

PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

2026-2027 District-Wide School Safety Plan

Developed Pursuant to Education Law §2801-a
and Commissioner's Regulation §155.17

Adopted by the Board of Education
August 2026

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SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

PURPOSE

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 of 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 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.

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.

SCHOOL DISTRICT CHIEF EMERGENCY OFFICER

The Superintendent, Dr. Patrick Harrigan, will serve as the District's Chief Emergency Officer. Duties shall include but are not limited to:

- Coordinating communication between school staff, law enforcement, and first responders.
- Leading the District-Wide Safety Team in the annual completion, review, and update of the District-Wide School Safety Plan and ensuring coordination between the district-wide plan and all building-level emergency response plans, by the dates designated by the Commissioner.
- Ensuring all district staff understand and are trained on the District-Wide School Safety Plan and their respective Building-Level Emergency Response Plans.
- Requiring each building principal to maintain a Building-Level Emergency Response Plan (BLERP) in compliance with Commissioner's Regulation §155.17(c)(2), updated annually in coordination with the Building-Level Emergency Response Planning Team. Each

BLERP shall address the following response protocols: Lockdown, Secure Lockout, Hold-in-Place, Shelter-in-Place, Evacuation, Early Dismissal, Fire Emergencies, and Sudden Cardiac Arrest, and include staff and student notification procedures, coordination with local and county emergency preparedness officials, and submission to the District-Wide Safety Team for annual review and approval.

- Assisting in the selection of security-related technology and the development of procedures for its use.
- Ensuring all required evacuation and lockdown drills are conducted in a trauma-informed, developmentally, and age-appropriate manner, without the use of props, actors, simulations, or other tactics intended to mimic a school shooting or act of violence, in compliance with Education Law §807.

ELEMENTS OF THE DISTRICT-WIDE SCHOOL SAFETY PLAN

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.
- The District operates extended day programs with safety-related components, including after-school clubs, tutoring, and supervised activities that reduce unsupervised time and support positive school climate. These programs are coordinated through building principals and are subject to the same behavioral expectations and reporting requirements as the regular school day.
- 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.

IDENTIFICATION OF THE DISTRICT-WIDE SAFETY TEAM

The Patchogue-Medford Union Free School District's District-Wide School Safety Plan was developed in compliance with Commissioner's Regulation §155.17 and Education Law §2801-a. Under the direction of the Board of Education and the Superintendent, the District maintains a District-Wide Safety Team responsible for emergency management planning across all district facilities.

Membership of the District-Wide Safety Team shall include, but is not limited to, representatives from the Board of Education, teacher and administrator organizations, parent organizations, school safety personnel, and other school staff including bus drivers and monitors. At the discretion of the Board, a student representative may be appointed to the Safety Team. Should a student be appointed, consistent with Commissioner's Regulation §155.17(b)(16) and Education Law §2801-a(4), no confidential building-level emergency response plan information shall be shared with that student, nor shall the student be present during any discussion of confidential building-level or district-wide emergency response strategies.

The members of the District-Wide School Safety Team and their area of representation are as follows:

Name	Area of Representation
Patrick Harrigan, Ed.D.	Superintendent
Kelli Anne Jennings	Board of Education Representative
Nicole Ciminiello	Assistant to the Superintendent
John Ahern	Safety & Security Consultant
Christopher Kelly, Ed.D.	Tremont Elementary School Principal
JoAnn Luisa, Ed.D.	Saxton Middle School Principal
Kimberly Houlihan	High School Assistant Principal
Kimberly Hochberg, Ed.D.	Raider Academy Principal
John Toups	Patchogue-Medford Transportation Supervisor
James Richroath	Executive Director of Technology
Anthony Cracco	Athletic Director
Felicia Cardella	Bus Driver / Monitor
Timothy Ritter	Teacher Representative
Jennifer Chavez	Elementary Parent

Name	Area of Representation
Jodi Moran	Secondary Parent
Suzanne Berenz	Secondary Parent

Patchogue-Medford School District Board of Education has appointed Dr. Patrick Harrigan as the District's Chief Emergency Officer.

The District-Wide Safety Team was appointed by the Board of Education on July 6, 2026, in accordance with Commissioner's Regulation §155.17(b)(16).

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 team's primary responsibilities will include:

- 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 threat assessment team.
- In addition to the above, annual training for all staff shall explicitly include: the roles and responsibilities of the building-level emergency response team; the building-level Incident Command System including the roles and responsibilities of designated staff; procedures for implementing each required emergency response term (shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, lockdown, and secure lockout); the procedures for conducting drills, including the district's policy on whether classrooms will be released from lockdown by law enforcement or by school/district administrators during drills; and district and building policies, procedures, and programs related to safety, including those with components on violence prevention and mental health.
- Dissemination of information regarding early detection of potentially violent behavior.
- 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.
- Communicating the Plan to students and staff and providing written information about emergency procedures by September 15th of each school year.
- 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.)
- Making recommendations necessary for change.
- 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.
- Recommending improved security measures based on school building inspection results.

- Conducting annual school-building climate survey of students and staff to identify the potential for violent incidents.
- Reviewing survey results and recommending actions that are necessary.

CONCEPT OF OPERATIONS

The District-Wide School Safety Plan will be linked to 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 Building Emergency Response Team. Upon the activation of the Building 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.

Plan Review & Public Comment

The District-wide Safety Plan shall be monitored and maintained by the District Safety Team. The District Safety Team shall review the plan annually before making it available for a 30-day comment period, a public hearing, and, finally, adoption by the Board of Education before September 1st of each year. Once adopted the plan must be submitted to the New York State Education Department no later than October 1st of each year.

On June 23, 2022, Governor Hochul signed Alyssa's Law (Chapter 227 of the Laws of 2022), amending Education Law §2801-a to require that District-Wide School Safety Teams consider the usefulness of silent panic alarm systems when reviewing and updating their safety plans. The District has installed silent panic alarm systems in each school building in compliance with this requirement and continuously evaluates additional panic alarm technologies to enhance and supplement the systems currently in place.

Building-Level Emergency Response Plans are confidential and exempt from disclosure under Article 6 of the Public Officers Law and any other applicable provision of law, pursuant to Education Law §2801-a. These plans are provided to the appropriate local law enforcement agency and State Police within 30 days of adoption and no later than October 1st each year.

A copy of the District-Wide School Safety Plan is also available upon request to the Patchogue Medford School District Office located at 241 South Ocean Avenue and the Director of Security Office located at the High School. The plan is also posted on the school website.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION STRATEGIES

PREVENTION AND INTERVENTION STRATEGIES

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 Process

The school district has implemented a District-Wide Threat Assessment Team comprised of principals, assistant principals, school mental health staff, law enforcement, school resource officers, and school security personnel. The team's purpose is to identify concerning behaviors exhibited by students, parents, staff, and others that may escalate to a serious violent incident. The District-Wide Threat Assessment Team gathers and analyzes information, conducts interviews, evaluates threats, and develops appropriate intervention strategies and safety plans.

District Threat Assessment Team:

Name	Title / Role
John Ahern	District Safety & Security Consultant
Carolyn Candela	Director of SEL
Bobby Christie	District Psychologist (trained in EARL and SAVRY)
JoAnn Luisa, Ed.D.	Principal, Saxton M.S.
Christopher Cherouvis	Principal, South Ocean M.S.
Katy Foreman	A.P. South Ocean M.S.
Christine Padolecchia	A.P. Eagle Elementary
Eli Tricoche	Dean, South Ocean M.S.
Kimberly Hochberg, Ed.D.	Raider Academy Principal
Tom Anello	PMHS Science Chair
Cristina Carpluk	Oregon Counselor
Danielle Kaiser	Medford Liaison and EASE Program
Jessica Lukas, Ed.D.	Asst. Supt. of Special Ed and PPS / Cabinet Member

Name	Title / Role
James Richroath	Executive Director of Technology
Jessica Purcher	STEM Chair K-6
Dave Renahan	Director of Elem. Special Ed.
Kevin Toolan	PMCT President
John Toups	Transportation Supervisor
Elisa McVeigh	SCPD, Homeland Security

Anonymous Incident Reporting

The Patchogue-Medford Union Free School District recognizes that students, staff, and community members may be reluctant to report safety concerns, threats, or potentially violent incidents if they fear identification or reprisal. To address this, the District maintains anonymous reporting mechanisms available to all members of the school community.

At the Middle School and High School level, an anonymous reporting link is accessible on each school's homepage. Students and community members may use this link to submit concerns regarding bullying, cyberbullying, threats, suspicious activity, or any other safety-related matter. Submissions are routed directly to the building administrator for review and follow-up.

The District assures all individuals that:

- Anonymous reports will be taken seriously and investigated promptly by the appropriate building or district administrator.
- The identity of individuals who report concerns will be protected to the fullest extent possible.
- There will be no reprisal or retaliation against any student, staff member, or community member for reporting a safety concern in good faith.

All reports of threats, weapons, violence, or suspicious activity — whether submitted anonymously or otherwise — will be assessed by the building principal or designee in coordination with the District's Threat Assessment Team and, where appropriate, law enforcement. The District encourages all students to utilize the "See Something, Say Something" principle and to report concerns without hesitation.

The Superintendent or designee shall ensure that anonymous reporting mechanisms are communicated to students, staff, and parents at the start of each school year through assemblies, the student handbook, the district website, and other appropriate means.

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.

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.

Trauma-Informed Approach: All drills conducted during the school day with students present will be conducted in a trauma-informed, developmentally, and age-appropriate manner. Props, actors, simulations, or tactics mimicking a school shooting, incident of violence, or other

emergencies are prohibited. (Effective 7/31/24) The New York State Fire Code requires that the fire alarm be used in an evacuation drill, and it is not considered a prop.

Annual Training: Drills will be conducted only after annual training in emergency procedures has been provided to students and staff.

Varied Scheduling: Drills will be scheduled on different dates, days of the week, and during various times of the school day.

Exclusions for Unplanned Events: Unplanned evacuations or false alarms do not count as a required drill. Evacuations made necessary by the unplanned activation of the fire alarm system or by any other emergency shall not be substituted for a required evacuation drill.

Student/Staff Notification: At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills. (Effective 7/31/24)

Parental Notification: Parents or persons in parental relation will be given advance notice of each drill being conducted within one week prior to the drill. (Effective 7/31/24) Procedures for notifying parents or persons in parental relation will include:

- Parentsquare to parents within one week before the drill
- General time period of the drill
- The type of drill
- Purpose of the drill
- A post-drill notice will immediately follow upon completion of the drill.

Evacuation (Evacuate) Drills: Eight (8) evacuation drills will be conducted each year, with six (6) completed between September 1 and December 31. Four (4) of these drills must involve the use of fire escapes on buildings where fire escapes are provided or other secondary means of egress such as different corridors, hallways, stairways, and exit doors. Students will be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly.

Lockdown Drills: Four (4) lockdown drills will be conducted annually, with two (2) completed between September 1 and December 31.

During lockdown drills, classrooms will be released from lockdown by school or district administrators. Physical release by law enforcement applies to actual lockdown events, consistent with the required definition in Commissioner's Regulation §155.17. This drill release procedure is reviewed annually with all staff as part of multi-hazard training and coordinated with the Building-Level Emergency Response Teams and participating law enforcement agencies.

Emergency Dismissal Drill: One (1) emergency dismissal drill will be conducted to evaluate early dismissal procedures, occurring no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting an evaluation of this drill. This drill also allows the District to evaluate the usefulness of the communications and transportation system during emergencies.

Summer School: At least two (2) additional drills are required in buildings used for summer school, with one (1) drill held during the first week.

After-School Programs, Events, and Performances: For after-school programs, events or performances conducted within a school building that include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.

Full Scale Exercises: The district may opt to conduct functional exercises with emergency response agencies to involve staff, students, and parents in realistic drills. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.

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.

Training and Review Processes

Training for Students: Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time, providing an opportunity for students to ask questions about any unclear procedures.

Age-appropriate student instruction shall also include awareness of Sudden Cardiac Arrest, including how to recognize a medical emergency, the importance of promptly notifying an adult, awareness of where automated external defibrillators (AEDs) are located within the building, and an understanding of which staff members are authorized to use AEDs.

Building-level Emergency Response Planning Team and District Administration Team Training: Each Building-level Emergency Response Planning Team and representatives of the District administration engage in tabletop exercises with emergency response agencies that are encouraged to participate in these exercises.

Sudden Cardiac Arrest: Annual training provided to staff shall include how to recognize sudden cardiac arrest or similar life-threatening health emergencies and the specific procedures outlined in the cardiac-emergency response plan, in alignment with state law and nationally recognized evidence-based practices such as those recommended by the American Heart Association.

Special Provisions

Building Occupants with Special Needs: Prior to the commencement of each school year, the Building-Level Emergency Response Planning Team shall conduct an inventory of any special needs students. Appropriate accommodations for the school year will be incorporated into each Building-Level Emergency Response Plan.

Access and Functional Needs: Building-specific procedures addressing the access and functional needs of students, staff, and visitors are maintained in each school's confidential Building-Level Emergency Response Plan. These procedures are integrated into the applicable emergency response annexes and address considerations such as mobility limitations, medical needs, medication access, medical equipment, service animals, personal assistance requirements, and other access or functional needs that may impact response actions during evacuation, shelter-in-place, hold-in-place, secure lockout, lockdown, and other emergency

conditions. Such procedures are developed, reviewed, and updated by the Building-Level Emergency Response Team in accordance with Commissioner's Regulation §155.17, district policy, and applicable privacy and civil rights requirements.

Staff Development Training:

- All general staff shall receive training on District-wide procedures as well as specific procedures contained within their respective Building-Level Emergency Response Plan.
- Beginning in the 2025–2026 school year, this training shall also include components of Sudden Cardiac Arrest, including how to recognize the signs of Sudden Cardiac Arrest, initiate appropriate emergency response actions, and understand the location of automated external defibrillators (AEDs), consistent with Education Law §2801-a(2), as amended by Chapter 189 of the Laws of 2025.
- This training shall occur prior to September 15 of each school year or within 30 days of joining the District and may be conducted during a staff development day in August, online, or through a combination of both.
- Any staff member designated to operate an AED must hold a current certification from a nationally recognized organization, completed through a course that includes an in-person, firsthand skills component, consistent with Public Health Law §3000-b(3)(a). Online-only courses without a firsthand demonstration do not satisfy this requirement.
- The District will provide advanced training for each Building-level Emergency Response Planning Team and District-wide Safety Team annually.
- Effective July 1, 2025, the training will include a description of the roles and responsibilities of the Building-level Emergency Response Planning Team, the building-level Incident Command System including the roles and responsibilities of designated staff, and the building level-emergency response plan procedures for implementing the following required emergency response terms: shelter, hold, evacuate, secure lockout, and lockdown. The required training shall also include the procedures for conducting drills, including whether classrooms will be released from lockdown by law enforcement or school or district administrators during drills, and the district and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health.

The training below will be provided to 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 Plant & 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

Type of Training	Personnel Trained	Date of Training
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

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 plans, 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 partnered with the Suffolk County Sheriff's Office who conducted a security audit/assessment of all school buildings.
- All visitors are screened prior to entry and must state their purpose and confirm any scheduled appointment. Upon verification, visitors are required to present valid photo identification, sign in, and receive a visitor badge before being escorted from the vestibule to their destination. Visitors remain escorted throughout their time in the building and are accompanied upon the conclusion of their visit. Any individual found in the building without a visible visitor badge will be immediately questioned by staff, with the Security Director notified and appropriate action taken.
- The District maintains a comprehensive video surveillance system across all school buildings and grounds. Cameras are strategically positioned to provide coverage of building entrances and exits, hallways, communal areas, parking lots, and other critical locations. The system is monitored 24 hours a day, seven days a week, providing continuous oversight of district facilities. Surveillance footage is retained in accordance with district policy and is made available to law enforcement upon request. The District regularly evaluates and upgrades its surveillance infrastructure to ensure optimal coverage and system reliability.
- The District employs New York State licensed security guards who provide a visible security presence throughout school buildings and grounds during the school day and at

school-sponsored events. All security personnel are licensed in accordance with Article 7-A of the New York State General Business Law and are trained to support a safe and orderly school environment. Security staff work in close coordination with building administrators, the Security Consultant, and local law enforcement to identify and respond to potential security concerns, enforce visitor protocols, and assist in emergency situations. The District regularly reviews its security staffing levels to ensure adequate coverage across all facilities.

- The District retains an independent school safety and emergency management consultant to provide expert guidance in support of its overall security program. The consultant brings experience in law enforcement and school safety, including specialized knowledge of New York State Education Law §2801-a, Commissioner's Regulation §155.17, and applicable federal and state emergency management frameworks. In this capacity, the consultant assists the District in assessing vulnerabilities, reviewing, and updating safety and emergency plans, evaluating security protocols, and providing staff training. The consultant works collaboratively with district administration, building-level personnel, and law enforcement partners to ensure the District's safety program remains current, compliant, and aligned with best practices in K-12 school safety.
- The District utilizes weapons detection systems at its secondary school buildings as part of a layered approach to school security. The systems are portable, allowing the District to deploy them flexibly across locations and entry points as operational needs require. Metal detector screening is conducted in accordance with Board of Education Policy #5154.1, which governs the use of metal detectors in district facilities. Screening operations are overseen by trained security personnel who work in coordination with building administrators to ensure consistent and orderly implementation. The use of metal detection technology reflects the District's commitment to maintaining a safe and secure learning environment for all students, staff, and visitors.
- The District retains the authority to conduct searches of students and their belongings in accordance with Board of Education Policy #5154. Building administrators or designees may conduct searches when there is reasonable suspicion that a student is in possession of illegal substances, weapons, or other items that pose a threat to the health, safety, or welfare of the school community. All searches are conducted in a manner consistent with applicable law, and with due regard for student privacy and dignity. Findings resulting from a search may be referred to law enforcement where appropriate. Policy #5154 ensures that the District's search procedures are applied consistently, lawfully, and in the best interest of maintaining a safe school environment.

SECURITY STAFF AND SYSTEMS

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 school 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.

**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 A](#). 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 B](#).

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 C](#)).

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 D](#)).

Public Safety Policy # 1350

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

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 F).

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.

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/ssd/documents/MentalHealthResourcesfor_Educators.pdf and <http://www.p12.nysed.gov/ssd/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.

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.

SECTION III: RESPONSE

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.

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 18, 2025, 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 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. In circumstances

where a student is removed from school and transported for a mental health evaluation or involuntary psychiatric hospitalization, the building principal or designee shall coordinate a return-to-school process prior to the student's reentry. This process shall include consultation with the student's treating provider where practicable, review by the building-level mental health team, and implementation of any recommended safety supports or monitoring protocols. Specific return-to-school procedures are detailed in each Building-Level Emergency Response Plan.

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.

Media and Public Information Protocol

The Patchogue-Medford Union Free School District recognizes that accurate, timely, and consistent communication with the media and the public is a critical component of emergency management. During any emergency, crisis, or significant safety incident, the manner in which information is communicated to the public directly affects community trust, parent confidence, and the operational effectiveness of the response.

It is the policy of the Patchogue-Medford Union Free School District that all media communications during an emergency or safety incident shall be managed exclusively through a designated Public Information Officer (PIO), operating under the authority of the Superintendent of Schools as the Incident Commander or Unified Command structure. No other district employee, administrator, or staff member is authorized to speak to the media, issue public statements, or post incident-related content on behalf of the district during an active emergency without explicit authorization from the Superintendent or designee.

This protocol is consistent with the National Incident Management System (NIMS) and the Incident Command System (ICS) Public Information function, and is designed to prevent the release of inaccurate, premature, or operationally sensitive information that could compromise the safety of students, staff, or first responders.

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 #4314 (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.

Public Health Emergencies – Communicable Disease

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:

- A list and description of positions and titles considered essential with justification for that determination.
- The specific protocols that will be followed to enable non-essential employees and contractors to telecommunicate.
- 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.
- 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.
- 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.
- 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.
- 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 I (Communicable Disease-Pandemic Plan).

Emergency Remote Instruction During Emergency School Closures

In addition to the Communicable Disease-Pandemic Plan ([Appendix I](#)), the Patchogue-Medford School District has established plans for the provision of remote instruction during any emergency school closure, consistent with Commissioner's Regulation §155.17. Emergency closures may result from but are not limited to acts of violence or threatened violence, severe weather events, infrastructure failure, utility disruption, environmental hazards, or other events rendering one or more school buildings unusable or unsafe for in-person instruction.

In the event of an emergency school closure, the Superintendent or designee shall determine whether conditions permit the transition to remote instruction. The district will utilize its established remote learning infrastructure and platforms to maintain instructional continuity to the extent practicable given the nature and duration of the emergency. The Director of Technology shall be responsible for activating remote instruction protocols and communicating access procedures to staff, students, and families. Staff will be notified via district communication systems; families will be notified via ParentSquare.

The District's emergency remote instruction plan addresses the following elements consistent with Commissioner's Regulation §155.17:

Access to devices and connectivity. The District issues district-owned devices to students in grades K–12). The District annually surveys students to determine access to computing devices and internet connectivity at their places of residence, and the Superintendent reports the results of this survey to the Commissioner no later than June 30 of each school year. Students, without adequate home internet access, will be provided alternative means of accessing instruction.

Instructional delivery. Remote instruction may be delivered through synchronous instruction via Schoology and asynchronous instruction where appropriate. Teachers will maintain regular instructional contact with students and document attendance and participation consistent with district policy and applicable instructional time requirements.

Students with disabilities and English language learners. Students with IEPs or Section 504 plans will receive special education programs and related services to the greatest extent practicable consistent with their plans, including remote delivery of related services where appropriate. English language learners will continue to receive English language development instruction and bilingual/ENL supports during periods of remote instruction.

Remote instruction protocols will be reviewed and updated annually as part of the District-Wide School Safety Plan review process.

EMERGENCY RESPONSE PROTOCOLS

Required Emergency Response Term Definitions

The following definitions are required by Commissioner's Regulation §155.17, as amended effective July 1, 2025, and must be used consistently in all emergency procedures, plans, and staff training:

Evacuate / Evacuation means to move students for their protection from a school building to a predetermined location in response to an emergency.

Shelter / Shelter-in-Place means keeping students in school buildings and sheltering them when it is deemed safer for students to remain inside rather than to return home or being evacuated.

Lockdown: means to immediately clear the hallways, lock, and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.

Hold / Hold-in-Place means the restriction of movement of students and staff within the building while dealing with short-term emergencies.

Secure Lockout: means students and staff remain inside school buildings that are locked and secured during incidents that pose an imminent concern outside the school.

These definitions apply to all references to these terms throughout this plan and all Building-Level Emergency Response Plans.

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:

Cardiac Emergency Response Plan (CERP)

In accordance with New York State Education Department requirements, the Patchogue-Medford School District has developed and implemented a District-Wide Cardiac Emergency Response Plan (CERP) ([Appendix J](#)). This plan establishes standardized procedures to ensure a rapid, coordinated, and effective response to any cardiac emergency occurring on school grounds, during school hours, or at school-sponsored events.

The CERP outlines district protocols for:

- Immediate activation of emergency medical services (EMS) and internal emergency communication procedures.
- Identification and training of the District Cardiac Response Team (CRT) at each school building.
- Placement, inspection, and maintenance of Automated External Defibrillators (AEDs) throughout district facilities in accordance with state guidelines.
- Annual staff training, including CPR/AED certification for designated personnel and awareness-level training for all staff.
- Documentation and post-incident review procedures to ensure continuous improvement and compliance.

Note: Annual cardiac emergency response drills are not required under state law. Should the District elect to conduct a CERP drill, it will comply with the trauma-informed drill requirements of Commissioner's Regulation §155.17, and any drill involving EMS personnel will be conducted when students are not present.

The Cardiac Emergency Response Plan is incorporated into the District-Wide School Safety Plan and is reviewed annually by the District-Wide School Safety Team. Updates are made as required by NYSED regulations, district operational needs, and best-practice recommendations in emergency response and school safety.

In addition to the district-wide Cardiac Emergency Response Plan (CERP), each school building has updated its Building-Level Emergency Response Plan to include a school-specific Cardiac Emergency Response Plan. These building-level plans identify local response team members, AED locations, communication protocols, and site-specific procedures to ensure a timely and coordinated response to a cardiac emergency. Building-level CERPs are reviewed annually by each Building-Level Emergency Response Team and updated as required.

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

In the event of a hostage situation involving students, staff, or other individuals on school property, the building principal or designee shall immediately contact 911 and notify the Superintendent or designee. Under no circumstances shall district staff attempt to negotiate with or confront the individual holding the hostage. Once law enforcement arrives, the Incident Commander role shall transfer to the ranking law enforcement officer on scene, and all district personnel shall operate under law enforcement direction. The building principal shall implement the appropriate protective action — lockdown, evacuation, or hold — for building occupants not directly involved in the incident, based on guidance from law enforcement and the Building-Level Emergency Response Plan. Parent notification shall be coordinated through the Superintendent's Office in consultation with law enforcement, and no information regarding the incident shall be released to the media until authorized by the designated Public Information Officer and law enforcement. Detailed operational protocols for hostage situations are contained in the confidential Building-Level Emergency Response Plan for each school building.

Intrusions

An intrusion is defined as the unauthorized entry of an individual into a school building or onto school grounds. The nature and apparent intent of the intruder will determine the appropriate response, which may range from a secure lockout to a full lockdown depending on the level of threat presented. Any staff member who identifies an unauthorized individual on school property shall immediately notify the building principal or designee and security personnel. The building principal shall assess the situation, contact law enforcement as appropriate, and implement the protective action protocol that best ensures the safety of students and staff. Staff shall not physically confront or attempt to detain an intruder. All exterior doors remain locked during the school day, and visitor access is controlled through the building's security vestibule and visitor management system as a primary preventive measure. Detailed response protocols for intrusion scenarios, including armed intruder response, are contained in the confidential Building-Level Emergency Response Plan for each school building.

Kidnapping

In the event of a kidnapping or abduction involving a student on school property or during school-sponsored activities, the building principal or designee shall immediately contact 911 and notify the Superintendent or designee. Staff shall provide law enforcement with all available information, including a description of the student, the suspected individual, and any vehicle involved. The district maintains current emergency contact information and documentation of lawful custody arrangements for all enrolled students; staff shall not release a student to any individual not authorized in district records, regardless of the circumstances presented. In the case of a suspected custodial abduction, law enforcement shall be notified immediately, and the non-custodial parent or guardian shall not be given information regarding the student's whereabouts without law enforcement guidance. Parent and guardian notification shall be coordinated through

the Superintendent's Office in accordance with applicable law and law enforcement direction. Detailed response protocols for kidnapping scenarios are contained in the confidential Building-Level Emergency Response Plan for each school building.

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 If Superintendent is not available, Superintendent's secretary will contact other central office administrators in this order: • Assistant Superintendent for Human Resources • Assistant Superintendent for Business & Ops. • Assistant Superintendent for Instruction • Group text to all administrators
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 Provide timely notification to the Western Suffolk BOCES District Superintendent whenever building-level plan activation results in school closure (except routine snow emergency days).
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.

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.

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. In accordance with Commissioner's Regulation §155.17(f), the Patchogue-Medford School District Board of Education shall cooperate with appropriate state, county, and city agencies in developing agreements for the use of school-owned facilities and vehicles during a disaster. When directed by county emergency preparedness plans or directives, the district is required to relinquish control of school transportation vehicles and facilities to the appropriate state or county agencies, including Suffolk County Emergency Management. The Transportation Supervisor, or designee, shall serve as the district's primary point of contact for any such coordination.

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.

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
Superintendent of Schools	Dr. Patrick Harrigan	631-687-6380
Asst. Superintendent for Human Resources	Dr. Joey Cohen	631-687-6340
Asst. Superintendent for Instructional Serv.	Michele Marrone	631-687-6350
Asst. Superintendent for Business & Operations	Frank Mazzie	631-687-6330
Facilities Director	Paul Noonan	631-687-6480
Food Services Director	Daniel Erwin	631-687-6525
Safety & Security Consultant	John Ahern	631-687-6580
Transportation Supervisor	John Toups	631-687-6460
Administrator of Technology	James Richroath	631-687-6418

PROTECTIVE ACTION OPTIONS

Building-Level Emergency Response Plans, which are confidential, address the following actions as determined by the nature of the emergency:

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.

SECTION IV: RECOVERY

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.

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.

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