

**SMITHTOWN
CENTRAL SCHOOL
DISTRICT**

**DISTRICT WIDE
SCHOOL SAFETY PLAN
2022-2023**

SMITHTOWN CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION

2022-2023

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District-Wide Safety Plan

Policy Statement

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

The Board has appointed, under the direction of the District Superintendent, a District-Wide Safety Team to develop, implement and maintain all provisions of the Plan. After at least one public meeting, this plan has been adopted by the Board of Education on 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 or retaliated against.

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

Elements of the District-Wide Safety Plan

- Identification of sites of potential emergencies.

- Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.

- Responses to an implied or direct threat of violence.

- Responses to acts of violence including threats made by students against themselves including suicide. Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; and other school safety programs.

- Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.

- Plans for identification of district resources and coordination of such resources and manpower available during an emergency.

Designation of the Chain-of-Command (Incident Command)

Plans to contact parents and guardians including when students make threats of violence against themselves.

School building security

Dissemination of information regarding early detection of potentially violent behavior.

Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including review of tests.

Annual school safety training for staff and students.

Protocols for bomb threats, hostage taking, intrusions and kidnapping.

Strategies for improving communication and reporting of potentially violent incidents.

A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.

Information about District including population, staff, transportation needs and telephone numbers of key school officials.

Documentation and record keeping.

District Chief Emergency Officer

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

Coordination of communication between school staff/law enforcement/first responders.

Assistance in the selection of security related technology and procedures for its use.

Coordination of safety, security, and emergency training for school staff.

Assistance in required evacuation and lock-down drills completion as required by law.

Assurance that all district staff understands the District-Wide Safety Plan.

Assurance that the District-Wide Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

District-Wide Safety Team

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

REPRESENTATION	NAME
Board Member	John Savoretti
Alternate Board Member	Michael Catalanotto
Superintendent	Mark Secaur
District Security Consultant	Don Flynn / Robert Sparkes
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	Rob Boccio
Security	Pete Bienkowski
Principal, Accomsett Middle School	Paul McNeil
Principal, Great Hollow Middle School	John Scomillio
Principal, High School East	Robert Rose
Principal, High School West	John Coady
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 Obola

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 comprised of a high school social worker, psychologist, and school counselor work closely with students who have been identified as at-risk of not meeting academic, behavioral, and/or social success in the school setting.

4. Middle School Summer Program

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

5. Bullying and Violence Prevention Programs

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

6. Equity Team

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

7. Confidential Reporting

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

8. Pupil Personnel Services

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

9. Instructional Programs

Teachers are provided with a variety of presentations on the topic of Character Education in order to implement leadership, character education and citizenship into the school climate. Superintendent's Conference Days are used to provide informational sessions on these topics as well as on behavior management plans and bullying. Staff and students are also provided with training on substance abuse prevention and conflict resolution. Staff development is provided on behavioral management practices in the classroom.

10. Staff Employee Assistance Program (EAP) through TriState Reach is linked to the personnel page of the District website and provided to staff on a monthly basis through reminders, 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-in-place, hold-in-place, evacuation, lockdowns, and lockout.
- Live drills for specific responses (hostage taking, bomb-threat, etc.)
- Situational drills
- Table top exercises
- Emergency Response Team exercises
- Building pre-clearance searches

The District recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, we will invite local agencies to participate in and to help evaluate exercises. These agencies may include but not be limited to the Police and Fire Departments and Ambulance Services. The District also has staff members involved in incidents and drills fill out the School Emergency Response Assessment, which is part of the Building-Level School Safety Plan. The Building-Level

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.
- Trained Crisis Teams in place are activated as needed.
- Employees are required to wear picture IDs provided by the District.
- In locations with card access, ID cards are integrated into the system.
- Signs direct visitors to the main office or reception desk in all buildings.
- Visitor badge/sign-in procedures – Visitors to the buildings are questioned upon entry into the building as

to their business and if they have an appointment. If there is any question the building principal is consulted. If this has been confirmed they show identification; sign-in; are issued a visitor badge. Visitors may be escorted to their destination. Upon completion of their business visitors may be escorted out of the building.

- All employees, including entrance and hall monitors, are authorized to question persons without visitors' badges and send and /or accompany them to the main office.
- Indoor and outdoor video surveillance in key locations at all buildings.
- Intercoms at main entrances with locked doors and door release systems in most locations.
- Perimeter doors other than main entrances at all buildings kept locked from the inside.
 - A designated District Security Consultant.
 - Contractors are requested to wear picture IDs as per regulations.
 - All Facilities custodial and maintenance staff are requested to wear uniforms with the District logo attached.
 - Periodic security audits both internally as well as by contracted security consultants.
 - Continuous interior and exterior patrols as well as random mobile patrols of all district buildings and facilities.
 - The District will employ any other methods deemed necessary and constantly review current practices.

Vital Educational District Information

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

Early Detection of Potentially Violent Behavior

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

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

Other methods for informing parents and students include:

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

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 response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

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

Protective Action Options

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

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

National Terrorism Advisory System (NTAS)

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

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States.

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

Recovery – District Support for Buildings

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

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

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

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

Disaster Mental Health Services

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

Forms and Record Keeping

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

Pandemic Planning

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

Prevention/Mitigation:

- 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/>.
- 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 **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	631-382-2071

Director of Facilities	Dan Leddy	631-382-4136
Security Consultant	Robert Sparkes	631-382-2025
High School East Principal	Robert Rose	631-382-2706
High School West Principal	John Coady	631-382-2909
Accompsett Middle School Principal	Paul McNeil	631-382-2308
Great Hollow Middle School Principal	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 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:

- o Use of district issued 1:1 devices for staff and students to access online resources as applicable
- o On-line instruction; on-line resources; on-line textbooks
- o Communication modalities for assignment postings and follow-up: LMS/Google Classroom, e-mail, telephone, text messages, U.S. Postal Service, automated notification systems, website postings
- o 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 District's normal process. We will use all described communication methods and District's Public Information Officer to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.

The District-Wide Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the Public Information Officer, Business Office, Personnel Office, Facilities, and Directors will be vital to this effort. The District-Wide Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.

- Curriculum activities that may address the crisis will be developed and implemented.

Appendix 1
TELEPHONE DIRECTORY
EMERGENCIES

FIRE DEPARTMENTS – FIRES ONLY

In-District

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

Out-of-District

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

POLICE (DIAL “911”)

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

FBI 516-753-0130

GAS EMERGENCY 800-490-0045

HOSPITALS

St. Catherine of Sienna Hospital 862-3800

University Hospital (Emergency Main Desk) 444-2465

AMBULANCES

Commack Volunteer Ambulance Corps. 911

Hauppauge Fire Dept. 911

Smithtown Fire Dept. 911

St. James Fire Dept. 911

TELEPHONE DIRECTORY

Town of Smithtown Officials

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

Departments

Animal Shelter 360-7575
Building 360-7520

Civil Defense

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

Surrounding Town Governments

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

New York State

Police, Troop L 756-3300
NYS Environmental Health Dept. (800) 458-1158
NYS DEC – Spill Hot Line (800) 457-7362
DEC – Stony Brook Oil Spill (day) 444-0320
DOT – Road Cleanup
Mon-Friday (day) 265-3200
Eve & Weekend (night) 952-6777

Suffolk County

Police **911**

Suffolk County Department of Fire Rescue and Emergency Services:

Office of Emergency Management 852-4900 (non-emergency only) Emergency 911

Office of the Fire Marshall 852-4855 (non-emergency only) Emergency 911

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

United States Government

FBI, Melville 501-8600

Coast Guard, Northport 261-6868

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

Chemical Spills and Terrorist Hot Line (24 hrs.)

RCRA Superfund and Hotline (800) 424-9346

DEC Solid and Hazardous Materials 444-0375

DEC Hazardous Waste Remediation 444-0240

DEC Spill Hotline (800) 457-7362

Private Industry

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

Chemical Pollution Control

(Chemical spill cleanup) 586-0333

Appendix 2

SMITHTOWN CENTRAL SCHOOL DISTRICT - SCHOOL OFFICES CONTACT INFORMATION

BUILDING		PHONE	LOCATION
Accompsett Elementary		382-4155	Main Office
		382-4160	Health Office
		382-4185	Custodian Office
Accompsett Middle School		382-2305	Main Office
		382-2320	Health Office
		382-2328	Custodian Office
Dogwood Elementary		382-4255	Main Office
		382-4260	Health Office
		382-4275	Custodian Office
Facilities		382-4130	Office
Great Hollow MS		382-2805	Main Office
		382-2825	Health Office
		382-2847	Chief Custodian's Office
High School East		382-2705	Main Office
		382-2775	Custodian Office
		382-2710	Health Office
High School West		382-2905	Main Office
		382-2925	Health Office
		382-3092	Custodian Office

Joseph M. Barton Bldg.		382-2005	Supt. Office
		382-2030	Asst. Supt. Inst. & Admin.
		382-2035	Ass. Supt. Curric & Assess.
		382-2115	Asst. Supt. F & O
		382-2165	Asst. Supt. Personnel
		382-2075	Asst. Supt. Pupil Personnel Services
		382-2000	Receptionist
		382-2022	Security Command Ctr.

		382-2133	Custodian
Mills Pond Elementary		382-4305	Main Office
		382-4310	Health Office
		382-4325	Custodian Office
Mt. Pleasant Elementary		382-4355	Main Office
		382-4360	Health Office
		382-4375	Custodian Office
Nesaquake MS		382-5105	Main Office
		382-5115	Health Office
		382-5161	Custodian
St. James Elementary		382-4455	Main Office
		382-4460	Health Office
		382-4475	Custodian

Smithtown Elementary		382-4505	Main Office
		382-4525	Custodian Office
		382-4510	Health Office
Tackan Elementary		382-2675	Main Office
		382-2680	Health Office
		382-2695	Custodian Office
Transportation		382-4100	Office

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 absences 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 scenario describing the potential impact of a pandemic on student learning (e.g., student and staff absence), 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 closings.
<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.fda.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 communication 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 communication 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.

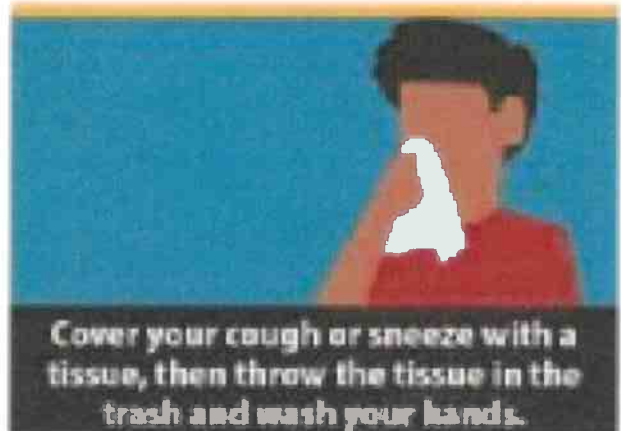
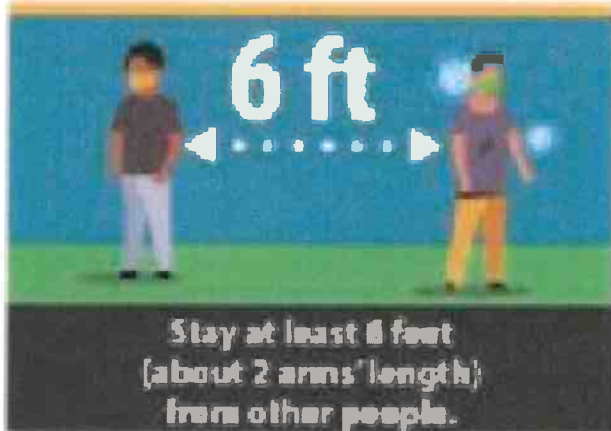
4. Communication Plan Planning (cont.)

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"/>	Assess the provision of individual communication systems/brochures 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, continuity (continuum) services).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/etiquette 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.



Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



cdc.gov/coronavirus

APPENDIX 5

Communicable Disease - Pandemic Plan

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 new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan 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

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

Response

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

Prevention/Mitigation:

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now

required to consider how we would prepare for future shutdowns that may occur. As part of our planning 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. The following information is addressed in the table below:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **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.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Worksheet

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 that 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:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **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.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

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
Custodial Supervisor	Oversight of custodial crew	Supervises cleaning/sanitizing of buildings, trains staff	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/payments 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 account for food prep and distribution	Staggered schedule to be implemented (similar to 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 inter-office 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	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/hours. Onsite as required to support IT operations.
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/hours. Onsite as required to support IT operations.

Network Specialist (Network Team)	Maintain computer network and servers.	Maintain network accounts and remote access.	Staggered schedule could be implemented.	Staggered schedule/hours. Onsite as required to support IT operations.
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/hours. Onsite as required to support IT operations.
Computer Lab Assistant, Office Applications Specialist, Technicians/Specialists, & 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 and approved telecommuting.	Support of student and staff devices will require 5 days a week. Regular shifts, but can stagger on site for device drop off and pickup	Staggered schedule/hours. Onsite as required to support IT operations.

(2) Protocols Allowing Non-Essential Employees to Telecommute - Ensure Digital Equity for Employees

- **Mobile Device Assessments:**

- In addition to already issued district 1:1 devices, as applicable survey departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
- Conduct a 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 already issued district 1:1 devices
- Communication (e-mail, phone, 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 inventory all mobile 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 provide employees with an acceptable face covering at no-cost to the employee and 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 (many people carry COVID-19 but do not have symptoms).
- 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 have encouraged all staff to utilize their own personal face coverings but have secured and 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 equivalent to 6-8 months or more worth in stock 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 maintained at a 6 month supply. Additionally, desk shields and polycarbonate panels have been supplied.

- ***Note:** N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 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 Facility Director 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 COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 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 have COVID-19, 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 have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's [COVID Guidance](#) for information on updated protocols.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 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 after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least five days since the individual first had symptoms;
- It has been at least 24 hours since the individual has had a fever (without using fever reducing medicine); and
- the individual's symptoms improved, including cough and shortness of breath.

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 and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to the Assistant Superintendent for Personnel.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program may be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, if you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

While close contacts are reported to the Suffolk County Department of Health, testing, medical and quarantine support for yourself and your loved ones will be arranged by the County and NYS. Your caller ID will say “NYS Contact Tracing” (518-387-9993).

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-19.

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:

1. Holiday Inn Express-Hauppauge
2. Hampton Inn-Islandia
3. Radisson-Hauppauge
4. 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.

COUNTY
OF
SUFFOLK
NEW YORK

POLICE
DEPARTMENT
POLICE COMMISSIONER

Memorandum of
Understanding

1. Parties:

This Memorandum of Understanding is entered into by and between the Smithtown Central School District (School District); and the Suffolk County Police Department (SCPD) for the placement of School Resource Officers (SROs) within the School District.

2. Authority:

This agreement is adopted pursuant to N.Y. EDUC. LAW § 2801-a (as amended by 2019 Sess. Law News of N.Y. Ch.59 (1509-C) (2019)), which requires schools to define the roles and responsibilities of school personnel, security personnel, and law enforcement officers that are deployed in schools.

3. Purpose:

- a) The SCPD and School District, in order to ensure a successful SRO program, will build a positive relationship between law enforcement, students, and school employees.
- b) The purpose of the Program is to ensure a safe school environment; provide a clear protocol for school officials when responding to non-emergency situations in schools; foster positive interactions between and among students, school officials, and law enforcement; empower educators to respond to conflict in their school; reflect a shared commitment to the philosophy of de-escalation; and support a positive educational and social-emotional climate at [Name] School District ("District") public schools.
- c) The purpose of this Agreement is to provide clarity and understanding regarding the roles and responsibilities of SROs and to create an MOU that ensures the rights of students per NY Law and the District's Code of Conduct.

4. Definitions

- a) "Arrest" means placing a person in police custody, with or without the use of handcuffs or other mechanical restraints.
- b) "Code of Conduct" means the document the board of education or the trustees of the District developed, adopts, enforces, and amends, where appropriate, for the maintenance of order on school property, including a school function, which shall govern the conduct of students, teachers, other school personnel, and visitors. The Code of Conduct contains the District's behavioral and discipline policies required by New York law and is shared with students and parents. N.Y. EDU. Law § 2801 (2012)
- c) "Federal Immigration Authorities" or "Federal Immigration Enforcement Agency" means any officer, Employee, or person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement ("ICE"), Homeland Security Investigations ("HIS"),

Customs and Border Protection (“CBP”), or United States Department of Homeland Security “DHS”), or any division thereof, who is charged with immigration law enforcement.

- d) “Parent” means a person in parental relation to the student such as: parents, legal guardian, or other person legally responsible for a student under New York law. N.Y. EDUC. Law 2 (2005); N.Y.GEN. OBLIG. LAW § 5-1551 (2018).
- e) “School official” means any employee of the District, school board member or New York State Education Department, or any individual school.
- f) “School property” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the public school in the District. “School property” also means in or on a school bus, whether owned and operated by the District or by carrier that the district contracts with for the transportation of its students.
- g) “School Resource Officer” (“SRO”) means sworn enforcement officers assigned to schools employed by SCPD who are assigned on a full or part-time basis to work in a District public school.
- h) “Student” refers to a person enrolled in a District public school or program.
- i) “Physical Force” and “Use of Force” The amount of effort required by police to compel compliance by an unwilling subject. ‘Force’ is generally defined along a continuum, from mere restraint to deadly physical force.”

5. Independent Entities:

- a) SROs shall be employees of the SCPD and shall be subject to the administration, supervision and control of the SCPD. SROs shall not be employees of the School District. School District and SCPD acknowledge that the SROs shall remain responsive to the chain of command of the SCPD.
- b) Neither the SCPD nor the School District shall be an agent of the other. Neither the SCPD nor the School District shall have the authority to bind the other absent express, written consent to do so.
- c) SCPD shall be responsible for the payment of SROs’ salaries and benefits. SROs shall be subject to all other practices and policies of the SCPD, except as such practices or policies are modified to comply with the terms and conditions of this Agreement
- d) In their capacity as an employee of SCPD, an SRO shall abide by School District policies applicable to police, visitors and contractors.

6. Overall Roles and Responsibilities of the SRO:

- a) Provide programs and initiatives to address negative trends which impact youth i.e. drugs, gangs, truancy, etc.(See the SCPD's Community Relations Bureau landing page for specific programs and initiatives at <https://scpdcrb.suffolkcountynv.gov/>)
- b) Perform duties and responsibilities of duly sworn SCPD Officer
- c) Forge & maintain effective relationships with students, faculty, staff & administration.
- d) Assist school leaders in planning/execution of school safety drills including fire, lockdown, lockout and reunification in coordination with needs of the school district. Understand School District's Code of Conduct and assist school personnel in **observing/reporting** infractions.
- e) Plan/assist the district with emergency response for various circumstances
- f) Assist school officials when matters involving law enforcement officers is required
- g) **Observe/evaluate** potential threats to the safety of the student body.
- h) Serve as a visible deterrent to illegal/dangerous activity
- i) Handle requests for service in/around school, follow up on reports generated at School District, and engage **parents/community** as requested by school personnel or otherwise required.
- j) Assist in the development of emergency management and incident response systems including mitigation/prevention, preparedness, response, and recovery.
- k) Respond to unauthorized persons on School District property.
- l) Serve as a member of the School District's Threat Assessment Team.
- m) Serve as a member of the School District's District-wide and/or Building Safety Committee(s).
- n) Communicate regularly with School District security.

7. SRO Selection:

- a) The SRO position will be filled according to the SCPD selection process. The SCPD will make the final selection of all SROs.
- b) The parties shall use a collaborative process in the assignment of SROs. Precinct and Bureau Commander shall assign SROs in collaboration with the Superintendent of Schools or designee in accordance with the following guidelines:

1. The SCPD will provide the School District with relevant operational information, such as timely notification of SRO leaves and absences, SRO scheduling and availability.
 2. The School District shall provide SCPD with relevant operational information such as hours of operation, facilities and personnel issues.
 3. SROs will be assigned to the School District with the intent of providing qualified SCPD officers who have the job knowledge, experience, training, education, appearance, attitude, communication skills and bearing necessary to perform the unique role of an SRO.
 4. In the event the Superintendent or designee believes that an SRO is not effectively performing his/her duties and responsibilities, the Superintendent or his/her designee shall notify the Precinct or Bureau Commander of the School District's concerns. The Precinct or Bureau Commander shall act in good faith to mutually resolve the School District's concerns. In the event the parties are unable to resolve the dispute, the School District may immediately terminate this agreement.
 5. In the event the Superintendent or designee or the SCPD receives information that an SRO has been arrested, charged with a crime or accused of sexual abuse, child abuse, corporal punishment, sexual harassment, or a violation of project SAVE, the SRO shall be removed by SCPD pending an investigation.
 6. In the event of the resignation, dismissal, reassignment or other long term and/or permanent absence of an SRO, the SCPD shall make every effort to provide a replacement SRO within a reasonable time.
- c) SROs shall complete the SCPD SRO Training Course prior to assignment in the School District. If no SROs are available who have completed the SRO Training Course, the School District and SCPD may mutually agree to the assignment of an SRO who will enroll in the next scheduled course and who has received mutually agreeable in-service training.
 - d) SROs shall receive in-service training when offered by the School District within the hours of SRO service on following topics: education of students identified as requiring special education or plans under Section 504 of the Rehabilitation Act (Section 504); Dignity for all Students Act, race, national origin, ethnic, and gender bias against students which may include a component that provides historical context; trauma management in youth; and de-escalation tactics for working with youth.
 - e) The SRO shall receive training from SCPD in sexual harassment that complies with New York State law.
 - f) Prior to placement in a new school, SROs shall meet with the school superintendent and the highest ranking public safety staff, if any, currently assigned to the school to discuss their

respective roles, the school culture, and any other useful information. Thereafter, the superintendent /designee shall maintain regular communication with the SCPD and SROs about SRO assignment and physical placement in school buildings.

- g) The Superintendent / designee shall have the final say in determining how, where, and when SROs are deployed in the building.
- h) The Superintendent shall ensure that the SRO is introduced to teacher, parent, and student representatives at least once per school year to discuss the SRO program and communicate the roles and responsibilities of SROs within the school district. (See Section 11)
- i) The School District may require the SRO to participate in additional training at the sole expense of the School District, within the assigned hours of the SRO in the School District.

8. School Resource Officer Training

Intro and Orientation

Key Elements of the SRO Program

SAVE and the SRO

Zero Tolerance and Confidentiality

Presentation Exercise

Community Policing-TRIAD

Initiating, Implementing and Promoting the SRO Program

Presentation Skills and Lesson Planning

SRO in the Classroom

School Security and Surveys

Special Education

SRO as an Advisor and Communication Skills

Record Keeping and Activity Reports

Emergency Response and Incident Command

Legal Issues

School Administration Presentation

Student Presentations

Community Involvement

9. Operation of SRO Program:

- a) SRO Supervision:

The SCPD will have sole responsibility and authority over the day to day operation and administrative control of the SRO assigned to the School District

b) SRO Transportation of Students:

SROs shall not transport students in Police Department vehicles except as necessary to perform the duties and responsibilities of a SCPD Officer. SRO shall notify the Superintendent of Schools prior to transporting any student and comply with School District Policy/Regulations with respect to the transportation of students unless such notification will impair the performance of duties and responsibilities of a SCPD Officer or endanger the health, safety and welfare of the student or others.

c) SRO Inquiry With and Questioning of Students:

1. In accordance with District Policy/Regulation, SROs may inquire with students about matters within the scope of their duties as an SRO, provided that an SRO shall neither inquire with nor question students about:
 - i. Immigration status;
 - ii. Matters predicated upon a student's perceived race, nationality, color, religion, sexual orientation, gender identity or native language; and/or
 - iii. Matters unrelated to the School District such as crimes or suspected criminal activity occurring off school grounds and away from school activities;
2. Prior to commencing service, SROs shall meet with the Superintendent or designee and review School District Policy/Regulation with respect to police involvement in searches or interrogations of students. SROs shall abide by such School District Policies and Regulations when questioning a student about in-school criminal or suspected criminal activity.
3. If an SRO is involved in the questioning of a student on school premises, whether or not at the request of school authorities, it will be in accordance with all applicable laws and due process rights.
4. SROs shall consult with the Superintendent of Schools or designee should there be any question with respect to the role of the SRO and permissible questioning within the scope of School District Policy/Regulation.
5. SROs shall not ask school officials to question a student for them in an effort to circumvent due process rights. Under no circumstance may the superintendent/designee compel or coerce a student to submit to questioning by SROs.
6. When communicating with students, parents or guardians the SRO and the District shall ensure appropriate language access services are provided when necessary.
7. Pursuant to the Family Educational Rights and Privacy Act ("FERPA"), student education records shall not be released to law enforcement absent a court order or applicable statutory exception. 20 U.S.C. § 1232g(b)(1) (2013).

8. Students, parents, administrators, and school personnel who believe that any SRO has engaged in misconduct may file a complaint with the SCPD Internal Affairs Bureau. Internal Affairs will notify the District Superintendent when such complaints are filed.

10. SROs Role in Student Discipline:

- a) The School District shall be responsible for student Code of Conduct violations and routine disciplinary violations. The SRO shall read and understand the student Code of Conduct for the School District. The SRO shall have no responsibility for student discipline. All student disciplinary matters must be referred to the Superintendent of Schools or their principal designee.
- b) School officials may not request the intervention of SROs when responding to normative child and adolescent behaviors, or when a child engages in minor Code of Conduct violations such as:
 1. disorderly behavior;
 2. behaving in a rude or disruptive manner;
 3. making excessive noise;
 4. hanging out in school hallways or bathrooms;
 5. violating the dress code or uniform policy;
 6. failing or refusing to provide identification upon request;
 7. profane, obscene, vulgar, or lewd language, gestures, or behavior;
 8. use of racial or other slurs;
 9. bullying, verbal abuse,
 10. defying school officials or SROs,
 11. cutting class, tardiness, and unexcused absence;
 12. leaving school without permission;
 13. possession or use of items under the Code of Conduct that do not violate the law. (*e.g.*, cell phones).
- c) SROs may, upon witnessing a criminal offense, take the student into custody provided that, to the fullest extent practicable in instances not requiring immediate arrest or other immediate action, SROs shall consult with the Superintendent of Schools or designee prior to making any arrest on

school grounds or within the scope of his/her duties as an SRO. The School District bears the sole responsibility for enforcing the Code of Conduct and School District policies.

- d) Physical force should never be used against students except in those circumstances where there is an immediate danger of physical injury to the student or another. SROs should only use a physical restraint or a physical restraint device (e.g. handcuffs or flex cuffs) when a student is being arrested and charged with an offense, or is being detained pursuant to the Mental Hygiene Law.
- e) When SROs arrest a student, school officials shall immediately contact the student's parent
- f) In situations where a warrant directs that an arrest of a student be carried out at school, the execution of the warrant shall be coordinated between the Superintendent/designee, SCPD, and SROs. All parties shall make every effort to respect students' privacy rights, and absent emergency circumstances, the warrant shall not be executed in a public location such as a classroom, hallway, or cafeteria in order to minimize disruption and exposure to other students.
- g) For children with disabilities, the principal/designee, in collaboration with the special education team at the school, shall develop an agreed upon response when a child's behavior manifests their disability. Whenever they have knowledge of a student's disabilities and accommodations, SROs shall consider the student's disabilities in interactions with the student.

11. SRO Uniforms and Weapons:

SROs will wear the duty uniform designated by the SCPD and carry equipment as directed by the SCPD, to include their service weapon.

12. Community, Staff, and Student Engagement:

- a) All stakeholders/parties involved in the SRO program will continually work on building and expanding existing community partnerships that help support the mission of safe schools. These community partnerships will provide resources that can help students get necessary support.
- b) School districts will engage with appropriate stakeholder/parties including but not limited to: administration, teachers, students, parents, and community leaders regarding the SRO MOU.
- c) The SRO MOU will be posted on the school district's website and included as part of the school's safety plan as required by N.Y. EDUC. LAW § 2801-a (as amended by 2019 Sess. Law News of N.Y. Ch. 59 (1509-C) (2019)).
- d) The SRO program will undergo an annual analysis by each school district via meetings between the following parties: the district's Superintendent, the SRO unit commander, SROs assigned within the school district. Additional stakeholders, including but not limited to school district faculty, staff, community leaders, students and their families, may participate in yearly reviews at the discretion of the districts.

- e) SROs shall be introduced to staff and the student body at the commencement of each school year.

13. Records and Information:

- a) It is the understanding of both the School District and SCPD that confidentiality and a student's right to privacy are of the utmost importance in the administration of these services. Therefore, student records shall be kept confidential in accordance with all applicable laws and professional standards. The mandate to keep student records confidential includes but is not limited to the requirement that the SRO may not disclose any information obtained from a student record to any other party without the prior consent of the parent or eligible student, unless otherwise permissible under applicable law. The SRO shall maintain a record of the disclosure of any information obtained from a student record to any other party, including but not limited to, the SCPD or other law enforcement agency or officer; and shall provide such record to the School District on a monthly basis.
- b) The School District and SCPD shall abide by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g with respect to the release of student identifiable information. The School District shall provide SCPD with a copy of its Student Records Policy and any other policy or regulation applicable to the release of student identifiable information. In accordance with FERPA, the School District shall determine whether SROs are deemed "school officials" under the School District Policy and the limits of SRO ability to receive, disclose and share student identifiable information. The School District shall determine what constitutes "directory information" under FERPA and ensure any disclosure of directory information complies with FERPA.
- c) The SRO shall maintain detailed and accurate records in his or her role at any school at which he or she is assigned and shall submit reports to the School District as required by the principal of the school. Records created and maintained by SROs for law enforcement purposes shall not constitute School District records and may be disclosed to SCPD and other law enforcement officials.
- d) SROs shall not enter into agreements to share student information with federal immigration authorities, except as required by law.
- e) Both the District and the SCPD shall provide the public with the following information by posting the information on the agencies' websites, updated on an annual basis unless stated otherwise:
 - 1. The SRO program MOU;
 - 2. Training materials for SROs;
 - 3. Number of SROs assigned in a District;

14. Implementation of MOU

- a) Within 30 days of the execution of this MOU, the District Superintendent shall ensure that this MOU is distributed to all District teachers, administrators, and other staff via school website.
- b) Within 30 days of the execution of this MOU, the Community Relations Bureau of the SCPD shall ensure that it is distributed to all of its SROs according to their school assignments, and that a briefing about its provisions and their responsibilities under it has been provided.
- c) The District Superintendent shall translate the MOU in all commonly used languages of the students and families of the district; the District Superintendent will ensure these versions are posted to the District's website and available for access.

15. Expenses:

There is no cost to the School District for stationing an SCPD SRO in their District. If a School District requires additional training for their SRO, the cost of that training will be borne by the District.

16. Indemnification:

- a) School District agrees to defend, indemnify, and hold harmless SCPD, including its officers, employees, and agents, against all claims, losses, damages, liabilities, costs or expenses (including without limitation, reasonable attorney fees and costs of litigation and/or settlement), whether incurred as a result of a claim by a third party or any other person or entity arising out of the services performed pursuant to this Agreement, which SCPD, or its officials, employees or agents, may suffer by reason of any negligence, fault, act, or omission of the School District, its officials, employees, representatives, subcontractors, assignees, or agents.
- b) School District shall cause the School District's officers, employees, and agents to cooperate with the SCPD in connection with the investigation, defense or prosecution of any action, suit or proceeding, related to the subject matter of this Agreement.
- c) SCPD agrees to defend, indemnify, and hold harmless School District, including its officers, employees, and agents, against all claims, losses, damages, liabilities, costs or expenses (including without limitation, reasonable attorney fees and costs of litigation and/or settlement), whether incurred as a result of a claim by a third party or any other person or entity arising out of the services performed pursuant to this Agreement, which School District, or its officials, employees or agents, may suffer by reason of any negligence, fault, act, or omission of the SCPD, its officials, employees, representatives, subcontractors, assignees, or agents.

- d) The SCPD shall cause the SCPD's officers, employees, and agents to cooperate with the School District in connection with the investigation, defense or prosecution of any action, suit or proceeding, related to the subject matter of this Agreement.
- e) The provisions of this Section shall survive the termination and/or expiration of this Agreement.

17. Insurance:

- a) SCPD is self-insured, at its sole expense, for comprehensive general liability coverage, with coverage for sexual harassment, sexual misconduct, discrimination, wrongful discipline, wrongful termination, against any claim for liability, personal injury, or death arising directly or indirectly from this Agreement or the performance of its officers or employees in an amount equal to \$1,000,000 per occurrence and \$3,000,000 per aggregate.
- b) SCPD is self-insured, at its sole expense, for statutory Workers' Compensation coverage and employee vehicle use against any claim for liability, personal injury, or death arising directly or indirectly from this Agreement or the performance of its officers or employees.
- c) The District shall maintain insurance or be self-insured, at its sole expense, for comprehensive general liability coverage, with coverage for sexual harassment, sexual misconduct, discrimination, wrongful discipline, wrongful termination, against any claim for liability, personal injury, or death arising directly or indirectly from this Agreement or the performance of its officers or employees in an amount equal to \$1,000,000 per occurrence and \$3,000,000 per aggregate.
- d) The District shall maintain insurance or be self-insured, at its sole expense, for statutory Workers' Compensation coverage and employee vehicle use against any claim for liability, personal injury, or death arising directly or indirectly from this Agreement or the performance of its officers or employees.

18. Assignment; Amendment; Subcontracting:

This Agreement and the rights and obligations hereunder may not be in whole or part: (i) assigned, transferred or disposed of; (ii) amended; (iii) waived; or (iv) subcontracted, without the prior written consent of all parties, and any purported assignment, other disposal or modification without such prior written consent shall be null and void.

19. Waiver:

The failure of a party hereunder to assert any of its rights under this Agreement, including the right to demand strict performance, shall not constitute a waiver of such rights.

20. Termination:

The MOU may be terminated without cause by either party upon thirty (30) days prior written notice.

21. Consent to Jurisdiction and Venue; Governing Law:

Unless otherwise specified in this Agreement or required by Law, all claims or actions with respect to this Agreement shall be resolved exclusively by a court of competent jurisdiction located in Suffolk County, New York, and the parties expressly waive any objections to the same on any grounds, including venue and *forum non conveniens*. This Agreement is intended as a contract under, and shall be governed and construed in accordance with, the Laws of New York State, without regard to the conflict of law provisions thereof.

22. Notices:

- a) Any notice, request, demand or other communication required to be given or made in connection with this Agreement shall be: (a) in writing; (b) delivered or sent (i) by hand delivery, evidenced by a signed, dated receipt, (ii) postage prepaid via certified mail, return receipt requested, or (iii) overnight delivery via a nationally recognized courier service.
- b) Any notice to the SCPD shall be sent to: the Police Commissioner, SCPD, 30 Yaphank Avenue, Yaphank, New York 11980
- c) Any notice to the School District shall be sent to the attention of the Superintendent of Schools at the address specified on the School District website for administrative offices.
- d) Notice deemed given or made on the date the delivery receipt was signed by an authorized representative of the party or date indicated in any tracking mechanism as delivered.

23. All Legal Provisions Deemed Included; Severability; Supremacy:

In the event that any provision of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby. Unless the application of this clause will cause a provision required by Law to be excluded from this Agreement, in the event of an actual conflict between the terms set forth above the signature page to this Agreement and those contained in any schedule, exhibit, appendix, or attachment to this Agreement, the terms and conditions set forth above the signature page shall control. To the extent possible, all the terms of this Agreement should be read together as not conflicting.

24. Section and Other Headings:

The section and other headings contained in this Agreement are for reference purposes only and shall not affect the meaning or interpretation of this Agreement.

25. Entire Agreement:

This Agreement represents the full and entire understanding and agreement between the parties hereto with regard to the subject matter hereof and supersedes all prior agreements (whether written or oral) of the parties relating to the subject matter of this Agreement.

25. Modifications:

This Agreement may not be changed orally, but only by an Agreement, in writing, signed by authorized representatives of both parties.

26. Executory Clause:

Notwithstanding any other provision of this Agreement, the SCPD and the School District shall have no obligations under this Agreement (including any extension or other modification of this Agreement) to any person unless: (i) all relevant and required SCPD and School District approvals have been obtained, including, if required, approval by the Board of Trustees, and Board of Education; and (ii) this Agreement has been executed by the Police Commissioner and President of the Board of Education.

27. Annual Review and Revision:

The term of this MOU shall be for (5) years, commencing on the date the last party has signed the agreement. The SCPD and the School District should review this agreement on an annual basis.

FOR THE SCHOOL DISTRICT:

FOR THE SCPD:

Superintendent _____
_____ School District

Stuart Cameron
Acting Commissioner of Police