

# East Quogue Union Free School District

## School Safety Plan For Public Disclosure 2024-2025

East Quogue Union Free School

District 6 Central Avenue  
East Quogue, NY 11942  
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### Board of Education and Administration

#### 2024-2025 Board Members

Christopher Hudson	President	Term Expires in 2027
Jessica Stalters	Vice President	Term Expires in 2025
Briana Gladding	Trustee	Term Expires in 2025
Kristin Jankowski	Trustee	Term Expires in 2026
Kristi LoRusso	Trustee	Term Expires in 2026

#### Superintendent/Principal

Michael Miller

#### School Safety

John P. Moran

#### Administration

Assistant Principal/Director of Student Services

Kelly Freeborn

Business Official/Treasurer

Robert Doyle

#### District Clerk

Lenore Rezza

## **MISSION AND GOALS**

The mission of the East Quogue School District in an emergency/disaster is to:

- Protect lives and property
- Respond to emergencies promptly and properly
- Coordinate with local emergency services and community resources
- Aid in disaster recovery, including accurate documentation

The safety goals of the East Quogue School District are to:

- Provide emergency response plans, services, training and supplies
- Ensure the safety of students, faculty, staff and visitors to the school
- As quickly as possible, restore normal operation by coordinating staff and facilities

The School Superintendent is the Chief Emergency Officer and is responsible for:

- Communication between school staff and law enforcement and first responders
- Ensuring staff understand and are trained in the district and building safety plans

## **Objective**

- The district will mitigate against the effects of hazardous events by identifying hazards, preparing for, responding to, and managing the recovery from emergency situations.
- The district shall provide training for school personnel and students that includes violence prevention, mental health awareness, and emergency situation drills, in accordance with law.
- The multi-hazard emergency plan addresses emergency situations and identifies immediate action guidelines for responding to specific types of incidents.
- The National Incident Management System (NIMS) and Incident Command System (ICS) is used to uniformly manage emergencies with set processes, protocols, and procedures.

## **Plan Development, Maintenance, Distribution**

The Emergency Response Teams are responsible for the development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the ERP. Various agencies are involved in responding to school incidents, including emergency responders (police, fire, EMT, mental health). An important component of the ERP is advanced planning with these various agencies, as well as community service providers to aid in a timely response.

## **Distribution of the Plan**

School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Agency	Name of Receiving Party	Date
New York State Police	Safe Schools NY	10/1/2024
New York State Police	Major Steven J. Udice	10/1/2024
Southampton Town Police	Chief James Kiernan	10/1/2024
East Quogue Fire Dept.	Chief Paul Sulzinski	10/1/2024
Southampton Town Fire Marshal	Chief Fire Marshal John Rankin	10/1/2024

## **Plan Review and Updates**

The School Safety Team will review the ERP annually and update it by July 1st as needed.

## **Emergency Response Team (ERT)**

### **District-Wide Emergency Response Team**

The district-wide School Safety Team has the following goals:

- Ensures compliance with the provisions of the SAVE legislation;
- Reviews supplemental information related to school safety planning;
- Manages the District-wide School Safety Plan;
- Conducts a Public Hearing on the District-wide School Safety Plan;
- Coordinates efforts with the Board Policy and the Health & Safety Committees;
- Completes activities in accordance with Implementation Timeline;
- Develops a list of required follow-up activities to fully implement the safety plans;
- Coordinates with the Southampton Town Police Department, East Quogue Fire Department, New York State Police Department, and the Suffolk County Department Emergency Services for training, resource and information sharing.
- Coordinate with Montauk Bus and our lunch monitors for the purpose of inclusion into our district-wide safety plan.

### **Building-Level Emergency Response Teams (SERT)**

The initial emergency response will be from the School Emergency Response Team (SERT) which follows protocols and processes to ensure the safety and supervision in a crisis, as delineated in the Building Level Emergency Response Plans. Upon activation of the SERT, the Superintendent of Schools (or designee) will be notified of the emergency. Crisis response includes managing school buildings, grounds, occupants, and rescue and recovery personnel during and after a crisis. The SERT is composed of diverse stakeholders who are trained and typically do not have direct responsibility for students.

## East Quogue School District SERT

Position	Name
Director of School Safety	John Moran
Principal/Superintendent	Michael Miller
Secretary to Principal	Robin Goldfarb
Maintenance Crew Leader	Kevin Jones
School Nurse	Margaret Garvey
School Psychologist	Lauren Porter
School Security	John Moran
Faculty/Staff	Heather Nicholson Sally Mullen
Faculty/Staff	Lenore Rezza
Local Law Enforcement	Chief James Kiernan, Southampton Town PD
Local Fire Department	East Quogue Fire Chief Paul Sulzinski
Montauk Bus	Samantha Loper
Teacher Aide/Monitor	Stephanie Rempe

### Risk Prevention and Training

Training with students and staff at the beginning of the school year does the following:

- Inform students of proper procedures to access staff to discuss problems without fear of repercussion;
- Inform students of youth-run programs, peer mediation programs, conflict- resolution, and student mentoring programs.
- Staff and students are trained to recognize and deal with bullying and harassing behaviors.
- The Code of Conduct provides consistent consequences for inappropriate behavior.
- Students shall be made aware of the signs and symptoms of violence.

### Training

Staff and students shall be trained to respond to emergency situations through age-appropriate drills and exercises in each school building, including:

- Evacuation Drills
- Live drill including sheltering or lock-down
- Emergency Response Team exercises with the SERT

The building administrators in conjunction with the director of safety will establish an annual schedule of drills for each facility in accordance with law. Local emergency services may have to participate to test the efficacy of the emergency response plan.

### Reducing Risk

The district's physical environment, equipment, personnel, procedures, and policies help ensure the safety of all students, staff, and visitors who lawfully enter district property.

### **School Safety Officer/Guard**

A guard's primary duty is to ensure the general safety of all those lawfully on district property. The number of guards and their schedules are determined by building needs. The District follows state mandates regarding the hiring and screening of guards and duties may include:

- Provide protection for students, staff, and visitors
- Enforce district policies as per Board of Education policy
- Patrol parking lots, outside entrances and doorways, walkways and secured areas
- Control flow of campus traffic, particularly at bus arrival/dismissal
- Oversee parking
- Conduct periodic checks of doors, windows and parking areas
- Interact/intervene with students, buses, etc. as required
- Direct hallway traffic
- Greet visitors and distribute passes
- Provide information and directions as may be required
- Patrol hallway and lavatories
- Intervene in the event of disturbances and contact appropriate officials
- Restrain persons engaged in disorderly conduct
- Respond to emergencies such as bomb threats and building evacuations
- Assist in calming disturbances and crowd control
- Assist law enforcement officers in the performance of their duties
- Bring any fire hazards and building safety problems to the attention of administration
- Alert building administrator about altercations/problems
- Report vandalism and unsecured areas to building administrator
- Perform other duties specific to security purposed as determined by the site

### **Required training and required knowledge shall include:**

- School violence prevention and non-violent crisis intervention training
- Site-specific training including review of manuals, maps, building-resources
- Right-to-know training
- Blood borne pathogen training
- CPR Certification
- Defibrillator (AED) Certification
- First Aid Certification
- NY State Security Guard Certification
- Child Abuse & Mandated Reporter

**Training shall be implemented as follows:**

- School violence prevention and intervention training including initial non-violent crisis intervention training
- Violence prevention training on regular conference days (annually)
- Right-to-know training (as required by law) District-Wide Plan, For Public Disclosure
- Blood borne pathogen training (as required by law)
- Additional building-based training based on site discretion and needs
- Knowledge of school board policies that are related to safety and security
- Knowledge of District-Wide School Safety Plan and specific roles related to plan
- Videotapes related to security and crisis situations
- Training in the use of security devices as needed

**Dissemination of Information**

- Mechanisms such as Parent Square, mailings, newsletters, meetings, open- house presentations, and counseling sessions for disseminating materials. This format will include multi-cultural and Non-English speaking households.
- Annual review and dissemination of the Student Handbook and Code of Conduct;
- Plain-language review of procedures for bomb threat, intruder, and evacuation drills prior to actual drills;
- Classroom and/or assembly orientations on security and safety issues;
- Nonviolent conflict resolution, peer mediation and youth courts are also available;

**Hazard Identification**

Off-campus sites exist as both emergency safe-havens and potential hazards:

- Long Island Railroad crossings
- Montauk Highway
- Mendenhall Fuel
- Sunrise Highway & related thoroughfares
- Flood prone areas
- Bay and Beachfront Areas
- Pine Barrens Areas

**Communication, Notification, and Activation**

In the event of a violent incident, personnel will notify the main office, including the Building Principal, regarding the nature of the incident and the need to call 9-1-1 for assistance. All personnel are authorized to call 9-1-1 and initiate a lock-down.

Communication methods include telephone, fax/email, two-radio system, NOAA weather radio, intercom, local media, emergency alert system, social media, and cellular phones. The Incident Commander, will determine appropriate medium in the event of an actual emergency.

### **Contacting Parents/Guardians in the Event of a Violent Incident**

Building administrators will contact parents or guardians in the event of violent incidents and crisis situations. When a student is involved in any violent situation, a parent or guardian shall be contacted as soon as practical. In the event of a violent incident or an early dismissal, parent/guardian notification will be conducted by means of mass communication. It may be necessary to use other means such as local media.

### **Response to Threats or Acts of Violence**

Each building shall direct students, staff, and visitors to respond to disaster and emergency situations:

- Designation of Incident Response Team and definition of chain of command consistent with NIMS/Incident Command System.
- School personnel; local, regional and/or state emergency response agencies; a post-incident response team; medical personnel, mental health counselors and others who can assist in coping with the incident's aftermath.
- Ready access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;
- Establishment of internal and external communication systems in emergencies;

The foundation of the district-wide School Safety Plan includes basic crisis prevention measures. These measures shall be practiced on a daily basis by all personnel:

- Scanning the room and secondary exits upon first entering;
- Immediately notifying administration of anything suspicious;
- Closing and locking the door when leaving the room vacant;
- Locking all entrances after school begins, except those where access is controlled;
- Visitors reporting to the Security Guards upon entering the building

### **Emergency Assistance and Guidance from Local Government**

Depending on the emergency, the district may need to contact 9-1-1 for assistance. Other agencies may be contacted, including the American Red Cross and the Suffolk County Emergency Management Office or operations center, among others.

### **DESIGNATED EVACUATION AREA**

(If students and personnel need to evacuate school campus)

Westhampton Beach High School  
49 Lilac Road  
Westhampton Beach, NY 11978

### **Emergency Remote Instruction Plan**

The district's ERI Plan is reviewed and updated annually by our safety and emergency response teams to ensure all students have the resources necessary for continued education during an emergency school closure.

## **Communication**

The district has developed a plan for communicating all necessary information should a school or schools need to close. We will use existing internal and external communications channels to notify staff, students, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to students and families who need them. Communication will be sent via Google classroom, Parent Square, email, phone calls, etc.

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including Google classroom, Parent Square, email, phone calls, student management system, etc.

## **Device and Internet Access**

To support remote learning, the district has assigned a computer device to all students. This device goes home each night, but will be delivered if necessary.

To the extent possible, the district will also support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access points for students and families so that they may participate in remote learning. The district, based on parent/ guardian communication, will deliver hot-spots to families that are in need of Wi-Fi access.

There may be students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. In cases when a student, due to their documented needs, is unable to access instruction through digital technology, teachers will work directly with guardians to determine the best way to deliver instruction, whether it be through packets and phone calls, teletherapy, individual/small group video conferencing, or in person at a mutually agreed upon public space if no other option is available.

The district will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence. The district provides all teachers and related service providers devices and provides hot-spots as needed.

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform, Google Classroom, to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students. Along with a cover sheet of expectations, instructional how-to videos are available as needed.



## **Teaching and Learning**

Our District has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Instruction will focus on “core” subject areas; however, elective courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

## **Special Education/Support Services**

Based on the learning model we have developed, students with disabilities and/or an Individualized Education Plan will continue to receive support services in accordance with their individualized education plans (IEP) should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.