

I. GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. POLICY STATEMENT

The District-Wide School 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 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 school district and its component school buildings.

The Board of Education has appointed, under the direction of the Chief Emergency Officer, a District-Wide School Safety Team to develop, implement and maintain all provisions of the plan. This plan incorporates all 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 Superintendent of Schools 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 Plan must be available for **public comment, 30 days prior to its adoption** and provided participation of the entire school community. The District-Wide and Building Level Plans are formally adopted by the School Board after at least one public hearing. As required by law, the **District-Wide School Safety Plan is posted on the school district website by October 1st of each school year (the plan may be abridged for posting purposes)** and will be reviewed annually by the District-Wide School 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 1st of each school year.**

The school 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. Our Plan requires the prompt reporting of all violent incidents or threats and assures that the victims or reporters of violence will not be discriminated against.

A copy of the District-Wide School Safety Plan is also available upon request at the district office in the office of the Superintendent of Schools at 241 South Ocean Avenue and Plants & Facilities at Saxton Middle School. Although the Building-Level Emergency Response Plans are linked to the District-Wide School 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.

B. ELEMENTS OF THE DISTRICT-WIDE SCHOOL SAFETY PLAN

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Policies and procedures for:

- Identification of sites of potential emergencies.
- Designation of the school district Chief Emergency Officer.
- Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.
- Response 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; extended day and other 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 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 evaluate the Building-Level Emergency Response Plan including a review of the tests.
- Annual school safety training for staff and students.
- Protocols for bomb threats, hostage taking, intrusions and kidnappings.
- Strategies for improving communication and reporting of potentially violent incidents.
- A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.
- Information about the school district including population, staff, transportation needs and telephone numbers of key school officials.
- A system of informing all educational agencies within the school district of a disaster; and
- Documentation and record keeping.

C. **Public Health Emergencies – Communicable Disease**

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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 §27c 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 the 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 must include the following at a minimum:

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 telecommunicate.
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.
4. Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with two 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.

5. Protocols to prevent the 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 communal areas. It also must 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 the 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.

Details on this Plan are included in Appendix K (Communicable Disease-Pandemic Plan).

D. SCHOOL DISTRICT CHIEF EMERGENCY OFFICER

The Superintendent will serve as the District's Chief Emergency Officer, whose duties shall include but are not limited to:

- Coordination of communication between school staff/law enforcement/first responders.
- Lead the efforts of the District-wide Safety Team in the completion and yearly update of the District-wide School Safety Plan and the coordination of the District-wide Safety Plan with the Building Level Emergency Response Plans.
- Ensure that all school district staff understand the District-wide School Safety Plan.
- Assisting in the selection of security related technology and the development of procedures of its use.
- Coordination appropriate safety, security and emergency training for district and school staff, including required training in the district-wide school safety plan and the building-level emergency response plans.
- **Ensure the conduct of required evacuation and lock-down drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by section 807 of the Education Law.**
- Ensure that the District-wide School Safety Plan and Building Level Emergency Response Plans for each building are completed, reviewed

annually, and updated as needed by the date designated by the State Commissioner.

- Ensure the completion and yearly update of the Building Level Emergency Response Plans by the dates designated by the Commissioner.

The Districtwide Safety Team was appointed by the Board of Education on **July 7, 2025** CR 155.17(b)(14).

E. IDENTIFICATION OF THE DISTRICT-WIDE SAFETY TEAM

The Patchogue–Medford School District Board of Education has appointed a District-Wide Safety Team consisting of, but not limited to, representatives of the board of education, teaching staff, administrative staff, parent representative, school safety personnel, including bus drivers and monitors, and other key school personnel. The members of the District-Wide School Safety Team and their area of representation are as follows:

<u>Name</u>	<u>Area of Representation</u>
Lori Cannetti	Interim Superintendent
Kelli Anne Jennings	Board of Education Representative
Nicole Ciminiello	Assistant to the Superintendent
John Ahern	Director of Security
Christopher Kelly, Ed.D.	Elementary Administrator Representative
Kimberly Hochberg, Ed.D.	Raider Academy Administrator
John Troups	Patchogue-Medford Transportation Supervisor
Felicia Cardella	Bus Driver / Monitor
Timothy Ritter	Teacher Representative
Jodi Moran	Secondary Parent Representative
Suzanne Berenz	Secondary Parent Representative
TBD	Middle School Administrator Representative
TBD	High School Administrator Representative
TBD	Law Enforcement Representative

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Furthermore, the Patchogue-Medford School District Board of Education has appointed **Mrs. Lori Cannetti** as the District's Chief Emergency Officer.

F. RESPONSIBILITIES OF THE DISTRICT-WIDE SCHOOL SAFETY TEAM

The District-Wide School Safety Team will be responsible to assess the vulnerability of the school district to violence and recommend to the

Superintendent and School Board preventative actions that they feel are necessary. The Team will meet on a regular basis and the 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 School Safety Plan to determine its success in violence prevention. The teams primary responsibilities will include:

1. Annual multi-hazard school safety training will be completed by September 15th including training programs for students and staff in violence prevention and mental health which may be included in existing professional development. New employees will receive training within 30 days of hire. Annual staff training on safety and emergency procedures will include information regarding the purpose and procedures of the behavioral assessment team.
2. Dissemination of information regarding early detection of potentially violent behavior.
3. Developing response plans to acts of violence and addressing 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 and providing written information about emergency procedures by October 1st of each school year.
5. Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 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. Evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Teams.
8. Recommending improved security measures based on school building inspection results.
9. Conducting annual school-building climate survey of students and staff to identify the potential for violent incidents.
10. Reviewing survey results and recommending actions that are necessary.

G) BUILDING-LEVEL EMERGENCY RESPONSE PLANNING TEAM

The School Building Principal appoints the Building-Level Emergency

Response Planning Team. The major focus of this team is to create, monitor and update the Building-Level Emergency Response Plan. This team may in part include the following representation:

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Community Members
- Local Law Enforcement
- Fire Officials
- Ambulance
- Bus Drivers and Monitors
- Others

The **Building-Level Emergency Response Planning 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 may include the following representation:

- Appropriate School Personnel
- Medical Personnel
- Mental Health Counselors
- School Health Personnel
- Others (Psychologists, Social Workers, etc.)

H. CONCEPT OF OPERATION

The District-Wide School Safety Plan is the backbone of each Building Level Emergency Response Plan. The district-wide policies adopted by the Board of Education and reflected within this plan are to be used as guidelines by

the school level safety teams in developing their Building Level Emergency Response Plans.

The District-Wide School Safety Plan was developed as a resource for the buildings. In the event of an emergency or violent incident in a school building, it serves as a guide for mobilizing the district and local government agencies resources to provide a unified response to incidents. The plan strives to eliminate duplicate efforts and provide a clear and concise direction for necessary responses in the event of an emergency.

The initial response to any emergency or violent incident, at the building level, is to be managed by the School Emergency Response Team. Upon the activation of the School Emergency Response Team to an emergency or violent incident, **local emergency agencies are to be notified as well as the Superintendent of Schools or his/her designee.** The **Superintendent** will then activate the District-Wide School Safety Plan to initiate a district-wide response. During this time, the district's security office must be notified of an emergency or violent incident. When appropriate, specific county and state resources are to be activated to supplement the district's response to existing protocols.

This plan is to be reviewed by the District-Wide Safety Team after each incident and annually to make any necessary changes to the plan and confirm the accuracy of all outside contacts.

II. RISK REDUCTION/PREVENTION AND INTERVENTION STRATEGIES

A. PREVENTION/INTERVENTION STRATEGIES

Program Initiatives

The district has implemented ongoing programs and activities designed to improve communication among students and between students and staff for the prevention and reporting of potentially violent incidents.

- **Threat Assessment Teams**

The school district has developed a District Wide Threat Assessment Team and Building Level Threat Assessment Teams for each school building. The teams are made up of the principal, assistant principal, school mental health staff, law enforcement, school resource officers, and school security personnel. The goal of the Threat Assessment

Teams is to identify any concerning behaviors of students, parents, staff members and others that could lead to a serious violent incident. The teams gather information, interview people involved, evaluate the threat, and determine intervention strategies and safety plans.

District Threat Assessment Team:

John Ahern - Director of Security and Team Co-Lead
Carolyn Candela - Director of SEL, Team Co-Lead
Bobby Christie - District Psychologist (trained in EARL and SAVRY)
JoAnn Luisa - Saxton Principal
Roanie Taveras - District Social Worker/Raider Academy
Derek Robinson - PMHS Asst. Principal
Damian Walsh - PMHS Dean
Tom Anello - PMHS Science Chair
Christina Carpluck - Oregon Counselor
Danielle Kaiser - Medford Liaison and EASE program
Jessica Lukas - Asst. Sup of SpEd and PPS/ Cabinet member
Gina Lombardo/James Richroath - Directors of Technology
Jessica Purcher - STEM Chair K-6
Dave Renahan - Director of Elem. Special Ed.
Kevin Toolan - PMCT President
John Toups - Director of Transportation
Elisa McVeigh - Suffolk County Police Department, Homeland Security

Threat Assessment is a fact-based investigative and analytical approach that:

- Focuses on what a particular student is doing and saying, and
- Not on whether the student "looks like" those who have attacked schools in the past.
- Threat assessment emphasizes the importance of such behavior and communications for identifying, evaluating, and reducing the risk posed by a student who may be thinking about or planning for a school-based attack.

The Six Principles of Threat Assessment:

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
2. Targeted violence stems from an interaction between the individual, the situation, the setting, and the target.
3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.

4. Effective threat assessment is based upon facts, rather than characteristics or traits.
5. Threat assessment is guided by an integrated systems approach.
6. The central question in a threat assessment inquiry is whether a student poses a threat, not whether a student made a threat.

- **Bullying Prevention**

Each of the schools have adopted strategies for prevention of bullying. The items below reflect the strategies used in schools to prevent bullying. Each principal is given the autonomy to develop the prevention programs that work best for their school culture. The programs below are examples of strategies that may be found in each school.

- **Elementary School Initiatives to Prevent Bullying**

- Bucket Filling – Based on the book Have You Filled a Bucket Lately, students fill each other's (invisible) buckets by interacting positively with one another (saying or doing something kind, giving someone a heartfelt smile, using names with respect, helping without being asked, etc.). Lessons are presented that highlight what it means to be a "Bucket Filler" as opposed to a "Bucket Dipper."
- Peer Mediators – Social Workers train students to resolve peer conflicts by conferring with students in order to understand the problem and develop a resolution and a contract that all parties sign.
- SOAR – Safety. Organization. Achievement. Respect.
- Kindness Links Us Together – Involves students performing kind acts. Students are recognized for being kind (kindness cards, kindness links, names announced over the PA), and the theme of "kindness" is integrated throughout the day during instruction as well as recess.
- Social Workers and Psychologist push in to classrooms to do formal lessons on topics such as bullying.
- Bully Busters – Quote of the Week and morning inspirational message.
- Incorporation of Restorative Justice Practices.
- Grade level assemblies at the start of each school year clearly outline bullying and cyberbullying.

- **Middle School & High School Initiatives to Prevent Bullying**

- Presentations – Presentations by the Suffolk Sheriff’s Office, Suffolk County Police Department, and other guest speakers.
 - Bully Forms – Posted strategically on each floor outside of bathrooms. Students can utilize the forms if they want to report any bullying that has taken place.
 - Grade level assemblies at the start of each school year clearly outline bullying and cyberbullying.
 - At the Middle School and High School level there is an anonymous link on the school home pages where students can click on and fill out information if something is bothering them as a student or the student “sees something” they can “say something.” This form then goes to an administrator in the building to further look into the issue.
 - Incorporation of Restorative Justice Practices.
- **Diffusing Anger**
A Social worker will conduct small group workshops with middle school and high school teachers dealing with strategies to diffuse student anger.

B. 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 School Safety Team and the Building-Level Emergency Response Planning Team, at a minimum, the following methods may be used:

- Trauma-informed Emergency Dismissal Drill (at a time not to occur more than 15 minutes earlier than normal dismissal time) to assess communication and transportation. **Parents have to be notified at least one week prior to drill.**
- Trauma-informed live drills including shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdown, and secure lockout.
- Trauma-informed live drills for specific responses (hostage taking, bomb-threat, etc.)
- Trauma-informed Situational Drills
- Tabletop exercises may be used as a training resource for staff.
- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the

best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management, and the local BOCES Health & Safety Office. Each school district shall practice emergency response procedures **(evacuation, lockdown, and emergency dismissal drills)** under its Districtwide School Safety Plan and each of its Building-Level Emergency Response Plans. Parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill. Drills conducted during the school day with students present shall be conducted in a **trauma-informed, developmentally, and age-appropriate manner** and shall not include props, actors, or simulations or other tactics to mimic a school shooting or other act of violence or emergency. **At the time drills are conducted, students and staff shall be informed that the activities being conducted are a drill.** Full-scale exercises shall not be conducted on a regular school day, and such exercises will not include students without the written consent form parents or persons in parental relation. Drills shall be completed on **different days of the week and during various times of the school day. Drills shall occur after annual training in emergency procedures has been provided to students and staff.**

Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. The first eight (8) drills are conducted prior to December 31st of each school year. De-briefings will occur after every drill or actual event.

Persons in charge of after school events and programs will inform all attendees of building emergency procedures, including evacuation routes, prior to the beginning of the event.

Early Dismissal Drill

Each school year, there is a district-wide drill where faculty, students and staff leave their building 15 minutes prior to their normal departure time. Parents are notified at least (1) week prior to the drill that this will be done to assess our emergency evacuation procedures. Faculty is expected to return to the building after the drill. Contact is made with the local police department to coordinate crossing guards. The District's Transportation Department assesses notification procedures.

Full-Scale Drill Exercise

In the event the district opts to participate in a full-scale exercise in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency, this exercise will not be conducted on a regular school day or when school activities such as athletics are occurring on school grounds. In addition, such exercise will not include students without written consent from parents or persons in parental relation.

Parents and persons in parental relation will be notified of all drills via Parent Square within one week of the drill.

Training

To be received by all levels of district employees. Annual Training is provided by principals, who are responsible as Incident Commanders to ensure that all employees in their respective buildings are appropriately trained. Annual multi-hazard training is given to the staff of the Plants and Facilities Department, Transportation Department, Central Office Administration, Security, Clerical, and Food Service staff. All employees are required to have an emergency response plan to use for reference.

Annual Multi-Hazard Training:

Type of Training	Personnel Trained	Date of Training
Annual School Safety Training	All Staff	Ongoing
Right to Know (GCN)	Nurses and health aides Custodians Maintenance Science teachers and aides Art teachers Technology teachers	September department meetings, ongoing for new employees
Asbestos Awareness	Custodians Maintenance	Annual Workshops, ongoing for new employees
Confined Space Training	Maintenance	Annual Workshops, ongoing for new employees

CPR and AED	Coaches Nurses and Health Aides Childcare aides Administrators Security Personnel	Ongoing, to keep all certification current.
Project S.A.V.E. Emergency Response Plan	Staff Students	Opening day faculty meetings Opening of school student assemblies
Project S.A.V.E. Comprehensive School Safety Plan	All Staff	Opening Day Faculty meetings. September department meetings, ongoing for new employees

Implementation of School Security

School safety personnel will help conduct the District-Wide School Safety Plan and may include anyone in the school community. These individuals have received appropriate annual training as required under the Regulation.

The District-Wide School Safety Team and Building-Level Emergency Response Planning Teams have developed appropriate school building security measures and procedures after reviewing 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:

- Entrance guards/ hall monitors who received 2 days of staff development every school year.
- The School District has had a security audit/assessment of all school buildings conducted by the Suffolk County Sheriff's Office in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building where they will sign in and be escorted to their destination. Upon completion of their business, they will be escorted out of the building.
- Visitor badge/sign-in procedures- Upon entry into the building the visitor must show photo identification; the individual is then screened, receives a badge, and remains in the vestibule until escorted to their

destination. Any visitor in the building without an appropriate badge would be immediately questioned by building staff and the Security Director would be informed and appropriate measures taken.

- Video surveillance – closed-circuit TV security
- NYS certified security guards.
- A designated School District Security Director/Consultant.
- On-going security audits.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.
- When necessary, the district conducts locker searches in secondary schools to preserve the safety of all students and staff. The searches are conducted in accordance with district policy and administrative regulations as indicated in policy #5154 Student Searches and Interviews (Appendix F).

C. SECURITY STAFF AND SYSTEMS

School safety personnel will help conduct the District-Wide School Safety Plan and may include anyone in the school community. 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 the school security guards that we employ who are regulated under the New York State Guard Act that requires specific training, fingerprinting and background checks. All our security guards receive 8 hours of pre-assignment and 16 hours of in-service training along with an additional 8 hours of annual refresher training. Our contracted security company is a New York State licensed agency and all our **security guards**, who are not active Police Officers within New York State, are also individually licensed.

Duties of School Safety Personnel

School safety personnel include the following:

- **Greeters**

Check identification; sign in and sign out all visitors to the building in the visitor management system; distribute and collect visitor badges; notify school staff when visitors are present for them, ensure that visitors have an escort to their destinations.

- **Hall Monitors**
Maintain order in the hallways of secondary schools during class periods; check student passes; check visitor passes; ensure they have an escort; provide assistance to classroom teachers in case of an emergency.
- **Lavatory Aides**
Maintain order and supervise lavatories at the high school. Aides are also responsible for ensuring all students sign in and out before and after entering the lavatory.
- **Chaperones**
Maintain order at after schooling and evening events.
- **Security Guards**
Maintain order inside school buildings and outside school grounds; assist the school principal in conducting drills and help with Building-Level Emergency Plans when an emergency arises; ensure that all visitors that are in a building have an escort to their destination; check visitor passes; be vigilant for intruders and suspicious packages. Assist Administrators in de-escalation situations during a crisis.

Hiring and Screening Process of School Safety Personnel

- All district security guards are either active or retired law enforcement agents and have been extensively trained in de-escalating potentially violent situations. All security guards, except active members of a local, city or state police organization, are required to possess a valid New York State Guard license. Additionally, there is a drug test, fingerprinting and a background check along with an interview process before they are hired.
- Hall monitors, chaperones, lavatory aides and greeters undergo a multi-step hiring and screening process which includes paper screening, reference checks, interviews, fingerprinting, and drug screening.
- The administrators in each building are required to meet with security personnel on a regular basis and review emergency procedures which may be specific to each building.
- All school buildings have greeters at their main entrance. All other exterior doors are locked. Signs on locked entrances direct visitors to the main entrance for entry. Greeters are responsible for ensuring that visitors

are entered into the visitor management system and providing them with an identification badge. All greeters are equipped with an operable radio to maintain effective communication within the buildings.

- Secondary schools have faculty that perform hall monitoring duties throughout the school day.

Use of Security Devices

- **Video surveillance:** Closed circuit TV security, at key locations inside and outside of district buildings.
- **Security vestibules:** Each district building at its main entrance has a security vestibule for screening visitors. Visitors must scan a form of government issued identification which is entered into a visitor management system before they are allowed admittance into a building.
- **Visitor management system:** Each district building, including Pupil Services, is equipped with a visitor management system.
- **Building alarms:** Each district building has its own alarm system which also uses motion detectors in key areas.
- **Radios:** All security guards, greeters, administrators, and other people deemed necessary within a particular building are equipped with an operable radio in order to maintain effective communication within a building.
- **Card access system:** The district utilizes a card access system for staff to enter district buildings. Employee access is usually limited to only the building an employee works in unless otherwise authorized. The District Office is responsible for issuing photo identification badges to all district employees. The badges specify the building and department of each employee.

Lockdown System

The District has installed Blue Strobe lights on each building within the District. The purpose of the strobe light is to provide an extra layer of security protection to our schools if a crisis manifests itself. If a crisis occurs, requiring the need to lockdown a building, this system will enable the District to remotely deactivate the card access system. This will prevent an employee from walking into a crisis. Without this protection, an employee might be unaware that an intruder was in the building or that a crisis was in progress.

Policies and Procedures Relating to School Safety

The following policies relate to school building security:

Community Use of Facilities Policy # 1330

This policy provides procedures and guidelines for public use of school facilities, including the need to file an application, maintain appropriate insurance and follow the district safety plan (**Appendix B**).

Public Conduct on School Property Policy # 1340

This policy stipulates conduct and activities that are prohibited on school property, describes methods of gaining access to school buildings, and describes enforcement and penalties (**Appendix C**).

Public Safety Policy # 1350

This policy describes safety education and accident prevention measures and the establishment of the Safety Committee (**Appendix D**).

Code of Conduct

This policy specifies responsible behavior by students, teachers, other district personnel, parents, and visitors.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity (**Appendix E**).

D. VITAL EDUCATIONAL AGENCY INFORMATION

There is one private school located within the Patchogue-Medford School District:

School	Grade	Enrollment	Staff
Holy Angels Regional School	K – 8	215	25

On or about October 1st each year, the Business Office contacts the private schools to determine the number of students enrolled in the building, to confirm the number of staff members and to verify the telephone numbers of key officials of each building. This information will then be provided to the Superintendent and to the Facilities Administrator, to be used in the event of an emergency or disaster. The District will keep all private schools in the district up to date as events progress.

E. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR (INFORMATION & TRAINING)

As required by Project S.A.V.E. and the New York State Dignity for All Students Act (DASA), the District-Wide Safety Team will make recommendations for appropriate 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. New hires will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- Training for administrators and staff to increase awareness of and sensitivity to the prevalence, causes and consequences of bullying and harassment, and sharing strategies for preventing such behavior.
- Promoting students' involvement in anti-bullying and anti-harassment efforts, peer support, mutual respect and creating a culture which encourages students to report incidents of bullying and harassment or similar behavior to an adult.
- Collaborating with families and the community to inform parents about the prevalence, causes and consequences of bullying and harassment.
- Instruction for all students in civility, citizenship, and character education, including but not limited to, principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity, and awareness and sensitivity to discrimination or harassment. Also, civility in relation to people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientation, genders, and sexes.
- Peer Helping Peer programs are designed to educate students and staff.
- Project Adventure program to challenge students to develop confidence, improve self-esteem, and establish team camaraderie.
- Mentoring program for elementary and middle school students at risk is designed to enhance social skills, self-esteem, confidence, and coping skills coordinated by school psychologists and social workers.
- An explanation of what constitutes school violence and a description of the School 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 including those found at the following websites: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesfor_Educators.pdf and <http://www.p12.nysed.gov/sss/documents/SVPIRRequiredComponents.pdf>;
- A description of the school district's Violence Prevention Program and Safety Plan 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 security equipment and safety procedures and on 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 include medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

In keeping with current district procedures, dissemination of informative materials regarding the early detection of potentially violent behaviors to teachers, administrators, parents, and other persons in parent relation to students shall be done through the following:

District/School Web Pages

Other methods for informing parents and students include:

- Student handbooks as appropriate for K-5, 6-8 and 9-12 grade levels.
- Building principals to annually review at the first PTA meeting.
- School social worker outreach.
- School counselor involvement.
- First and second step programs.
- Anger management programs.
- Conflict resolution programs.
- "Protect Your Child from Violence," a resource for parents as developed by the NYS Council on Children and Families.

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar with our District-

Wide School Safety Plan.

F. HAZARD IDENTIFICATION

As part of each Building-Level Emergency Response Plan, each Building-Level 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. Specific defined areas of concern include:

In-District:

Location	Hazard	Response
Saxton MS	Fuel Pumps	Activate, Take Cover or In Building Shelter Plan as needed. Located on Pages 89-90 of the Building Level Response Plan.
River ES	Power Station	Activate, Take Cover or In Building Shelter Plan as needed. Located on Pages 89-90 of the Building Level Response Plan.
River ES	Train Tracks	Responses could include Air Pollution, Hazardous Material Spill, Explosion, Toxic Material Spill, School Bus Accident or Medical Emergency. Located in Building Level Response Plan.
South Ocean MS	Train Tracks	
Bay ES	Train Tracks	
Medford ES	Route 112 / Sunrise Hwy.	Responses could include Air Pollution, Explosion, Toxic Material Spill, School Bus Accident or Medical Emergency. Located in Building Level Response Plan.

Out-of-District:

Location	Hazard	Response
All District Schools	Shoreham Nuclear Power Plant, Deactivated	Activate, Radiological Incident Response. Located on Page 34 of the Building Level Safety Plan.
All District Schools	Brookhaven Lab	Responses could include Air Pollution, Toxic Material Spill or Radiological Incident. Located in Building Level Response Plan.

III. RESPONSE

A. RESPONSE TO VIOLENCE (INCIDENT REPORTING, INVESTIGATION, FOLLOW-UP, EVALUATION AND DISCIPLINARY MEASURES)

All incidents of violence, whether physical injury has occurred (verbal abuse, threats of violence, etc.) should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data Collection Form as part of the Dignity for all Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Anonymous reporting systems will be utilized if deemed necessary. Individuals will be 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 School Safety Team and/or the 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 participated 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 Security Director/On-Site Security Staff
- 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.

- Quickly assess the area of the incident to determine damage because of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plan
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the appropriate Building-Level Emergency Response Team/Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on the facts that may prevent a 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 school 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 in the school 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 School Safety Team will be responsible for ensuring that an initial 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 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/Restorative Practices:

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

Code of Conduct:

The school 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 our 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 has been posted on the district website.

B. NOTIFICATION AND ACTIVATION**Internal and External Communication**

The district's Code of Conduct was approved by the Board of Education July 19, 2006, and was last updated on August 21, 2023, specifies the methods to be used for contacting appropriate school and law enforcement officials in the event of a violent situation. The following information defines the protocol:

- **Students**
All students are expected to report violations of the Code of Conduct to a teacher, guidance counselor, the building principal, or his/her designee. Any student observing a student possessing a weapon on school property or at a school function must report this information immediately to a teacher, the building principal, the principal's designee, or the superintendent. Protocols are reviewed annually with students at the start of each school year.
- **Staff**
District staff are expected to promptly report violations of the Code of Conduct to their supervisor. The district has also developed and provided each employee with an Emergency Response Plan, as a guide to be used in the event of an emergency.
- **Building Administrator**

The building principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and affect the order or security of a school, as soon as practical.

In the event of a violent incident, the teacher or student who identifies the incident is to immediately report it to the building principal with as much detailed information as possible. The principal, his/her designee or the assistant principal is then responsible for determining whether the crisis requires warning the building occupants, prior to contacting the appropriate law enforcement officials and the Superintendent of Schools. The building level Emergency Response Plan should be consulted for each specific crisis to determine the most appropriate agency to be contacted. Administrators must also use judgement, as each incident may require different responses.

- **System for Informing All Educational Agencies of a Disaster**
When the Superintendent of Schools receives a report of a disaster or violent incident, it is the Superintendent or his/her designee's responsibility to determine if all schools should be notified, as well as all other educational agencies within the school district. If the decision has been made to notify all schools, the Superintendent or his/her designee will enact the Emergency Response Plan, Information Dissemination Plan to relay specific information and instructions, as necessary.

This plan calls for radio communication messages to be sent to all principals, and email messages to be sent to all directors, department heads and their secretaries. In the event of a power outage, all communication will be via radio.

- **Notification of Parents and Guardians in the Event of a Violent Incident or Early Dismissal**
If the Superintendent or his/her designee determines that parents and guardians should be notified of a violent incident, early dismissal or school closing, the district's School Closing Procedures will be activated. The district will send a message to parents through Parent Square. The Superintendent will notify key personnel of his/her intentions and relay specific instructions, depending on the situation.

The key personnel will then relay this information to their designated contacts, to ensure that the Superintendent's directives are executed.

- **Notification of Parents, Guardians or Persons in Parental Relationship to an Individual Student of the District in the Event of an Implied or Direct Threat of Violence By Such Student Against Themselves**

In the event of an implied or direct threat of violence by an individual student against themselves, including suicide, the Building Principal or his/her Designee will be responsible for notifying the parent, guardian or persons who are in parental relationship to said student.

- **Notification of Board of Education Members**

Once all the appropriate steps have been taken to notify emergency response agencies the Superintendent or his/her designee will notify the Board of Education.

C. SITUATIONAL RESPONSES

Multi-Hazard Response

The district has developed multi-hazard response plans for different emergency situations. These plans are detailed in the Building Level Emergency Response Plan, and in the District-wide Emergency Response Plan.

Response to Acts of Violence Including Suicide Threats (Implied or Direct Threats)

The District has implemented procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. Response actions in individual buildings will include:

- Implementation of the Incident Command System.
- Use of staff trained in de-escalation techniques.
- Inform the building principal.
- Determine level of threat with Superintendent (Activate Threat Assessment Team).
- Contact law enforcement.
- Contact parent if necessary.
- Monitor situation, adjust response as appropriate, utilize Building-

Level Emergency Response Team if necessary.

The District, via Board Policies #4312 (**Appendix G**) and #5153 (**Appendix H**), has provided guidance and procedures regarding administrative notification in the event of a threat, implied threat or other act deemed violent or a threat of violence. Said policies indicate that the Board of Education is committed to maintaining a safe school environment, free from intimidation, threats and/or acts of violence. As such, when incidents are observed, district personnel and students are directed to immediately report said incident to the building principal or his/her designee who will conduct a thorough investigation and provide the necessary information to the Superintendent or the superintendent's designee, in the form of:

- Counseling.
- Consequences (detention, suspension, expulsion. etc.)
- Legal Avenues (police report, social services report. etc.)

The principal and related personnel will monitor reported situations until a satisfactory resolution has been obtained.

Response to Acts of Violence (Actual)

The District-Wide Emergency Response Plan, adopted by the Board of Education, includes information regarding appropriate responses to potentially dangerous situations. Specific directions for responding to acts of violence include the following:

- Implementation of Incident Command System.
- Determine the level of the threat.
- If necessary, isolate the immediate area through a Hold-in-Place.
- Inform Building Principal.
- If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- Notify parents when appropriate, utilizing mass notification system.
- Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

When responding to a violent incident, the principal or the principal designee's primary objective is to respond in a manner which will protect the health and safety of all building occupants. To accomplish this, the principal or principal's designee will first determine the type and level of

threat to the building occupants. Then, the building level Emergency Response Plan is to be consulted to determine the best possible course of action for a particular incident. Appropriate action will be taken in accordance with Building Level Response Plan protocols.

D. EMERGENCY RESPONSE PROTOCOLS

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.

The school district recognizes that several types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses is 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.

E. 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 on-site available to step into the role of the Incident Commander. The chain will consist of depending on school size and hours of operation.

Title	Responsibility
Person who first detects emergency	CALL 911 – PROVIDE EXACT LOCATION
If possible, person who detects emergency	Notify building principal/administrator
Building principal/administrator	Notify District Security – verify 911 has been called
Security	Deploy resources and help coordinate on-scene response
Building principal/administrator	Notify Superintendent's Office <i>If Superintendent is not available, Superintendent's secretary will contact other central office administrators in this order:</i> <i>Assistant Superintendent for Human Resources</i> <i>School Business Administrator</i> <i>Assistant Superintendent for Instruction</i> <i>Group text to all administrators</i>
Building principal/administrator	Notify Crisis Response Team & building custodial staff
Building principal/administrator	Notify staff/students
Superintendent's Office	Initiate notification of parents, emergency team, Board of Education
Custodian	Notify Plant & Facilities Administrator
Building principal/administrator	Direct appropriate clerical staff to notify other schools in District, bus transportation, parents/guardians
Incident Command System (ICS)	Follow recommendations and protocols as specified in ICS 100 for schools.

F. PROCEDURES AND ARRANGEMENTS FOR OBTAINING ADVICE AND EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENTS AND OFFICIALS

Depending on the nature of an emergency, the school district may need to obtain assistance from local government agencies. During an emergency, the Incident Commander will contact 911 to obtain emergency services. The Incident Commander or his/her designee will then notify the Superintendent. Additionally, each building within the district has been provided with the list of agency phone numbers below.

Suffolk County Emergency Management	631-852-4920
FEMA	212-680-3600
Medford Fire Dept	631-852-4817
N. Patchogue Fire Dept	631-475-1315
Patchogue Fire Dept	631-475-1222
American Red Cross	516-747-3500
Brookhaven Public Safety	631-451-6291
Brookhaven Code Enforcement	631-451-6161
Brookhaven Environmental Protection	631-451-6455
Brookhaven Memorial Hospital	631-654-7100
PSEG Long Island	800-490-0075
News 12	516-393-1159
Western Suffolk BOCES	631-549-4900
Eastern Suffolk BOCES	631-289-2200

For specific assistance beyond the scope of the school district's resources, the Suffolk 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 School Building Level Plans.

G. DISTRICT RESOURCES AVAILABLE FOR USE IN AN EMERGENCY

The following school district resources are available for use in the event of an emergency:

- **Shelter**
Gymnasiums are available in each of the eleven schools. Arrangements for use shall be made through the Principal or his/her designee.
- **Food**
Cafeterias are available in each of the eleven schools. Arrangements for use shall be made through the Principal or his/her designee.

Feeding programs shall be coordinated through the Director of Food Services.

- **Parking**

Each of the eleven schools has ample parking facilities. Arrangements for use shall be made through the Principal or his/her designee.

- **Transportation**

Nine district-owned school buses are available for shuttle services between district schools and other facilities as required. Arrangements for use shall be made through the Transportation Supervisor or designee.

If additional buses are required, the district will coordinate with contracted bus companies to assist with the emergency.

- **Maintenance**

A staff of custodians, grounds and maintenance personnel are available to assist with building operations, maintenance, and other related duties. Arrangements for staff support shall be coordinated through the Principal or his/her designee and Director of Plant & Facilities or designee.

H. PROCEDURES TO COORDINATE THE USE OF SCHOOL DISTRICT RESOURCES DURING EMERGENCIES

Arrangements for use of school district resources during an emergency shall be made through the following administrators:

Title	Name	Office
Interim Superintendent of Schools	Mr. Lori Cannetti	631-687-6380
Asst. Superintendent for Human Resources	Dr. Joey Cohen	631-687-6340
Asst. Superintendent for Instructional Services	Ms. Michele Marone	631-687-6350
Asst. Superintendent for Business	Frank Mazzie	631-687-6330
Director of Plant & Facilities	Paul Noonan	631-687-6480
Director of School Food Service	Daniel Erwin	631-687- 6525
Security Director	John Ahern	631-687-6580
Transportation Supervisor	John Toups	631-687-6460
Administrator of Technology	James Richroath	631-687-6418

I. PROTECTIVE ACTION OPTIONS

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

- School Cancellation (Conditions that warrant making a decision not to open schools).
- Early Dismissal (Conditions warrant returning students to their homes).
- Evacuation (Conditions in the building are unsafe, warranting relocation).
- Sheltering (Conditions warrant movement to a safe place in the building)
 - Shelter-In-Place (weather related)
 - Shelter-In-Place (Generic/Non-Specific Bomb Threat)
 - Shelter-In-Place (Specific Bomb Threat).
- Hold-In-Place (Conditions warrant isolation of a specific area of the building – usually short term).
- Lockdown (The most serious situation for a school – a threat is in the building).
- **Secure Lockout** (A threat exists outside the school building or in the vicinity).

In the event of an emergency, the Superintendent of Schools or his/her designee will determine what emergency measures need to be taken. The appropriate response based on circumstances may be to close school for the day, operate under a delayed opening, operate under an early dismissal or evacuation to either home or to an alternate school.

The Superintendent of Schools or his/her designee will contact the transportation department to arrange for transportation services.

The District Clerk will alert the local media for public service announcements.

IV. RECOVERY

A. DISTRICT SUPPORT FOR BUILDINGS

Upon notification, the Superintendent, or his/her designee, will dispatch additional personnel and support as needed to assist the Emergency Response Team on location. Additional support may include, but is not limited to:

- Administrative personnel.
- Support personnel, such as maintenance, custodial, secretarial, etc.
- Transportation resources (cars, vans, buses, crossing guards, etc.).

- Communications resources (mobile phones, two-way radios, printing services, media support, "rovers").
- Food Service Director.
- Head Nurse.
- Director of Facilities.
- Others deemed necessary.

Upon notification, the Superintendent, or his/her designee, will dispatch additional personnel and support as needed to assist the Post Emergency Response Team on location. Additional support may include, but is not limited to:

- Administrative support for post incident staff meetings and/or related programs.
- Media Liaison where necessary.
- Family Liaison where necessary.

B. DISASTER MENTAL HEALTH SERVICES

The District will assist with the coordination of Disaster Mental Health Resources in support of the Post Emergency Response Teams in the following ways:

- Provide Crisis consultation where necessary.
- Provide support in identifying at risk students.
- Provide support and location for after-school meetings where necessary.
- Provide classroom coverage to allow for funeral or related services.
- Provide location for adult counseling services.
- Assist with Crisis Response Team debriefing.

The District will evaluate its Emergency Response Plan; Post Emergency Response Plan and related support following a crisis. A team of individuals involved in each facet of the response will be assembled and directed to discuss and evaluate the effectiveness of the identified plans. Feedback pertaining to what worked, what did not work and what modifications are necessary to the plan(s) will be solicited. Upon completion, plans will be updated based on constructive feedback received.

V. NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)

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 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 or potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats specific types of suspicious activity.

Forms and Recordkeeping

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

VI. ROLES AND AREAS OF RESPONSIBILITY OF SCHOOL PERSONNEL, SECURITY PERSONNEL AND LAW ENFORCEMENT

Pursuant to Education Law 2801 and this Safety Plan, the District has defined the

roles and areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the District's Code of Conduct. The memorandum of understanding with the District's security service provider is attached as Appendix J. All security personnel, including those who are employees of the District, are expected to adhere to the roles and responsibilities described in the memorandum of understanding. The memorandum of understanding with the Suffolk County Police Department is also attached as Appendix J.

VII. PLAN REVIEW AND PUBLIC COMMENT

Pursuant to the Commissioner's Regulation, Section 155.17 (e) (3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The Board of Education must formally adopt the plan.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-Wide School Safety Team. The required annual review will be completed on or before October 1st of each year after its adoption by the Board of Education. A copy of the plan will be available at the Plant and Facilities Office, at Saxton Middle School, at the Business Office located in the District Office at 241 South Ocean Avenue, Patchogue, NY 11772 and on the District Website.