

Quogue
Union Free School District

District - Wide
School Safety Plan

2024-2025

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QUOGUE UNION FREE SCHOOL DISTRICT DISTRICT-WIDE SCHOOL SAFETY PLAN

INTRODUCTION

This plan has been developed by the Quogue Union Free School District School Safety Team to be in compliance with Education Law 2801-a and Commissioner's Regulation 155.17. It delineates specifics for dealing with a variety of crises and/or emergencies which could endanger staff and/or students.

In accordance with Education Law 2801-a and Commissioner's Regulation 155.17, the following policies and procedures comprise the Quogue UFSD District-Wide School Safety Plan and will be implemented by the Superintendent. The plan is designed to assist students, staff, and visitors with the following elements:

- implied or direct threats of violence by students, staff, and visitors
- acts of violence by students, staff, and visitors
- appropriate prevention and intervention strategies
- contacting law enforcement officials in the event of a violent incident
- contacting parents/guardians in the event of a violent incident
- school building security
- dissemination of materials regarding early detection of potentially violent behaviors
- annual school safety training for students and staff
- protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings
- improving communication-among students, between students and staff, and for the reporting of potentially violent incidents
- duties of school safety personnel, personnel training, and the hiring/screening process of school security personnel, if applicable.

I. BUILDING-LEVEL SCHOOL SAFETY PLAN

The building administrators have developed a Building-Level School Safety Plan and provided instruction to students and staff, to prepare them to respond to threats of violence, disaster and emergency situations in a practical way. It shall be standard operating procedure for staff and students to be familiar with the Building-Level School Safety Plan to ensure each individual knows what to do in an emergency and how to do it should the need arise. The Building-Level School Safety Plan has identified potential sites of emergency including, but not limited to, buildings, grounds, and field trips, and contains the following elements:

- Procedures for the safe evacuation of students, staff and visitors in the event of an emergency or serious violent incident, meaning an incident of violent criminal conduct that is, or appears to be, life-threatening and which warrants the evacuation of students and/or staff because of an imminent threat to their safety or health.
- Designation of an emergency response team comprised of school personnel, local law enforcement officials; representatives from local, regional and/or state emergency response agencies; and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident.
- Procedures for ensuring that crisis response and law enforcement officials have 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.
- Definition of the chain of command in a manner consistent with the National Interagency Incident Management System/Incident Command System.
- Coordination of the school safety plan with the statewide plan for disaster mental health services to assure that the school has access to federal, state, and local mental health resources in the event of a violent incident.
- Procedures for the reviewing and the conducting of drills and other exercises to test components of the emergency response plan.
- Policies and procedures for securing and restricting access to a crime scene in order to preserve evidence in cases of violent crimes on school property.
- Policies and procedures for obtaining assistance from local government agencies.

II. GENERAL DAILY PREVENTION MEASURES

The implementation of the District-Wide School Safety Plan begins with the adoption of basic preventative measures prior to a crisis. These measures shall be practiced on a daily basis by all personnel.

- Each teacher/staff member who occupies a room or area will scan the room or area upon first entering.
- The building administrator or his/her designee will be notified immediately if anything looks suspicious.
- When leaving the room vacant for long periods, staff will close and lock the door.
- All entrances will be locked, and only accessed by individually coded security fobs.
- All visitors must report to the greeter's desk to sign-in, and all visitors must return to the greeter's desk at the end of the visit to sign-out.

III. PLANS OF ACTION IN THE EVENT OF EMERGENCY/CRISIS/THREATS OR ACTS OF VIOLENCE

Due to the variety of disaster emergencies, the following action plans have been developed to ensure the safety of students, staff and visitors:

A. Cancellation Prior to the Start of School

The Superintendent or his/her designee(s) shall make the decision to close school for the health, welfare, and safety of students, staff, and visitors. Notice will be given to parents, students and staff through the use of radio, television, cell phone texting and telephone. Staff are expected to report for service as usual, unless specifically told otherwise via the communication systems mentioned.

B. School Safety Plans

The principal will be responsible for activating the school safety plan and the initial response, which may include:

1. **Lockout** - when conditions are safer inside a building than outside. All students, staff and visitors are secured in the school building away from the outside danger. Daily activities continue as normal inside the building.
2. **Lockdown** - when a person or situation presents an immediate threat to students, staff and visitors in or around the building. All exterior doors and classroom doors are locked and students, staff and visitors stay in their offices, work areas and classrooms.

3. **Shelter-in-Place** - when conditions are safer inside the building than outside. For severe weather sheltering, students, staff and visitors are held in the building and will move to the main corridor outside the classroom, or other safe area, as directed. Classroom doors are to be closed.
4. **Hold-in-Place** - students, staff and visitors remain in place for an expected short duration due to a medical emergency or maintenance issue.

C. General Evacuation

The plan shall be used as a guideline when conditions within the building present an immediate health or safety risk to the occupants and vacating the building would reduce or eliminate those risks.

- Upon notification to evacuate, students, staff and visitors will immediately leave the building according to the Evacuation Drill Exit Plan posted near each door and/or as directed.
- If appropriate, visitors may leave after they have notified the person they were visiting with.
- Students, and staff are to remain together in designated areas outside the building. Staff members are responsible for the supervision of students and taking attendance in order to be certain that all students have left the building.
- The Incident Command Center will be notified that all persons have been accounted for and exited the building.

D. General Go-Home Plan

This plan shall be used when it is necessary to return students to their homes as quickly as possible.

- Students shall remain in their classrooms until called for. Classroom instruction should be continued whenever possible.
- Contact shall be made with parent/legal guardian to arrange for their child/children to be picked up.
- Teachers and administrators shall assist students with exiting the building and safely handed off to their parent/legal guardian.
- If appropriate, visitors may leave after they have notified the person they were visiting with or the Incident Commander.

- Staff shall remain in the building until dismissed by an administrator. Upon leaving, all doors are to be closed and lights turned off. Administrators and other designated personnel shall be responsible for the final building check before leaving and locking doors.

E. Off-Campus Shelter

This plan shall be used when it becomes necessary to move students, staff and visitors off campus completely and immediately.

- Upon notification to evacuate, students, staff, and visitors shall immediately leave the building according to the Evacuation Drill Exit Plan posted near each door and/or as directed.
- Staff shall lead their students to a location determined by the building administrator.
- Prior arrangements will be made with other area schools or locations to serve as Designated Off-Campus Shelter Sites in the event indoor shelter is required.

IV. EVACUATION OF DISABLED STUDENTS, STAFF AND VISITORS

The Building-Level School Safety Plan shall include evacuation procedures for all disabled persons and shall identify assigned responsibilities and procedures to assist the disabled. The building administrator shall work with local emergency responders to ensure their understanding of the protocols included in the Building-Level School Safety Plan.

V. EVACUATION AREAS

Evacuation areas must be identified in the Building-Level school Safety Plan, and staff should know the location of the evacuation areas where students will be taken during emergencies. Students and parents will be notified of evacuation areas only as needed, due to security considerations and confidentiality. All students and staff shall remain in designated evacuation areas until dismissal or parental/guardian pickup.

VI. WEATHER CONDITIONS AND EVACUATION

The possibility always exists that students and staff may have to evacuate a building during inclement weather conditions. The Building-Level School Safety Plan will address procedures for prolonged outdoor exposure; therefore, administrators will determine how best to provide temporary shelter should time outside be prolonged.

VII. RE-OCCUPANCY OF A SCHOOL BUILDING

After the building has been cleared by law enforcement, fire department personnel or other qualified emergency responders, the building administrator or his/her designee shall be

responsible for making the decision to re-enter the school building. Based upon information received one of three decisions shall be considered by the building administrator: (1) re-occupy the building and resume classes; (2) relocate the building occupants to another facility (off-campus shelter); or (3) activate the plan for early dismissal (go-home plan).

VIII. PROCEDURES ON HOW TO RESPOND TO MULTI-HAZARD EMERGENCIES

The Building-Level School Safety Plan will include specific protocols for responding to Bomb threats, hostage situations, intrusions, and kidnappings. Students and parents will be notified of these protocols only as needed, due to security considerations and confidentiality.

IX. HAZARD IDENTIFICATION

A survey of potential hazardous sites was performed and none were identified within close proximity to the district.

X. CONTACTING LAW ENFORCEMENT OFFICIALS IN THE EVENT OF AN EMERGENCY

The building administrator will establish an ongoing rapport with local law enforcement officials in order to develop appropriate safety and security policies and procedures.

XI. PARENT/GUARDIAN NOTIFICATION

The building administrator has developed procedures for contacting parents or guardians in the event of violent incidents and/or crisis situations. All procedures are in accordance with Quogue UFSD Code of Conduct and New York State Law. When a student is involved in any violent situation, a parent or guardian shall be contacted.

XII. BUILDING SAFETY/SECURITY

The Quogue UFSD shall provide the necessary physical environment, security devices, Security personnel, and procedures/policies to ensure the safety of all students, staff, and visitors who lawfully enter school property. The Quogue UFSD shall ensure that the facility is physically secure by:

- having installed building alarms, fire alarms, proper lighting, and appropriate locking systems
- conducting ongoing visual inspection and systematic maintenance of security alarms, fire alarms, inside and outside doors, and locking devices

- establishing procedures for building access which limit entrances, and have all other entrances locked

The Quogue UFSD shall identify staff members who will be responsible for the effective administration of safety/security regulations and shall provide the necessary time and resources to those employees. The building administrator will review the security needs of the facility and will make recommendations to implement the required changes.

The Quogue UFSD shall provide appropriate staff, security devices and training to ensure the safety and security of students, staff, and visitors. Security devices include, but are not limited to, video surveillance, two-way radios, detection alarms, phones (regular/cell phones), and intercom systems.

The Quogue UFSD shall provide an ongoing avenue for the effective review of safety and security concerns of students, staff, and visitors.

XIII. SAFETY TRAINING

In order to provide and maintain a safe and secure environment for all personnel, it is imperative to establish policies and procedures for annual school safety training. The Quogue UFSD shall implement a staff development program in order to assure that staff incorporate the necessary knowledge and skills to assure their own safety, as well as the safety of students and visitors. Training covering the following topics shall be implemented:

A. Staff

- right-to-know training (as required by law)
- bloodborne pathogen training (as required by law)
- school violence prevention and intervention training conducted by our school psychologist once a year or as needed
- non-violent crisis intervention training conducted by our school psychologist once a year or as needed
- additional training based on building discretion and needs
- Quogue UFSD Board Policies related to safety and security
- Building-Level School Safety Plan and specific roles related to plan
- training in the use of security devices as needed
- Covid-19 training video: Maintaining a Healthy School Environment

- Additional topics as determined by building administration

B. Students/Staff

- annual review of the Code of Conduct, as early in the school year as practical
- Safety drills as required by law
- classroom and/or assembly orientations on security and safety issues
- Instruction regarding appropriate conflict resolution during the Social/Emotional learning periods facilitated by the school psychologist.

XIV. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

Early detection of potentially violent behaviors in a student is crucial to eliminating a potential crisis. Therefore, personnel involved with Quogue UFSD students will receive training on warning signs and symptoms of suicide and violent behavior through the Global Compliance Network, professional development trainings.

- all staff members will be trained in recognizing and effectively dealing with these behaviors
- informative materials will be disseminated to appropriate personnel

XV. IMPROVING COMMUNICATION-AMONG STUDENTS, BETWEEN STUDENTS AND STAFF, AND FOR THE REPORTING OF POTENTIALLY VIOLENT INCIDENTS

A building administrator will conduct an assembly or class meetings with students and staff to

- inform students of the proper procedures to report concerns to staff
- inform students that staff will be available to discuss any concerns/problems
- advise students of appropriate staff members to contact in the event of a conflict
- advise students of age-appropriate mechanisms for the confidential reporting of threats of school violence, or incidents of school violence

XVI. PREVENTION AND INTERVENTION STRATEGIES

- The building administrator or designee will arrange workshops, Superintendent's Conference Days, or training sessions for staff on the topics of conflict resolution and violence prevention.
- The building administrator will review the Code of Conduct with all students and staff, as early in the year as possible.
- Students will be instructed about Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making by the School Psychologist during their SEL (Social and Emotional Learning) period that takes place once a week in each classroom.

XVII. SCHOOL SAFETY PERSONNEL-DUTIES, TRAINING, HIRING, AND SCREENING

In order to provide protection and security for staff, students, and visitors who lawfully enter Quogue UFSD property, the following duties, training, hiring and screening shall be implemented for those staff deemed responsible for school safety.

A. Duties

- provide protection for students, staff, and visitors lawfully on school property
- enforce Quogue UFSD policies
- oversee parking lots, outside entrances and doorways, outside walkways and secured areas
- conduct periodic checks of halls, lavatories, doors, windows, and parking areas to prevent trespassing and vandalism
- report vandalism and unsecured areas to building administrator or his/her designee
- alert building administrator or his/her designee about altercations/situations
- interact/intervene with students, visitors, etc. as required
- perform other duties specific to security purposes as determined by the building administrator

B. Required Training

- school violence prevention and intervention training, including initial non-violent crisis intervention training and refresher courses
- site-specific training, including review of all manuals (e.g., Quogue UFSD policies, Building-Level School Safety Plan etc.)
- Right-to-know training (as required by law)
- Bloodborne pathogen training (as required by law)

C. Hiring and Screening

- all prospective employees will complete an employment application
- all prospective employees must provide three current references, preferably from supervisors
- all prospective employees will be fingerprinted, in accordance with the law

VIII. ANNUAL REQUIREMENTS FOR REMAINING IN COMPLIANCE

- review of Code of Conduct and all safety plans
- implement prevention and intervention programs for staff and students
- schedule violence prevention training for staff
- provide training for all personnel acting in a security capacity
- provide school safety training for staff and students
- conduct drills and exercises for building-level emergency response plan
- screen and fingerprint all prospective employees

XIX. ANNUAL REVIEW OF SAFETY PLANNING

The Quogue UFSD District-Wide and Building-Level school Safety Plans will be reviewed and updated annually. This review will be conducted by members of the District Wide School Safety Committee and the Building Level Emergency Response Team.

The Quogue UFSD recognizes that critical evaluation of drills and exercises are the best learning experiences and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include, but not be limited to, local Police and Fire Departments, rescue and Ambulance Services and Local Emergency Management Offices.

XX. DISTRICT-WIDE SCHOOL SAFETY COMMITTEE

A District Wide School Safety Committee is comprised of faculty, staff, administration, parents and local law enforcement.

XXI. PUBLIC HEALTH EMERGENCY PLAN

In the event that the governor declares a public health emergency involving a communicable disease the following protocols will be followed.

1. Essential Personnel

The following positions are deemed essential in the event of a public health emergency.

Superintendent/Principal - lead the coordination of efforts to deal with a public health emergency, and communicate with the local health department

Assistant Principal - assist with the coordinating efforts, oversee distance learning, and assist teachers with curriculum and student issues

School Business Administrator - assist with coordinating efforts, maintain purchasing, payroll and state reporting responsibilities

Custodians - clean and disinfect areas in or around the building affected by the public health emergency, maintain HVAC, alarm, and security systems

District Clerk - assist with notifications to the community, maintain payroll and teacher attendance responsibilities

Accounts Payable - assist with office tasks that may arise due the public health emergency, maintain purchasing responsibilities

Network & Systems Specialist - assist with all technology issues

School Nurse - assist with reporting and contract tracing associated with the communicable disease and keep administration updated on health protocols

2. Non – Essential Personnel

Classroom Teachers, Special Area Teachers, Special Education/Related Services Teachers and Teaching Assistants will be given the tools (e.g. laptops, microphones, cameras) to conduct their classes and service students, through Zoom video conferencing. Every student

has been issued an iPad or MacBook Air to assist with distance learning and access various on-line educational tools.

3. Workplace Adjustments

The administration will adjust workspace locations to allow essential workers to have a safe environment.

- a. Personnel with a single office space will work from those locations.
- b. Classroom Teachers, Special Area Teachers, Special Education/Related Services Teachers and Teaching Assistants, can work remotely from their classrooms, offices, or their homes.
- c. Shared office space – individuals will be assigned alternate locations to create a single space environment.

4. Description of PPE Protocols

- a. The head custodian, nurse and purchasing agent will work together to procure PPE required to address the emergency as per guidance from Federal, State, and Local authorities.
- b. Sufficient inventories will be maintained to provide at least two pieces of each type of PPE to every essential employee during any given work shift for a period of six months.
- c. All PPE will be stored in accordance with the manufacturer's recommendations to prevent degradation.
- d. All types of PPE will be readily available in the event of an emergency.

5. District Response to a Positive Case

- a. To prevent the spread or contraction of a communicable disease that is the subject of the public health emergency, an asymptomatic, exposed, or positive individual will go to an established isolation area and will be monitored by the school nurse until he/she can safely leave the building. The school nurse will initiate contact tracing.
- b. The school nurse will notify the Superintendent of any suspected or confirmed cases. The Superintendent or his/her designee will then notify the appropriate agencies as per guidance from Federal, State, and Local authorities.
- c. The suspected or confirmed case will be safely transported to home or a healthcare facility as appropriate.
- d. The head custodian will be notified of the locations that the suspected or confirmed positive individual was located or visited. The location will be disinfected as per guidance from Federal, State, and Local authorities. The remainder of the building will also be disinfected as per guidance from Federal, State, and Local authorities.
- e. If an employee requires time off to receive a test, treatment, isolation, or quarantine, that employee will receive the time off permitted by applicable laws and regulations.

6. Documentation Protocols

- a. The school nurse will maintain all documents related to suspected or positive cases.
- b. Contact Tracing information is required of all visitors to the school and filed with the school nurse.

- c. Use of the electronic door access card and sign-in sheet information may also be used for the purpose of contact tracing and identification of possible exposure.

7. Emergency Housing for Essential Employees

- a. The Superintendent of Schools, or designee, shall be the point of contact in the event that emergency housing for essential employees is required. Employees seeking such information shall submit a request in writing to Quogue UFSD P.O. Box 957 Quogue, N.Y. 11959 or call (631) 653-4285. The Superintendent of Schools, or designee, shall contact the County of Suffolk and/or other local entities, to be determined at the appropriate time, to locate emergency housing options and protocols.

XXII. EMERGENCY REMOTE INSTRUCTION PLAN

1. Internet and Digital Device Access

- a. The school district provides all staff members and students in grades PreK-6 access to a personal computing device. In an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their devices at home for instruction.
- b. The district participates fully in the SED Student Digital Resource Survey to assess how many students have internet access at home. The district will provide hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.
- c. Technology support remains available for all families as if school were open. Our technology team either provides online or over-the-phone help or arranges an appointment for repair drop-off and loaner pick-up. This way, no child is without a device at any time.
- d. All faculty should have an alternative general activity for students if widespread power outages or other disruptions to connectivity occur, preventing the synchronous connection. If students lose connectivity, they are expected to complete the alternate assignment provided.

2. Pedagogy

- a. Several district-provided instructional technology software programs are available to support instruction, and a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing various delivery methods that best suit their course, grade level, and teaching style.
- b. Teachers will deliver real-time instruction to a full group or subset of students using Zoom and Google Classroom. Teachers may incorporate asynchronous or project-based opportunities within this model.
- c. Teachers will make personal connections with all students during scheduled class times via Zoom and Google Classroom. These connections will allow teachers to take attendance, introduce new content or skills, and will enable students to connect with their teachers and peers to be guided through lessons, ask questions, and

maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.

- d. Using various methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will help students in this mode of instruction through the asynchronous and synchronous methods outlined above.

3. Student Expectations

- a. All students will receive information on accessing course material and instruction from their teachers. Students are expected to follow all directions and to fully participate in instruction. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves according to school expectations.
- b. All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Zoom and Google Classroom sessions.
- c. Cameras are to be kept on during classroom meetings unless directed by your teacher.
- d. Students are expected to work in an appropriate setting when participating remotely / online. Workplaces include a desk, table, kitchen counter, etc...
- e. Student dress must be appropriate on all platforms – the Student Dress Code section of the Code of Conduct applies to students on all platforms.
- f. If there are any circumstances preventing full and appropriate participation, the school attendance procedure should be followed.

4. Daily Schedule

- a. The virtual day will follow the same school schedule framework as the student's regular school schedule. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled times. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.

5. Communication Protocol

- a. Teachers will follow the same communication protocols established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All available strategies should be accessed to maintain effective communication.