Health Department will monitor pandemic cases and inform school districts as to appropriate actions.
- The Chief Operating Officer will help coordinate the Western Suffolk BOCES Pandemic planning and response effort. They will work closely with the District Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District Safety Plan.
- The District Safety Team will review and assess any obstacles to implementation of the plan.
- Western Suffolk BOCES will emphasize hand-washing and cough/sneezing etiquette through educational information and disseminate information that is recommended by the DOH and the Centers for Disease Control (CDC) at [www.cdc.gov](http://www.cdc.gov).
- Western Suffolk BOCES will educate and provide relevant and current information via the website, email, phone and print as appropriate to parents, staff, and students about how to make an informed decision to stay home when ill, proper hygiene, etc.

#### **Preparedness:**

The government-ordered shutdown of 2020 has led to a number of requirements and plans, should the region experience another pandemic. One requirement is the identification of positions that would be required to be on-site or in district as well as those that could function remotely in order for WSBOCES to continue to function. The table below outlines these positions by Job Title, Job Description, Justification for Inclusion, Work Shift and Protocol:



Title	Description/Justification	Work Shift/Location
COO	Direct and manage overall agency functions and emergency response	Regular schedule and as needed, remote or on-site as needed
District Supt	Work with NYSED and communicate component school districts	Regular schedule and as needed, remote or on-site as needed
CFO	Direct and manage fiscal operations	Regular schedule and as needed, remote or on-site as needed
Exec Dir CTE	Direct and manage career and technical educational programs	Regular schedule and as needed, remote or on-site as needed
Exec Dir SpEd	Direct and manage special educational programs	Regular schedule and as needed, remote or on-site as needed
Exec Dir Personnel	Manage personnel office and support agency employees	Regular schedule and as needed, remote or on-site as needed
Dir Technology	Ensure network technology is operational through on-site and remote access	Regular schedule and as needed, remote or on-site as needed
Facilities Dir	Direct and manage facilities and operations	Regular schedule and as needed, remote or on-site as needed
Dir Purchasing	Ensure that the agency is stocked with necessary PPE and related supplies and equipment	Regular schedule, remote or on-site as needed
Pub Relations Dir	Implement internal and external communications plan	Regular schedule and as needed, remote or on-site as needed
Payroll Staff	Ensure payroll is processed	Regular schedule, remote or on-site as needed
Treasurer	Process payroll and accounts payable	Regular schedule, remote or on-site as needed
IT Support Staff	Support technology agency-wide both in person and remote	Regular schedule, remote or on-site as needed
Central Admin Support Staff	Various support duties for the COO, Supt and related staff	Regular schedule, remote or on-site as needed
Food Svc Mgr	Coordinate food svc schedules, purchase, etc	Regular schedule, remote or on-site as needed
Food Svc Staff	Provide student meals	As needed
M&O Staff	Ensure buildings are safe for occupants	Regular schedule

Western Suffolk BOCES will confer and collaborate with the Department of Health and other agencies to ensure we share consistent, fact-based messages to the school community on pandemic-related issues.

- Communication is important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; emails; special presentations; media alerts; Blackboard Connect text and phone notifications; e-mail blasts; and postings to the Western Suffolk BOCES website. The Public

Relations Director will work with the Chief Operating Officer directly to support the WSBOCES communication plan.

- Continuity of operations and business office functions and the Western Suffolk BOCES plan will include procedures for maintaining essential functions and services.

- o The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. Western Suffolk BOCES has established the ability to maintain these essential functions off-site from alternate locations.

- o Maintenance of facilities may be difficult with a reduced or absent maintenance staff. If necessary, maintenance staff will be pooled to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort and if they are, training for teachers on this process will be provided.

- o Personnel will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to agency policies and procedures to reflect crisis response may become necessary and will be implemented by Personnel. The Executive Director of Personnel or designee has provided cross-training of staff to ensure essential functions. Personnel will help develop the plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. Western Suffolk BOCES will work closely with the New York State Education Department on this potential result throughout the crisis period. (see Appendix H: Remote Instruction Plan)

**Response:**

- The Western Suffolk BOCES Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the plan has been activated.

- In the event of a school building closing to instruction, for reason other than routine snow emergency days, the Central Administration Office will notify the Commissioner of Education immediately

- The entire Incident Command Structure at both the Agency and building level will be informed that the response effort has been enacted. These individuals will meet to discuss the plan's activation and review responsibilities and communication procedures.

- The Chief Financial Officer will meet with staff to review essential functions and responsibilities of back-up personnel. The ability to utilize off-site systems will be tested. Utilization of supplies, equipment, contracts, and provided services will be monitored and adjusted as necessary.

- The Director of Facilities will meet with staff and monitor ability to maintain essential function and will review essential building function procedures with the Principals. Sanitizing procedures will be reviewed.

- Based on directives and recommendations from local and state authorities, schools may be closed. The Western Suffolk BOCES Plan for continuity of instruction will be implemented as previously described.

**Recovery:**

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. Western Suffolk BOCES will work toward a smooth return to in-person instruction following a closing. All described communication methods will be utilized to keep the school community aware of the transition process.

- Western Suffolk BOCES will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.

- Western Suffolk BOCES will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. The District Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.

## **APPENDIX H**

### **EMERGENCY REMOTE INSTRUCTION PLAN**

Following the COVID-19 pandemic, the New York State Department of Education has required school districts and BOCES to have a plan for how children will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the agency-wide school safety plan, which is reviewed annually by administration and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

#### **Communication and Engagement**

To determine student access to remote instruction, WSBOCES distributes a Digital Resources Survey (DRS) annually to the families of full-day students annually. The survey is critical to WSBOCES efforts to ensure that students can access the Internet and receive remote instruction, if necessary, under emergency conditions. The DRS is also distributed to new families as their children enter the program. WSBOCES distributes the survey link to families in a number of ways, including email, and reminds families of the importance of submitting the survey through phone calls placed through the mass communication system. Students and families may update their access information at any time by contacting the student's school. Should an emergency closing be warranted, WSBOCES will communicate all necessary information regarding remote learning to staff, students, and families/caregivers using established communication methods. When appropriate, WSBOCES will include information about how technology will be made available. More program or classroom specific communication will be made by the principal and teacher, using the most appropriate method, which may include but not be limited to, email, phone call, Google classroom, etc. WSBOCES will also provide families with methods to communicate with agency staff.

#### **Device, Internet and Platform Access**

To support remote learning, WSBOCES will make computer devices available to all students and families who need them, working in concert with students' home districts to establish what has been provided through the home district. Additionally, if and where possible, WSBOCES will also support students and families with accessing the internet outside of school by working with community partners/businesses to secure Wi-Fi access points for students and families. For students for whom remote instruction through digital technology is not appropriate or possible, WSBOCES will work with families and districts to determine student needs. Other methods of providing instruction will be considered, including but not limited to phone, hard-copy materials to the student's home or alternative in-person instruction. Teachers and service providers will work with guardians to determine the best way to deliver instruction.

WSBOCES will also ensure that school staff who will be tasked with the delivery of remote instruction will have the necessary tools, i.e., computing devices and Internet access, to fulfill their responsibilities outside of the school.

To ensure high-quality remote learning experiences, WSBOCES uses Google Classroom and other proven platforms and has developed a set of guidelines for teachers to follow when providing remote instruction.

### **Teaching and Learning**

WSBOCES has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study. Instruction will focus on "core" subject areas; however, elective courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Remote learning schedules have been developed by program. If an emergency requires WSBOCES to move to remote learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

### **Special Education**

Based on the learning model we have developed, the linked document details learning expectations for our special education classrooms. The following is a sample schedule:

Monday

ELA: 40 minutes

Math: 40 minutes

Science: 20 minutes

Tuesday

ELA: 40 minutes

Math: 40 minutes

Social Studies: 30 minutes

Wednesday

ELA: 40 minutes

Math: 40 minutes

Science: 20 minutes

Thursday

ELA: 40 minutes

Math: 40 minutes

Social Studies: 30 minutes

Friday

ELA: 40 minutes

Math: 40 minutes

Science: 20 minutes

Daily

Individual/Small Group Meetings- Virtual Session: Small groups or individual student live meetings daily and should be 15 – 30 minutes in length: scheduled with families

Other small group IEP Goal Work and progress monitoring: Small groups or individual student live meetings daily and should be 15 – 30 minutes in length: scheduled with families

Office Hours: Scheduled, Daily and Mandatory

Delivery of Materials as Needed: For students that do not have access to wifi, materials will be delivered and if possible, alternate locations for instruction will be identified

Career and Technical Education (CTE)

CTE classroom will function during their traditional times with the following schedule as an example of the delivery model:

Monday

Synchronous, Direct Instruction: Auto 1 (30 minutes)

Additional Synchronous Instruction (may include: Group and Individual work:-break out rooms, project work, simulations, teacher office hours, videos of other extension of instruction etc.):

Auto 1 (90 minutes)

Asynchronous: Auto 1 (30 minutes)

Tuesday

Synchronous, Direct Instruction: Auto 1 (30 minutes)

Additional Synchronous Instruction (may include: Group and Individual work:-break out rooms, project work, simulations, teacher office hours, videos of other extension of instruction etc.):

Auto 1 (90 minutes)

Asynchronous: Auto 1 (30 minutes)

Wednesday

Synchronous, Additional Synchronous Instruction, and Asynchronous: Academic Integration

Thursday

Synchronous, Direct Instruction: Auto 1 (30 minutes)

Additional Synchronous Instruction (may include: Group and Individual work:-break out rooms, project work, simulations, teacher office hours, videos of other extension of instruction etc.):

Auto 1 (90 minutes)

Asynchronous: Auto 1 (30 minutes)

Friday

Synchronous, Direct Instruction: Auto 1 (30 minutes)

Additional Synchronous Instruction (may include: Group and Individual work:-break out rooms, project work, simulations, teacher office hours, videos of other extension of instruction etc.):

Auto 1 (90 minutes)

Asynchronous: Auto 1 (30 minutes)

\*Examples of synchronous instruction: live video classes, virtual labs and simulations; virtual guest speakers; virtual field trips; breakout sessions for small group project-based learning; job coaching; virtual internships or job shadowing

\*\*Examples of group and individual work: interactive videos; online discussion board; pre-recorded lessons; online readings; simulations; break out room activities; real world cases studies related to work-based learning experiences; online industry certification credentialing (i.e. OSHA 10); portfolio development

As aforementioned, WSBOCES recognizes that there will be students for whom remote instruction is not appropriate. In an emergency, WSBOCES will assess which students may require additional support. Depending on the reason for the move to remote instruction, support may involve some level of in-person instruction for these students either at a school building within WSBOCES or at a community location, as appropriate. These decisions will be made in concert with local health officials and emergency personnel, as applicable. Teachers will be trained on best practices for synchronous, blended and asynchronous instruction. Focus will be on engagement, delivery of content, assessment, feedback and any other identified need areas.

### **Support Services**

Based on the learning model we have developed, students with disabilities and/or an Individualized Education Plan will continue to receive support services in accordance with their individualized education plans (IEP) should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.

Social Workers, in coordination with the teacher, will work to maintain contact with families in support of social/emotional support and home learning initiatives and to identify the need for any other supports.

WSBOCES will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child.