

**SMITHTOWN
CENTRAL SCHOOL
DISTRICT**



**DISTRICT WIDE
SCHOOL SAFETY PLAN
2025-2026**

SMITHTOWN CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION

2025-2026

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Theresa Donohue**

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FOR PUPIL PERSONNEL SERVICES**

**Neil D. Katz
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FOR PERSONNEL**

**Kevin R. Simmons, Ed.D.
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FOR INSTRUCTION AND ADMINISTRATION**

**Paul Strader II
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND ASSESSMENT**

**Andrew R. Tobin
ASSISTANT SUPERINTENDENT
FOR FINANCE & OPERATIONS**

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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 was adopted by the Board of Education on September 14, 2021. 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 against 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 the review of tests.
- ☐ Annual school safety training for staff and students.
- ☐ Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- ☐ Strategies for improving communication and reporting of potentially violent incidents.
- ☐ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.
- ☐ Information about the 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.

REPRESENTATION	NAME
Board Member	TBD
Alternate Board Member	TBD
Superintendent	Mark Secaur
District Security Consultant	Don Flynn / Ray Rusielewicz
Asst. Supt. For Finance & Operations	Andrew Tobin
Asst. Supt. for Instruction & Admin.	Kevin Simmons, Ed.D.
Assistant Superintendent for Personnel	Neil Katz
Asst. Supt. For Pupil Personnel Services	Daniel Helmes
Asst. Supt. for Curriculum & Assessment	Paul Strader II
Director of Facilities	Dan Leddy
Director of Info & Tech Services	John Nolan
Systems Specialist & DDC	Robert Boccio
Security	Pete Bienkowski
Principal, Accomsett Middle School	Brian Dolan
Principal, Great Hollow Middle School	John Scomillio
Principal, High School East	Paul McNeil
Principal, High School West	William Holl
Principal, Mt. Pleasant Elementary	Joseph Ierano
Principal, Nesaquake Middle School	Daniel McCabe
Admin. For Guidance & Student Services	Kevin Colon
Assistant Principal, High School East	Jason Pettis
Transportation Supervisor	Mary Augugliaro
Parent Organization	Michele Abola

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.)

Risk Reduction/Prevention and Intervention Strategies

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 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 presentations for staff and students on anti-bullying and LGBTQ+ awareness.

6. Success For All Committee

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

prosocial 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, newsletter, 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/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdowns, and secure 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 to fill out the School Emergency Response Assessment, which is part of the Building-Level School Safety Plan. The Building-Level Global guidance as to conducting the drills will be contained within the District-Wide Emergency Management Plan which will be posted on the District website and is a public document. Specific response protocols as to drills and responding to annexes will be contained within the building-level plans, which are confidential in nature and cannot be disclosed to the public as per state education law. These drills will be conducted in such a manner to ensure that each cohort equally receives proper training as well as participates in live drills, while adhering to CDC guidelines for social distancing.

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.
- The District employs Armed personnel as an additional layer of their security posture and planning.
- Trained Crisis Teams are in place and 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.
- The District will utilize any resources available for violence prevention and mental health training may include those found at the following websites:

<http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf>

<http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>

- Staff receive 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 defuse 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.

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 District's 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 from 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 responses. 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
- ☐ Evacuate/Evacuation
- ☐ Shelter/Shelter-In-Place
- ☐ Hold/Hold-In-Place
- ☐ Secure Lockout
- ☐ 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 terrorist 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 the 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:

- The school district will emphasize hand washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; and It's a SNAP Toolkit; and the; which can all be accessed at <http://www.cdc.gov/flu/school/guidance.htm>
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

Protection (Preparedness):

- We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Suffolk County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.
- The District-Wide Command Center will be at the **Administration Building** with the alternate at **High School West** and will be activated at the direction of the School District Incident Commander. We have established our District-Wide Incident Command Structure as follows:

Superintendent	Dr. Mark Secaur	631-382-2006
Asst Superintendent for Instruction & Administration	Kevin Simmons, Ed.D.	631-382-2031
Assistant Superintendent for Finance & Operations	Andrew Tobin	631-382-2116
Assistant Superintendent for Personnel	Neil Katz	631-382-2165
Assistant Superintendent for Curriculum and Assessment	Paul Strader II	631-382-2036
Assistant Superintendent for Pupil Personnel Services	Daniel Helmes	631-382-2075
Director of Facilities	Dan Leddy	631-382-4136

Security Consultant	Raymond Rusielewicz	631-382-2025
High School East Principal	Paul McNeil	631-382-2706
High School West Principal	William Holl	631-382-2909
Accompsett Middle School Principal	Brian Dolan	631-382-2308
Great Hollow Middle School Principal John	John Scomillio	631-382-2806
Nesaquake Middle School Principal	Dan McCabe	631-382-5106
Mt. Pleasant Elementary School Principal	Joseph Ierano	631-382-4354

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 District's 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 a 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. Desktops 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:
 - ❖ Use of district issued 1:1 devices for staff and students to access online resources as applicable
 - ❖ On-line instruction; on-line resources; on-line textbooks
 - ❖ Communication modalities for assignment postings and follow-up: LMS/Google Classroom, e-mail, telephone, text messaging, U.S. Postal Service, automated notification systems, website postings
 - ❖ Hard copy, self-directed lessons

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 the District's normal process. We will use all described communication methods and the 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 debrief 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. 631 265-1500 or 911
Nesconset Fire Dept. 631 265-1430 (non-emergency only) or 911
Smythtown Fire Dept. 631 265-1500 or 911
St. James Fire Dept. 631 584-5760 (non-emergency only) or 911

Out-of-District

Commack Fire Dept. 631 499-5777
Kings Park Fire Dept. 631 265-1500
Ronkonkoma Fire Dept. 631 588-8410
Stony Brook Fire Dept. 631-751-0460 (non-emergency only)
631-941-4441 (emergency)

POLICE (DIAL “911”)

Suffolk County Police (911)
4th Precinct (Hauppauge) 631 854-8400
State Police “Troop L”
(Headquarters-Farmingdale) 631 756-3300

FBI 516-753-0130
GAS EMERGENCY/PSEG 800-892-2345

HOSPITALS

St. Catherine of Sienna Hospital631 862-3800

University Hospital 631 444-2465

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 631 360-7600

Deputy Supervisor 631 360-7600

Highway Superintendent 631 360-7500

Departments

Animal Shelter 631 360-7575

Building 631 360-7520

Civil Defense

Smithtown Public Safety 631 360-7553

Engineering 631 360-7550

Environment & Waterways 631 360-7514

Municipal Services 631 269-6600

Traffic 631 360-7635

Surrounding Town Governments

Islip's Supervisor 631 224-5691

Huntington's Supervisor 631 351-3014

Brookhaven's Supervisor 631 451-6640

New York State

Police, Troop L 631 756-3300

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) 631 265-3200

Eve & Weekend (night) 631 952-6777

Suffolk County

Police **911**

Suffolk County Department of Fire Rescue and Emergency Services:

Office of Emergency Management 631 852-4900 (non-emergency only)

Emergency.....911

Office of the Fire Marshall 631 852-4855 (non-emergency only)

Emergency 911

Suffolk County Health Dept.(day) 631 854-0333 (night)631 852-4820

United States Government

FBI Melville 631 501-8600

Coast Guard, Northport 631 261-6868

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

Chemical Spills and Terrorist Hotline (24 hrs.)

RCRA Superfund and Hotline:(800) 424-9346

DEC Solid and Hazardous Materials 631 444-0375

DEC Hazardous Waste Remediation631 444-0240

DEC Spill Hotline(800) 457-7362

Private Industry

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

Chemical Pollution Control

(Chemical spill cleanup) 631 586-0333

Appendix 2

SMITHTOWN CENTRAL SCHOOL DISTRICT - SCHOOL OFFICES CONTACT INFORMATION

BUILDING		PHONE	LOCATION
Accompsett Elementary		631 382-4155	Main Office
		631 382-4160	Health Office
		631 382-4185	Custodian Office
Accompsett Middle School		631 382-2305	Main Office
		631 382-2320	Health Office
		631 382-2328	Custodian Office
Dogwood Elementary		631 382-4255	Main Office
		631 382-4260	Health Office
		631 382-4275	Custodian Office
Facilities		631 382-4130	Office
Great Hollow MS		631 382-2805	Main Office
		631 382-2825	Health Office
		631 382-2847	Chief Custodian's Office
High School East		631 382-2705	Main Office
		631 382-2775	Custodian Office
		631 382-2710	Health Office

High School West		631 382-2905	Main Office
		631 382-2925	Health Office
		631 382-3092	Custodian Office
Joseph M. Barton Bldg.		631 382-2005	Supt. Office
		631 382-2030	Asst. Supt. Inst. & Admin.
		631 382-2035	Ass. Supt. Curric & Assess.
		631 382-2115	Asst. Supt. F & O
		631 382-2165	Asst. Supt. Personnel
		631 382-2075	Asst. Supt. Pupil Personnel Services
		631 382-2000	Receptionist
		631 382-2022	Security Command Ctr.
		631 382-2133	Custodian

Mills Pond Elementary		631 382-4305	Main Office
		631 382-4310	Health Office
		631 382-4325	Custodian Office
Mt. Pleasant Elementary		631 382-4355	Main Office
		631 382-4360	Health Office
		631 382-4375	Custodian Office
Nesaquake MS		631 382-5105	Main Office
		631 382-5115	Health Office
		631 382-5161	Custodian

St. James Elementary		631 382-4455	Main Office
		631 382-4460	Health Office
		631 382-4475	Custodian
Smithtown Elementary		631 382-4505	Main Office
		631 382-4525	Custodian Office
		631 382-4510	Health Office
Tackan Elementary		631 382-2675	Main Office
		631 382-2680	Health Office
		631 382-2695	Custodian Office
Transportation		631 382-4100	Office

Appendix 3 - School District (K-12) Pandemic Influenza Planning Checklist

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



Appendix 4

Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a.

Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

1. A list and description of positions and titles considered essential with justification for that determination.
2. The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
3. A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

1. Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

1. Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
2. Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
3. Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to what we experienced due to Coronavirus, we are now required to have a plan for future shutdowns that may occur. As part of the Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

- ❖ **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
- ❖ **Description** – brief description of job function.
- ❖ **Justification** - brief description of critical responsibilities that could not be provided remotely.
- ❖ **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
- ❖ **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Worksheet

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Director of Facilities	Oversees Facilities Dept. district-wide	Oversight of department, work orders, contractors' visits, management systems & alarms	Facilities is 5 days a week- expected to work regular shifts	Regular work shifts expected
Assistant Plant Facilities Administrator	Oversees Facilities Dept. district-wide	Supervises Head & Chief Custodians, Grounds Crew and Maintenance Crew members	Facilities is 5 days a week- expected to work regular shifts	Regular work shifts expected
Chief/Head Custodians	Oversee the daily facility needs of building, assigns work	Deep cleaning/sanitizing of buildings	Facilities is 5 days a week- expected to work regular shifts	Regular work shifts expected
Custodial Workers	Perform basic cleaning needs for building	Deep cleaning/sanitizing of buildings	Facilities is 5 days a week- expected to work regular shifts	Regular work shifts expected

Groundskeepers	Responsibilities for Grounds district-wide	Lawn/field care, lock up fields, tracks and playgrounds, moving needs	Facilities is 5 days a week- expected to work regular shifts	Regular work shifts expected
Maintenance Mechanics	Responsibilities for Maintenance district-wide	Maintenance work order assignments, renovation and repair projects	Facilities is 5 days a week- expected to work regular shifts	Regular work shifts expected
Business Office Accounting/ Accounts Payable	Process invoices/payment s district-wide	Prepares necessary information to process invoices and maintain financial information	Staggered schedule could be implemented	Staggered schedule/hours

Business Office Payroll	Process payroll district-wide	Process payroll, update deductions/changes in salary, overtime sheets, claim vouchers, etc. Safeguard checks	Staggered schedule could be implemented	Staggered schedule/hours
Business Office Purchasing	Purchases district-wide	Process necessary and/or emergency purchases	Staggered schedule could be implemented	Staggered schedule/hours
Business Office Treasurer	Process banking information	Banking information and check processing	Staggered schedule could be implemented only as needed	Staggered schedule/hours
Assistant Superintendent for Finance & Operations	Central Administration	Approve payroll, accounts payable Oversee Facilities, Security, Food Service	Staggered schedule could be implemented	Staggered schedule/hours
School Lunch Director	Oversee food services operations	Oversight of food prep, ordering, site delivery, distribution of meals, meals served tally	Food Services is 5 days a week- hours will be staggered to account for food prep and distribution	Staggered schedule to be implemented (similar to schedule used during March – June 2020)
Assistant Cooks	Oversee and support food preparation	Coordinates and supports the kitchen responsibilities and preparation of meals	Food Services is 5 days a week- hours will be staggered to account for food prep and distribution	Staggered schedule to be implemented (similar to schedule used during March – June 2020)
Food Service Workers	Deliver food to location, tally/report meals served	Support needs of Assistant Cooks and School Lunch Director	Food Services is 5 days a week- hours will be staggered to	Staggered schedule to be implemented (similar to

			account for food prep and distribution	schedule used during March – June 2020
Security	Provide security district-wide	Post Security staff at Command Center and Mobile patrols	Security will be 5 days a week, but security staff will perform staggered shifts	Full-time operation with individual staggered shifts
Driver / Messenger	Courier services	Courier services for mail, check deposits and interoffice correspondence	Staggered schedule could be implemented	Staggered schedule/hours
Assistant Superintendent for Personnel	Oversees personnel operations	Responsible for addressing medical leave of absences and other personnel transactions	Staggered schedule could be implemented	Staggered schedule/hours
Office Assistants-Personnel Department (includes all titles within the dept.)	Non-Certified & Certified staff support	Responsible for payroll process, onboarding and termination of existing employees in the WinCap	Staggered schedule could be implemented	Staggered schedule/hours
Director of IT	Oversees IT services and cybersecurity district-wide.	Oversight of onsite and remote systems to support instruction and operations.	Staggered schedule could be implemented.	Staggered schedule. Onsite as required.
Systems Administrator (Data Team)	Maintain data systems and respond to information requests.	Provide information for data driven decisions. Process alerts via robo-messaging and website.	Staggered schedule could be implemented.	Staggered schedule. Onsite as required.
Network Specialist (Network Team)	Maintain computer networks and servers.	Maintain network accounts and remote access.	Staggered schedule could be implemented.	Staggered schedule. Onsite as required.
Sr. Office Application Specialist (Logistics Team)	Provide support for all software and hardware devices.	Provide support for all software and hardware devices.	Staggered schedule could be implemented.	Staggered schedule. Onsite as required.
Technical Support Aides, Office Applications Specialists, Technicians, & Principal Office Assistant	First and second tier support for software and hardware issues.	Logistical support and hardware repair for student and staff devices to support remote instruction.	Support of student and staff devices will require 5 days a week. Regular shifts, can stagger on site for device drop off & pickup	Staggered schedule. Onsite as required.

(2) Protocols Allowing Non-Essential Employees to work remotely if applicable and necessary

Mobile Device Assessments:

- In addition to district issued 1:1 devices, as applicable survey administrative council staff to determine who will need devices at home to maintain operational functions as well as instructional services
- Conduct a cybersecurity risk analysis and cost analysis of technology device needs

Internet Access Assessments:

- Survey departmental staff to determine the availability of at-home Internet service
- Conduct a cost analysis of Internet access needs

Providing Mobile Devices and Internet Access:

- To the extent practicable, decide upon, develop procurement processes for, order, configure, maintain inventory, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. Wi-Fi hotspots and residential commercial Internet options may be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if students do not have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

During extended closures, Smithtown CSD will leverage technology in different ways to meet local needs, including but not limited to:

- Utilization of district issued 1:1 devices
- Communication (e-mail, phone, messaging, video conferencing, social media)
- Teacher/student communication (video conferencing, office hours, check-ins)
- Instruction (livestream/synchronous distance learning, asynchronous online courses, video/audio recordings of instruction, and providing instructional materials)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Device Assessments
- Identify students' technology needs to include adaptive technologies
- Use the Asset Tracking Management System procedures to maintain inventory of all district devices
- If a shutdown happens abruptly, plan for distribution of devices as necessary
- Providing Multiple Ways for Students to Learn
- Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

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

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

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

Protection (Preparedness):

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

Smithtown CSD maintains a warehouse which is utilized for purchasing large quantities of supplies that are used daily by District facilities/buildings. All PPE supplies will be stored and distributed from the warehouse. The District maintains an inventory of the following supply items: gloves, masks, wipes, hand sanitizers, and cleaning/disinfectant supplies. Other PPE inventories such as face shields, disposable gowns, N95 masks, Thermometers are also available. Additionally, desk shields and polycarbonate panels may be available.

- ****Note:** N-95 respirators are recommended only if staff will be in contact with a positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and*

medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.

Response:

The District-Wide School 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 Point of Information Officer (PIO) will work closely with the Director of Information Technology to re-test all communication systems to assure proper function. The District-wide School 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 PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School 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 Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Assistant Superintendent of 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. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the school district will notify those NYS and local agencies as required.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Case Requirements & Protocols

Instructional programs must be prepared for outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred; Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to be ill , such as offices, classrooms,

bathrooms, lockers, and common areas.

- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to be ill can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to NYS DOH <https://health.ny.gov/> and Suffolk County Dept. of Health services. Website: suffolkcountyny.org/health for information on updated protocols.
- If more than seven days have passed since the person who is suspected or confirmed to be ill visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC guidance for allowing a student or staff member to return to school. The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. The District will also follow the guidance of the Suffolk County Department of Health Services.

Staff Absenteeism

- Instructional staff will call into the Frontline Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Office of Personnel Services will continue to disseminate information to employees about EAP resources through the TriState Reach program. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals and follow-up services to employees who have personal and/or work related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems and psychological disorders.

Medical Accommodations

The Office for Personnel Services will continue to handle medical accommodations. Requests for accommodations should be sent to the Assistant Superintendent for Personnel.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface. Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine disinfecting of high touch areas 3x daily. High touch areas are to consist of but are not limited to:

- Lunch tables cleaning and sanitizing

- Doorknobs
- Light switches
- Bottle fill stations
- Cleaning restrooms- toilets, faucets, soap dispensers and towel dispensers
- Stairwell
- Elevator doors and buttons

Classroom Nightly Disinfecting Procedure:

Spray disinfectant on applicator (Rag, paper towel, flat mop...) and wipe down leaving the surface moist:

- Wipe down all walls
- Wash all cabinets (cabinet handles)
- Clean book shelves completely
- All file cabinets wiped down
- Any accessory tables- u table, small instruction table...
- Wipe down desk tops, sides and legs
- Chairs- top, back, bottom and legs
- Teachers desk complete
- Teachers chair
- Sinks, towel dispensers, soap dispensers, water fountain when in the room
- Light switches
- White board complete and all its accessories
- Any miscellaneous furniture: Rocking chair, end table...
- Wipe all window and door mullions - clean all glass
- Clean all hard floor surfaces with a mop solution of disinfectant
- Fine mist entire room with disinfectant

Bathroom/Locker room Cleaning/Disinfecting Procedure:

- Whenever possible use Kiavac machine with Kaiblooeey Solution then proceed with your disinfecting procedures.
- With a disinfecting solution wipe down all walls, urinals, toilet bowls, sinks, paper dispensers, vending dispensers, bathroom stalls, hooks, mirrors, sills, entrance door front and back. Leave the disinfectant moist so it can reach its optimal dwell time.

Cafeteria/Multi Purpose Rooms/Auditoriums/ Gymnasiums

Cafeteria/MPR with disinfectant cleaner:

- Tables and chairs
- Light switches
- Door handles
- Kitchen serving lines
- Condiment trays
- Cafeteria floor and kitchen floor

Auditoriums/ Libraries - with a disinfectant cleaner:

- Wipe down all chair handles and sides of chairs
- All cushions and back of chairs use a Phenolic Disinfectant Spray Endback or something similar - Mister

Machine

- Wash all hard surface floors, stage areas and steps
- Any storage rooms floors, door handles and any equipment with handles

Gymnasiums- with a disinfectant cleaner:

- All wall padding with mister
- All equipment with handles ex. badminton rackets, hockey sticks, basketballs...
- Equipment carts
- Wash floors with a disinfectant cleaner

Offices- Principals, Clerical, Administration

- Phones
- Desktops- wipe down any area you can visibly see
- Wipe down the exterior of the desk draws, handles, sides and front beveled edge - that's usually where everyone rests their hands
- Computer - screens, keyboards, towers
- Light switches
- Book shelves, file cabinets, refrigerators, microwaves, coffee makers...
- Conference tables
- All arms of chairs and legs
- Use a Phenolic Spray when doing any upholstered furniture
- Mist room with disinfectant

Hallways/Lockers

- Wipe all walls, door handles, display cases, furniture and any miscellaneous items with a disinfectant cleaner
- Locker- wipe exterior only. Interior can be done if the locker is empty

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Additional paper towel dispensers may be installed in other designated spaces.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- Nassau BOCES ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or the process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. The District's list of essential employees that will need to be tracked can be found by [clicking here](#).

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, the following local hotels will be contacted as necessary:

- ❖ Holiday Inn Express-Hauppauge
- ❖ Hampton Inn-Islandia
- ❖ Radisson-Hauppauge
- ❖ Holiday Inn Express-Stony Brook
- ❖ If deemed necessary, the Smithtown Central School District will work closely with the Office of Emergency Management to determine housing options.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO 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 School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Assistant Superintendent for Finance and Operations, Assistant Superintendent for Personnel, Director of Facilities and Assistant Superintendents for Curriculum & Assessment and Instruction & Administration will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.

Appendix 5

Emergency Remote Instruction

In the event the district is unable to operate in-person due to health and safety issues such as inclement weather, the district will reserve the right to continue the educational process via remote instruction. The Smithtown Central School District has implemented a one-to-one computer initiative where all students, faculty, administrators, and identified support staff were provided with access to a personal, dedicated computing device on a full-time basis. This will ensure access to a device at all times. Annually, the district collects survey data regarding student digital resources. These data provide the district with information regarding internet access in residence as well as internet performance. Our plan is consistent with the information provided by the Student Digital Resource data collection process.

Regardless of being in-person or remote, our lessons are aligned with the outcomes in the New York State Learning Standards across all grade levels. All instruction has been developed so that there are clear opportunities for instruction that are accessible to all students. Students will have opportunities that are aligned with State standards and include routine scheduled times for the students to interact and seek feedback and support from their teachers. The instruction is aligned to the academic program and includes regular and substantive interaction with appropriately certified teachers. The district is committed to offering professional development opportunities to support the effective use of digital learning tools and the delivery of remote instruction.

Elementary

At the elementary level, students will be provided with virtual instruction. As usual, instruction will be provided in each of the core (ELA, mathematics, science, social studies) and special area (art, music, library, physical education) subjects.

Secondary

At the secondary level, students will follow the regular bell schedule within the existing regularly scheduled school day to participate in virtual instruction.

Special Education

Should an emergency closure necessitate the needs for remote instruction, special education programs and services of the Smithtown Central School District will ensure access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Bilingual Education

All ELLs will be provided the required instructional units of study in their ENL program based on their most recently measured English language proficiency level. The District will continue to maintain regular communication with the parent/guardians and/or other family members of ELLs and provide written communication for parents/guardians in their preferred language and mode of communication.

The district will plan to claim the same number of hours as a regular day of instruction for each day of an emergency closure.