SMITHTOWN CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE SCHOOL SAFETY PLAN
2019-2020
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District-Wide Safety Plan

Policy Statement

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

The Board has appointed, under the direction of the District Superintendent, a District-Wide Safety Team to develop, implement and maintain all provisions of the Plan. After at least one public meeting, this plan has been adopted by the Board of Education on August 30, 2019. This plan incorporates all Building-Level Emergency Response Plans that have been developed by the Building-Level Emergency Response Teams appointed by the Building Principals. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the school building Emergency Response Team. Upon activation of the school building Emergency Response Team the District Superintendent or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. The District-Wide Safety Team will assist in development of protocols for accessing these services.

The District-Wide Safety Plan was made available for public comment 30 days prior to its adoption and provided for participation of the District-Wide Safety team. The District-Wide and Building-Level Plans were formally adopted by the Board after at least one public hearing. As required by law, the District-Wide Safety Plan is posted on the website by October 15th of each school year and will be reviewed annually by the District-Wide Safety Team by September 1st of each school year. Building-Level Emergency Response Plans will be updated by September 1st of each school year by the Building-Level Emergency Response Team and filed with both State and Local Police by October 15th of each school year.

The District refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. The District 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 or retaliated against.

Although the Building-Level Emergency Response Plans are linked to the District-Wide Safety Plan, in accordance with Education Law Section 2801-a, the Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure. This will further ensure safety at the building-level and reduce the potential for planned sabotage.

Elements of the District-Wide Safety Plan

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

**District Chief Emergency Officer**

The Superintendent of Schools has been designated by the Board as the District Chief Emergency Officer and will provide:

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

**District-Wide Safety Team**

The District-Wide Safety Team will seek to include the representation noted below. The major function of the District-Wide Safety Team is to create the District-Wide Safety Plan and update, as necessary.

<table>
<thead>
<tr>
<th>REPRESENTATION</th>
<th>NAME</th>
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<tbody>
<tr>
<td>Board Member</td>
<td>Frank James</td>
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<tr>
<td>Superintendent</td>
<td>Russell Stewart</td>
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<tr>
<td>District Security Consultant</td>
<td>Don Flynn and Victor Crema</td>
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<tr>
<td>Asst. Supt. For Finance &amp; Operations</td>
<td>Andrew Tobin</td>
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<tr>
<td>Asst. Supt. For Instruction</td>
<td>Jennifer Bradshaw</td>
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<td>Asst. Supt. For Personnel</td>
<td>Neil Katz</td>
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<tr>
<td>Asst. Supt. For Pupil Personnel Services</td>
<td>Mona Tobin</td>
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<tr>
<td>Director of Facilities</td>
<td>Dan Leddy</td>
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<tr>
<td>Director of Info &amp; Tech Services</td>
<td>John Nolan</td>
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<tr>
<td>Systems Specialist</td>
<td>Rob Boccio</td>
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<tr>
<td>Security</td>
<td>Pete Bienkowski, Chris Dengel, Deborah Weller</td>
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<tr>
<td>Principal, Accompsett Elementary</td>
<td>Bryan Frank</td>
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<tr>
<td>Principal, Accompsett Middle School</td>
<td>Paul McNeil</td>
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<td>Principal, Great Hollow Middle School</td>
<td>John Scomillio</td>
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<td>Principal, High School East</td>
<td>Kevin Simmons</td>
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<td>Principal, High School West</td>
<td>John Coady</td>
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<tr>
<td>Principal, Mt. Pleasant Elementary</td>
<td>Joseph Ierano</td>
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<tr>
<td>Principal, Nesaquake Middle School</td>
<td>Daniel McCabe</td>
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<tr>
<td>Transportation Supervisor</td>
<td>Mary Augugliaro</td>
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<tr>
<td>Parent Organization</td>
<td>Jennifer Camilleri</td>
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Responsibilities of the District-Wide Safety Team

The District-Wide Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the District to violence and recommend to the District Superintendent and Board preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide Safety Plan to determine its success in violence prevention. Some of the team’s primary responsibilities will include:

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

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is appointed by the School Building Principal. The major focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. This team, at a minimum will include the following representation:
- Teacher
- Administrator
- Parent Organization Member
- School Safety Personnel
- Community Members
- Law Enforcement
- Fire Officials
- Others

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

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

1. **School Violence Prevention and Intervention Training**
   Each instructional employee completes at least one training session in school violence prevention and intervention lasting at least two hours containing the content as specified by the Project SAVE law. Employees of all the instructional departments in the District attended this session at the onset of the law. Each new employee since that time has been presented with the material at the annual Superintendent’s Conference Days using SchoolSafety.NY and suicide prevention GCN videos.

2. **Social and Emotional Learning Training**
   Approximately 100 staff members are trained each year in ways to support their own as well as our students’ social and emotional well-being. Yearly training for parents occurs at both the district and building levels.

3. **At-Risk Student Support Team**
   A team comprised of a high school social worker, psychologist, and school counselor work closely with students who have been identified as at-risk of not meeting academic, behavioral, and/or social success in the school setting.

4. **Middle School Summer Program**
   Students with identified social, emotional, and academic challenges are provided a summer program to promote their social, emotional, and academic success, including through mindfulness, goal-setting, peer interactions, hands-on projects, and independent research projects.

5. **Bullying and Violence Prevention Programs**
   All schools provide assemblies on anti-bullying and integrate cyber-bullying and anti-violence instruction into the curriculum. Examples include Challenge Day at the middle and high schools and presentations for staff and students on anti-bullying and LGBT awareness.

6. **Equity Team**
   The District Equity Team attends training and evaluates district practices related to inclusion and diversity, recommending ways to increase representation in the curriculum and increase understanding and sensitivity among staff and students.

7. **Confidential Reporting**
   All schools work towards creating a culture of trust for anonymous/confidential reporting to program staff of school violence or the potential for violence. Students are encouraged to confidentially report concerns about others, as well as make self-referrals for help to any staff member.

8. **Pupil Personnel Services**
   Behavior Intervention Plans (BIPs); Psychological services; Counseling; Building Crisis Teams; Positive behavioral outcome support; and high ratio of district staff members to students. Student assemblies are provided related to the prevention of school violence which promote diversity tolerance and prevention of bullying. Staff is provided with opportunities to attend workshops and conferences focused on managing student behavior and developing pro-social skills in students. Crisis Prevention Institute (CPI) training is provided to Special Education staff as nonviolent crisis intervention training including methods for diffusing disruptive and assaultive students; and preventing and safely intervening in crisis situations.

9. **Instructional Programs**
   Teachers are provided with a variety of presentations on the topic of Character Education in order to implement leadership, character education and citizenship into the school climate. Superintendent’s Conference Days are used to provide informational sessions on these topics as well as on behavior management plans and bullying. Staff and students are also provided with training on substance abuse prevention and conflict resolution. Staff development is provided on behavioral management practices in the classroom.
10. **Staff Employee Assistance Program (EAP)** through TriState Reach is linked to the personnel page of the District website and provided to staff on a monthly basis through reminders, newsletters, etc.

11. **Education**  
   As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) all students are educated on the reasons for testing emergency plans. Specific training is provided on how to respond to emergency situations.

12. **Others** as deemed useful and effective based on the school population needs

**Training, Drills and Exercises**

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

- Early Go-home drill (District will conduct Go-home drills before the end of the school day).
- Live drills including shelter-in-place, hold-in-place, evacuation, lockdowns, and lockout.
- Live drills for specific responses (hostage taking, bomb-threat, etc.)
- Situational drills
- Table top exercises
- Emergency Response Team exercises
- Building pre-clearance searches

The District recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, we will invite local agencies to participate in and to help evaluate exercises. These agencies may include but not be limited to the Police and Fire Departments and Ambulance Services. The District also has staff members involved in incidents and drills fill out the School Emergency Response Assessment, which is part of the Building-Level School Safety Plan. The Building-Level School Safety Team debriefs and analyzes these post-incident/drill assessments to help improve the response as necessary in the event of a future incident. The District conducts numerous drills every school year, testing its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdowns, or early dismissal.

Annual training is also given at each school building on its Emergency Response Plan. Staff receives written information in the form of the School Building Emergency Procedures Quick Reference training pamphlet, which is part of the Building-Level School Safety Plan. Trainers are knowledgeable and familiar with the District’s procedures and Safety Plan.

**Implementation of School Security**

School safety personnel will help carry out the District-wide Plan. These individuals have received appropriate annual training as required under the Regulation. Such training has been conducted in cooperation with the Police Department. These individuals are not to be confused with school security guards that the District employs who are regulated under the New York State Security Guard Act that requires specific training, fingerprinting and background checks. The District has NYS certified security guards and aides in all schools. A large number of security guards are either active or retired law enforcement; guards receive 8-hours of pre-assignment and 16-hours of in-service training along with an additional 8-hours of annual refresher training. They have been fingerprinted and required background checks have been completed.

Appropriate school building security measures and procedures have been determined by the District-Wide Safety Team and Building-Level Emergency Response Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- All potential employees undergo a rigorous screening and hiring process including required fingerprinting for those working with direct access to students or in accordance with NYS.
• Majority of Security personnel are active and retired law enforcement, many with specific areas of expertise
• Entrance guards and hall monitors receive staff development every school year.
• Trained Crisis Teams in place are activated as needed.
• Employees are required to wear picture IDs provided by the District.
• In locations with card access, ID cards are integrated into the system.
• Signs direct visitors to the main office or reception desk in all buildings.
• Visitor badge/sign-in procedures – Visitors to the buildings are questioned upon entry into the building as to their business and if they have an appointment. If there is any question the building principal is consulted. If this has been confirmed they show identification; sign-in; are issued a visitor badge. Visitors may be escorted to their destination. Upon completion of their business visitors may be escorted out of the building.
• All employees, including entrance and hall monitors, are authorized to question persons without visitors’ badges and send and /or accompany them to the main office.
• Indoor and outdoor video surveillance in key locations at all buildings.
• Intercoms at main entrances with locked doors and door release systems in most locations.
• Perimeter doors other than main entrances at all buildings kept locked from the inside.
• A designated District Security Consultant.
• Contractors are requested to wear picture IDs as per regulations.
• All Facilities custodial and maintenance staff are requested to wear uniforms with the District logo attached.
• Periodic security audits both internally as well as by contracted security consultants.
• Continuous interior and exterior patrols as well as random mobile patrols of all district buildings and facilities.
• The District will employ any other methods deemed necessary and constantly review current practices.

Vital Educational District Information

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

Early Detection of Potentially Violent Behavior

The District’s school programs are designed to identify potentially violent behaviors and work directly with students and families. Staff in these programs have appropriate annual training. The District-Wide Safety Team will make recommendations for additional appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. Training for students and staff will be conducted annually and include:

• An explanation of what constitutes school violence and a description of the District’s Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
• Dissemination of the New York State Office of Mental Health one-page handout What Every Teacher Needs to Know – Recognizing Suicide Risk in Students and review of the “FACTS” warning signs.
• Staff receives training, such as Crisis Prevention Institute (CPI), to prepare staff for violent incidents and lessen their impact, and in early intervention/prevention strategies.
• Employees receive annual multi-hazard training on the Emergency Response Plan. This training may address topics including the early detection of potentially violent behavior. Staff receive written information from training programs and in the Emergency Procedures Quick Reference pamphlet.
• Information on how to report incidents of violence including threats and verbal abuse.
• How to recognize and respond to school security hazards.
• Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
• How to summon assistance in the event of an emergency.
• Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
• Post-incident procedures including medical follow-up and the availability of counseling and referral.
• Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

• Anti-bullying workshops.
• After school clubs and programs regarding diversity.
• School social worker outreach.
• School counselor involvement.
• Workshops regarding drug awareness and social media.
• Anger Management programs.
• Building level and grade appropriate social programs.

Records are maintained of all participants. Trainers are knowledgeable and familiar with the District-Wide Safety Plan.

**Hazard Identification**

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

- Nearby highways and major roadways.
- Custodial shops (chemicals, tools and equipment).
- Career and technical education shops (chemicals, tools and equipment).
- Art classrooms (art supplies and kilns).
- Building layout.
- Student population.

**Responses to Violence**  
*(Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)*

The District requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented by the Program Administrator. With the realization that employees and students may otherwise be reluctant to come forward, all programs maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

**The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports.** Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide Safety Team *(Threat Assessment Team)* for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies (SROs, Fire and Emergency Medical Responders) are asked to participate on Building-Level School Safety Teams.

**Reporting:**

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

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

**Investigation:**

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

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

**Follow-up:**

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

**Evaluation:**

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

**Disciplinary Measures:**

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

**Code of Conduct:**

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

**Emergency Response Protocols (not all inclusive)**

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

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency
Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, text, fax/e-mail, agency radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide Safety Team.

The Superintendent is responsible for notifying all buildings of county-wide emergencies and acts as the chief communication liaison.

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

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

**Bomb Threats: Detailed response is included with the confidential Building level response plans.**

All administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation.

**Hostage Taking: Detailed response is included with the confidential Building level response plans.**

**Intrusions: Detailed response is included with the confidential Building level response plans.**

**Kidnapping: Detailed response is included with the confidential Building level response plans.**

**Responses to Acts of Violence (Implied or Direct Threats)**

Detailed response is included with the confidential Building level response plans.

**Responses to Acts of Violence (Actual)**

Detailed response is included with the confidential Building level response plans.

**Response Protocols**

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

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

**School Building Chain-of-Command**

Each school building will designate an Incident Commander Chain-of-Command. In most cases, the chain will account for redundancy, so that if one person is not available there is always someone available on-site to step into the role of Incident Commander. The chain will consist of more or less depending on school size and hours of operation. Building
Chain-of-Command tables are included in the confidential Building level response plans.

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the District may need to obtain assistance from local government agencies. During an emergency, the School Incident Commander or their designee will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, The Suffolk County Office of Emergency Management (Commissioner), The County Department of Mental Health, private industry groups, and religious organizations, among others. For specific assistance beyond the scope of the agency’s resources, the County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

Building-Level Emergency Response Plans address the identification, availability, and use of resources. This includes procedures for coordination of these resources including work force and Chain-Of-Command through the District-Wide Emergency Response Team as detailed in the Recovery section of this Plan.

Protective Action Options

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

- School Cancellation
- Early Dismissal
- Evacuation
- Sheltering
- Lockout
- Hold-In-Place
- Lockdown

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by State and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:
Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:
Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:
Warns of a credible, specific, and impending terrorism threat against the United States.

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious
activity. The *If You See Something, Say Something™* campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

**Recovery – District Support for Buildings**

The Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency.

The District-Wide Emergency Response Team is available for support when necessary to assist all school buildings in their response effort. This Team will be composed of the following and others in the organization based on their expertise and the needs of the emergency:

- District Superintendent or Designee
- Assistant Superintendents
- Director of Facilities
- Directors of Departments affected
- District’s Security Consultant
- Public Information Officer
- Transportation Supervisor
- Director of Child Nutrition
- Lead Nurse or Coordinator of Physical Education, Athletics, Health & Nurses
- Others as deemed necessary

The District Superintendent or Designee will authorize decisions based on the deliberations and recommendations of the Team. Assignments and coordination of staff at the building-level will be under the direction of Principals.

**Disaster Mental Health Services**

The *Building-Level Emergency Response Team* will designate the *Post-Incident Response Team* in each school building to respond in crisis situations and help provide disaster mental health services as outlined in the *Building-Level Emergency Response Plan* for that building. The Director(s) of the Department(s) affected may draw upon additional resources from existing pupil personnel staff, as needed. Depending on the nature of an incident, if a Department does not have the needed resources, the Superintendent will arrange for personnel staff from other Departments to assist on the Post-Incident Response Team. Employees will also be encouraged to seek assistance from the Employee Assistance Program (EAP). Depending on the scope of the situation, the County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-wide effort.

**Forms and Record keeping**

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

The District-Wide Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in District-Wide Safety Plan that also incorporates the Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide Safety Plan. The District-Wide Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Prevention/Mitigation:

- Pandemic information can all be accessed at http://www.cdc.gov/flu/school/.

Preparedness:

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. The District’s central office administrators and school building principals will complete the IS 100 (Introduction to Incident Command), IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses, which are available on-line through FEMA and can be facilitated through the Districts Security Consultants

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. A District Public Information Officer (PIO) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with the Director of Information and Technology Services to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. (Mass messaging; E-mail messages; the website; radio and television messages) We have tested/exercised the communication systems on multiple dates.

- Continuity of operations and Business Office function could be severely impacted by a loss of staff. As such, the District’s plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – we have defined the following decision making authority for the agency: District Superintendent, Assistant Superintendents; Executive Directors. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. The District’s primary communication will be through normal phone system followed by hand held radios, cell phones, text and phone mail, e-mail, agency automated phone notification system and any application designated to enhance the communication.
  - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas: School Purchasing Agent; Payroll Supervisor. Recognizing the need for job cross training, individuals in the Business Services Department have received training to perform essential functions. We have also established the ability to maintain these essential functions off-site at the District’s Disaster Recovery Site.
  - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the District Superintendent or designees and the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may
provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desks will be misted with the provided disinfectant and left to dry. Training for teachers on this process is annual.

- The Office of Personnel Services 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 Assistant Superintendent for Personnel 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. Working with administration and local officials, the Office of Personnel Services will help to decide if schools need to be closed.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
  - Hard copy, self-directed lessons
  - Use of mobile media storage devices for lessons (external hard drives, shared drives as well as off-site backup)
  - On-line instruction; on-line resources; on-line textbooks
  - Communication modalities for assignment postings and follow-up: telephone; U.S. Postal Service; cell phone mail, text messages; e-mail; automated notification systems; website postings

We will obtain input from curriculum staff in development of these, should they become necessary.
Response: IMPLEMENTATION OF THE INCIDENT COMMAND SYSTEM

- The District-Wide Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Suffolk County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan’s activation and review responsibilities and communication procedures.
- The Public Information Officer will work closely with the Director of Information and Technology Services to re-test all communication systems to assure proper function. The District-Wide Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the Public Information Officer will utilize the communication methods previously described to alert the school community of the activation of the District-Wide Safety Plan as it specifically applies to pandemics.
- The Assistant Superintendent for Finance and Operations will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent for Finance and Operations will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Facilities will meet with staff and monitor ability to maintain essential function. The Director of Facilities will review essential building function procedures with the Principals and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Assistant Superintendent for Finance and Operations or designee to implement different phases of the Plan as necessary.
- The Assistant Superintendent for Personnel will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent for Personnel will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. The Plan for continuity of instruction will be implemented as previously described.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to District’s normal process. We will use all described communication methods and District’s Public Information Officer to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the Public Information Officer, Business Office, Personnel Office, Facilities, and Directors will be vital to this effort. The District-Wide Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.
Appendix 1

TELEPHONE DIRECTORY

EMERGENCIES

FIRE DEPARTMENTS – FIRES ONLY

In-District

Hauppauge Fire Dept. ................. 265-1500 or 911
Nesconset Fire Dept. ................. 265-1430 (non-emergency only) or 911
Smithtown Fire Dept. ................. 265-1500 or 911
The Branch Fire Dept. ................. 265-1500 or 911
St. James Fire Dept. ................. 584-5760 (non-emergency only) or 911

Out-of-District

Commack Fire Dept. ................. 499-5777
Kings Park Fire Dept. ................. 265-1500
Ronkonkoma Fire Dept. ................. 588-8410
Stony Brook Fire Dept. ................. 751-5329

POLICE (DIAL “911”)

Suffolk County Police ................. (911)
4th Precinct (Hauppauge) ................. 854-8400
State Police “Troop L”
(Headquarters-Farmingdale) ................. 756-3300

FBI ..... 516-753-0130
GAS EMERGENCY ..... 800-490-0045
**HOSPITALS**

St. Catherine of Sienna Hospital ................. 862-3800

University Hospital (Emergency Main Desk) ...... 444-2465

**AMBULANCES**

Commack Volunteer Ambulance Corps. .............. 911

Hauppauge Fire Dept. ............................... 911

Smithtown Fire Dept. ............................... 911

St. James Fire Dept. ............................... 911
TELEPHONE DIRECTORY

Town of Smithtown

Officials

Supervisor ........................................ 360-7600
Deputy Supervisor ................................. 360-7600
Highway Superintendent ....................... 360-7500

Departments

Animal Shelter .......................... 360-7575
Building ........................................... 360-7520

Civil Defense

Smithtown Public Safety ....................... 360-7553
Engineering ........................................ 360-7550
Environment & Waterways ................. 360-7514
Municipal Services ......................... 269-6600
Traffic ........................................... 360-7635

Surrounding Town Governments

Islip’s Supervisor .................. 224-5691
Huntington’s Supervisor ............... 351-3014
Brookhaven’s Supervisor ........... 451-6640

New York State

Police, Troop L ....................... 756-3300
NYS Environmental Health Dept. ........ (800) 458-1158
NYS DEC – Spill Hot Line ............... (800) 457-7362
DEC – Stony Brook Oil Spill .......... (day) 444-0320
DOT – Road Cleanup

Mon-Friday (day) ..................... 265-3200
Eve & Weekend ....................... (night) 952-6777
**Suffolk County**

Police ............................... 911

Suffolk County Department of Fire Rescue and Emergency Services:

  Office of Emergency Management  ............. 852-4900 (non-emergency only)

          Emergency 911

  Office of the Fire Marshall  ..................... 852-4855 (non-emergency only)

          Emergency 911

Suffolk County Health Dept.  ....................... (day) 854-0333

          (night)852-4820

**United States Government**

  FBI, Melville  ........................................... 501-8600

  Coast Guard, Northport  .............................. 261-6868

  EPA  National Response (Air Toxic and) ............ (800) 424-8802

          Chemical Spills and Terrorist Hot Line (24 hrs.)

  RCRA Superfund and Hotline ......................... (800) 424-9346

  DEC Solid and Hazardous Materials ................... 444-0375

  DEC Hazardous Waste Remediation .................... 444-0240

  DEC Spill Hotline  ..................................... (800) 457-7362

**Private Industry**

  CHEMTREC (info. on all chemicals) .................. (800) 424-9300

  Chemical Pollution Control

          (Chemical spill cleanup)  .......................... 586-0333
### Appendix 2

**SMITHTOWN CENTRAL SCHOOL DISTRICT**

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>PHONE</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Accompsett Elementary</td>
<td>382-4155</td>
<td>Main Office</td>
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<tr>
<td></td>
<td>382-4160</td>
<td>Health Office</td>
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<tr>
<td></td>
<td>382-4185</td>
<td>Custodian Office</td>
</tr>
<tr>
<td>Accompsett Middle School</td>
<td>382-2305</td>
<td>Main Office</td>
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<tr>
<td></td>
<td>382-2320</td>
<td>Health Office</td>
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<td></td>
<td>382-2328</td>
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<tr>
<td>Dogwood Elementary</td>
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<td>382-4260</td>
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<tr>
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<td>382-4275</td>
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<tr>
<td>Facilities</td>
<td>382-4130</td>
<td>Office</td>
</tr>
<tr>
<td>Great Hollow MS</td>
<td>382-2805</td>
<td>Main Office</td>
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<td></td>
<td>382-2825</td>
<td>Health Office</td>
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<tr>
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<td>382-2847</td>
<td>Chief Custodian's Office</td>
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<tr>
<td>High School East</td>
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<td>Department</td>
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<td>High School West</td>
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<tr>
<td></td>
<td>382-3092</td>
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<td>Joseph M. Barton Bldg.</td>
<td>382-2005</td>
<td>Supt. Office</td>
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<td>382-2115</td>
<td>Asst. Supt. F &amp; O</td>
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<td>Asst. Supt. Personnel</td>
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<td>382-2029</td>
<td>Asst. Supt. Pupil Personnel Services</td>
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<td>382-2000</td>
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<td>Mills Pond Elementary</td>
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<td></td>
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<tr>
<td>Mt. Pleasant Elementary</td>
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<td></td>
<td>382-4375</td>
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<td>Nesaquake MS</td>
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<td>382-5161</td>
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<tr>
<td>School</td>
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<td>Phone Number 2</td>
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<tr>
<td>St. James Elementary</td>
<td>382-4455</td>
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<td>Smithtown Elementary</td>
<td>382-4505</td>
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<tr>
<td>Tackan Elementary</td>
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<td>382-2680</td>
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## SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST

Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district’s staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities [link](http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf)).

Further information on pandemic influenza can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

### 1. Planning and Coordination:

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</table>
- Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district’s pandemic influenza response plan.
- Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
- As part of the district’s crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district’s operational pandemic plan.
- Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district’s pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district’s established ICS and the local/state health department’s and state education department’s ICS.
- Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
- Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community’s pandemic plan as well as the state department of education’s plan.
- Test the linkages between the district’s Incident Command System and the local/state health department’s and state education department’s Incident Command System.
- Contribute to the local health department’s operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA’s healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
- Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
- Participate in exercises of the community’s pandemic plan.
- Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.
### 1. Planning and Coordination (cont.):

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<td>Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.</td>
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<td>Implement an exercise/drill to test your pandemic plan and revise it periodically.</td>
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<td>Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.</td>
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### 2. Continuity of Student Learning and Core Operations:

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<tr>
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<td>Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.</td>
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<td>Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.</td>
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<td>Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.</td>
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### 3. Infection Control Policies and Procedures:

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<tr>
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<td>Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.</td>
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<td>Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.</td>
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<td>Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).</td>
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<td>Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.</td>
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<td>Establish policies for transporting ill students.</td>
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<td>Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to <a href="http://www.hhs.gov/pandemicfluplan">www.hhs.gov/pandemicfluplan</a>).</td>
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### 4. Communications Planning:

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<td>Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.</td>
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<td>Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.</td>
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<td>Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.</td>
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### 4. Communications Planning (cont.):

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- Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
- Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
- Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
- Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
- Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
- Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
- Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made and entered into as of _______________.

2019 by and among the Smithtown Central School District, the Smithtown Security Guards Association ("SSGA"), the Smithtown Schools Employees Association ("SSEA") and Covert Investigations and Security Inc. ("Covert").

WHEREAS, the District’s guards are SSGA or SSEA Unit members; and

WHEREAS, the District has entered into a cross contract for BOCES services for security consulting and oversight services provided by Covert; and

WHEREAS, recent amendments to Education Law Section 2801-a and the Commissioner of Education’s Regulations require school districts that employ security personnel to have an agreement developed with stakeholder input defining the relationship among the school district, school personnel, students, visitors, law enforcement and security personnel; defining the security personnel’s roles, responsibilities and involvement within the school district; and delegating the role of school discipline to school administration; and

WHEREAS, Education Law Section 2801-a requires that this agreement be incorporated into and published as part of the District-Wide Safety Plan.

NOW, THEREFORE, the parties agree as follows:

1. This Memorandum was prepared with stakeholder input in accordance with Education Law Section 2801-a.

2. The responsibility for school discipline rests solely with the Board of Education, District-wide and building administration, as well as teachers and other non-security staff, as set forth herein.
DRAFT FOR STAKEHOLDER REVIEW

3. The Board of Education, Superintendent of Schools, building principals, assistant principals and other non-security staff members (e.g., teachers), as appropriate under the circumstances, are primarily responsible for addressing and responding to student, staff and visitor misconduct in a manner that is consistent with the District’s Code of Conduct and applicable law. When necessary, the District’s guards and/or Covert will assist non-security staff members with escorting individuals to a different location on or off school property and contacting local law enforcement.

4. At no time will the District’s guards or Covert be responsible for imposing school discipline or disciplining students in response to misconduct violating the District’s Code of Conduct. Rather, the District’s guards and Covert will instead refer suspected incidents of student misconduct to the appropriate school building administrator (e.g., a principal or assistant principal), District-wide administrator (e.g., the Superintendent of Schools or Assistant Superintendent) or other non-security staff member (e.g., a teacher) as appropriate under the circumstances.

5. In addition, the District’s guards, which include guards and senior guards, have the following illustrative responsibilities and duties:

   a. Guards watch and/or patrol a specific area during an assigned shift; direct parking and guide visitors to specific locations; report unusual occurrences or circumstances to the proper authorities; complete other security tasks as required and assigned; and may prepare oral or written reports.

   b. Senior guards maintain public order and discipline through supervision of subordinate guards; supervise subordinate guards; and complete other security tasks as required and assigned.

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6. Covert is responsible for school safety and security consulting and for oversight of the District’s guards.

7. Local law enforcement is not responsible for imposing school discipline or disciplining students in response to misconduct violating the District’s Code of Conduct. The role of local law enforcement is to respond to criminal matters and matters that threaten the health, welfare or safety of District students, staff or visitors.

8. This Memorandum will not be interpreted as constituting a contract or binding agreement of any type. Instead, this Memorandum merely describes certain roles and responsibilities of the District’s security personnel, other District staff members and local law enforcement regarding school discipline and security.

9. This Memorandum may be executed in one or more counterparts, all of which will be considered one and the same document. This Memorandum may be executed by facsimile or PDF signature, each of which will constitute an original for all purposes.

SMIHTOWN CENTRAL SCHOOL DISTRICT

By: ______________________________
    Jeremy Thode
    President, Board of Education

SMIHTOWN SECURITY GUARDS ASSOCIATION

By: ______________________________

SMIHTOWN SCHOOLS EMPLOYEES ASSOCIATION

By: ______________________________

COVERT INVESTIGATIONS AND SECURITY INC.

By: ______________________________