

Montauk Union Free School District

District Safety Plan

In compliance with Commissioner of Education Regulations 8 NYCRR Section 155.17
(b) and 155.17 (c)(11)

Updated July 2023

School Superintendent

Joshua Odom

Board of Education

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Montauk School District Wide Safety Plan 2023-2024

Purpose

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

Emergency management in our schools is the continuous process by which our staff, students, administrators, parents, school groups, emergency responders and our community manages hazards in an effort to avoid or mitigate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

Districts are required to develop district-wide school safety and emergency management plans designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the District with local and county plans and resources when incidents and emergencies occur. The district-wide plan is responsive to the needs of all schools in the District and is consistent with the more detailed building-level emergency plans. Districts are vulnerable to a wide variety of acts of violence; and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Montauk School District supports the S.A.V.E. legislation. As such, the Superintendent of Schools, Board of Education, and the entire District staff encourages and advocates on-going districtwide cooperation in support of Project S.A.V.E.

Identification of School Teams

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have an Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801-a 16. At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District. The Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors.

Plan Development and Maintenance

The Emergency Response Team is responsible for the overall development, maintenance, and revision of the School Safety Plan and for coordinating training and exercising the Building Level Emergency Response Plan (ERP). Team members are expected to work together to make recommendations for revising and enhancing the plan.

The duties of the team shall include the development, review, and update of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17. The District Safety Team should meet regularly throughout the year to conduct the following business:

1. Assess and review the District-wide Safety and Emergency Management Plan annually.
2. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
3. Conduct training sessions as necessary.
4. Meet with, oversee, and help guide the Building-level Emergency Response Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review protocols and procedures as well as receive training and instruction.
6. Meet with local government and emergency service organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be incorporated into the District's Emergency Management Plan.
7. Conduct all other business as deemed necessary.

District-Wide Safety Team

1. Thomas Flight, Board Trustee
2. Joshua Odom, Superintendent of Schools/Principal and Chief Emergency Officer
3. Brigid Collins, Assistant Principal and DASA Coordinator
4. Sarah McGuire, PPS Director
5. Fernando Osorio, Business Official
6. Jim Jahoda, Security Guard
7. Kim Notel, Security Guard
8. Gabe Greci, Security Guard
9. Karen Theiss, School Nurse
10. Luke Stein, Custodial Crew Leader
11. Rick White, Teacher/Director of Arts
12. Justin Raynor, Head Bus Driver/Parent
13. Michael Adelson, School Psychologist
14. Denise Hamilton, Secretary

Concept and Operations

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide School Safety and Emergency Management Plan will guide the development and implementation of Building-level Emergency Response Plans.
2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
4. Once the Superintendent and/or their designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System.
5. Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations.
6. An important component of the District Wide Safety Plan is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident.
7. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a full copy of the District Wide Safety Plan and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within thirty (30) days of adoption.

Send Building Level Safety Plans to:
New York State Police
Headquarters – Field Command
Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:
info@safeschools.ny.gov

Building Level Emergency Response Plans are CONFIDENTIAL and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the **District Wide Safety Plan**, including Appendices and Annexes are recommended to be distributed to your Building ERT, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Plan and Review Public Comment

1. The District-wide Safety and Emergency Management 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.
2. On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, 19 155.17(a) Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter. District-wide Safety & Emergency Management Plan and county vocational education extension boards consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans.
3. Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.
4. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department on or before September 1st of each year or within 30 days of adoption.
5. A copy of this plan is also available on the Montauk UFSD website.
6. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(3).20 This plan will be made available for public comment at least 30 days prior to its adoption.
7. Building-level Emergency Response Plans will be supplied to the New York State Police, County Police and all local police departments covering the District, by October 15th of each year or within 30 days of adoption.

Section II: Risk Reduction/Prevention and Intervention

Prevention and Intervention Strategies

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

1. The District utilizes trained multidisciplinary Threat Assessment Teams at each building to evaluate threats and implement the appropriate mitigation strategies. The District provides support and record keeping for the activities of each team.
2. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
 - a. Emergency Responders
 - b. Regional BOCES
 - c. District Consultants
3. Training for school staff working in an incident control capacity may include:
 - a. Individual and group de-escalation techniques
 - b. Non-violent conflict resolution skills and
 - c. Peer mediation
4. The District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
5. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.
6. Procedures relating to building security including utilization of staff and security equipment are as follows:
 - a. The school has installed electronic security systems.
 - b. All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
 - c. All staff members are expected to wear District-issued photo identification badges.
 - d. After the designated start time of the school day, each school will be appropriately secured.
 - e. All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.
 - f. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery.
 - g. The District has executed Memorandums of Understanding (MOU) with Security Providers as required by NYS Regulation
 - h. Extended day and other school safety programs - The district school buildings and facilities provide a valuable resource to our students and community after the conclusion of the school day. The following are strategies utilized during after school hours:
 - i. To the degree possible, access to areas of the school building is limited to only those needed for activities.
 - ii. Some buildings may use a modified point of entry

The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include:

- Security personnel
- Surveillance cameras
- Door-lock (buzzer) entry systems
- Portable Radios
- Alarm Systems
- Keypad or swipe entry systems
- Single or limited points of entry

Improving Communications with Students

Each of the schools within the district provides a wealth of school safety-related initiatives. These programs may include peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with school counselors, social workers, and school psychologists. By October 1st of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures. Each building has established a mechanism for the anonymous reporting of school violence and harassment and has communicated this to students and parents.

The school district's Code of Conduct is accessible to parents and students and reviewed with all students at the beginning of the school year. During the review with students, bullying, discrimination, harassment and violations of the Code of Conduct, along with consequences are discussed. All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct. In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, classroom lessons, small group lessons and/or individual counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, mindfulness rooms, yoga and movement breaks, and a variety of wellness opportunities.

Reporting Acts of Violence or Acts Threats

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting. The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

- Students are instructed to report threats and acts of violence to staff members.
- Each school has designated a reporting process, which can be done anonymously.
- Staff members are required to report all student referrals to the administration for investigation.
- Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety is provided to all employees each year.

Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

There is a close working relationship between the Town Police Department, local fire departments and the local hospital. There is a Building Level Emergency Response Team in place in the school building prepared to respond to an emergency or violent incident.

The interior and exterior portions of all school buildings, school grounds, and surrounding neighborhoods are assessed each year for potential threats/hazards that may impact the site, staff, and students.

In the event the campus needs to be evacuated students and staff will be moved by grade to offsite shelter locations. The notification will be given by the administration.

- Chief Emergency Officer issues a directive to relocate and notify transportation.
- Evacuation plan instituted - same as evacuation drill and 100% accounting and attendance of students will be verified.
- Students will travel with the classroom/homeroom teacher to assigned locations off campus.
- Before any bus may leave, attendance will be taken so that all students designated to ride the bus are on board.

Threat and Hazard Type Examples

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, and Human-caused Threats
<ul style="list-style-type: none"> ● Earthquakes ● Tornadoes ● Lightning ● Severe wind ● Hurricanes ● Floods ● Wildfires ● Extreme temperatures ● Landslides or mudslides ● Winter precipitation ● Wildlife 	<ul style="list-style-type: none"> ● Explosions or accidental release of toxins from industrial plants ● Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills ● Hazardous materials releases from major highways or railroads ● Radiological releases from nuclear power stations ● Power failure ● Water failure 	<ul style="list-style-type: none"> ● Infectious diseases, such as pandemic influenza, coronavirus strains, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis ● Contaminated food outbreaks, including Salmonella, botulism, and E. coli ● Toxic materials present in school laboratories 	<ul style="list-style-type: none"> ● Fire ● Active shooters ● Criminal threats or actions ● Gang violence ● Bomb threats ● Domestic violence and abuse ● Cyber attacks ● Suicide

Training, Drills and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the Building-Level Emergency Response Plan, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at the start of the school year.
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. or by contacting your local emergency management agency.
- Annual training.
- Review Building-Level Emergency Response Plan with staff.
- Conduct full staff briefings on roles to perform during an emergency.

- Ensure all staff have been briefed in the communications/notifications requirements set forth in the Building-Level Emergency Response Plan.
- Conduct student briefings on roles they perform during an emergency.

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- 8 NYCRR Section 155.17 (e)(3) - Each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- 8 - Evacuation drills
- 1 - Lockdown drill – Announced (first marking period)
- 3 - Lockdown drills – Unannounced (quarterly - following first announced drill)

Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms, and positioning of students and staff in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “May I have your attention? This is a drill – LOCKDOWN – This is a drill”). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service “SAFETY DRILL IN PROGRESS - PLEASE WAIT.” This will serve to notify any uninformed parents or visitors and prevent unwarranted panic. Upon completion of the drill, parents will be notified via text and email. Staff should not communicate with parents during a lockdown.

Use this table to document training and drills associated with this ERP, including exercising of this ERP and informing faculty and staff of their roles within ICS.

Type of Training/Drill	Date of Training/Drill	Agencies Involved
Training for staff on ER Procedures	TBA	Montauk School and EHTPD
Announced Lockdown Drill	TBA	Montauk School and EHTPD

Unannounced Lockdown Drill	TBA	Montauk School and EHTPD
Unannounced Lockdown Drill	TBA	Montauk School and EHTPD
Unannounced Lockdown Drill	TBA	Montauk School and EHTPD

Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The District Wide Safety Plan is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency services will be available in most serious incidents.

Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.

- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the District Wide Safety Plan and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

Staff Development and Training

All general staff will receive training on District-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur prior to September 15th of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.

The District will provide advanced training for each Building-level Emergency Response Team (BERT) and District-wide Safety Team annually. The training will include practices and procedures to educate, evaluate, update and review all Emergency management protocols and procedures the teams perform including, but not limited to Lockdown, Lockout, Evacuation, Shelter-In-Place, Hold-in-Place and Early Dismissal.

The District may involve local emergency responders to participate in this training. Additional training includes but is not limited to:

- De-escalation training
- Warning signals for violence and mental health concerns
- Non-violent conflict resolution
- Student School Emergency Response Procedures Training

Section III: Concept of Operations

Objectives

The overall strategy of a District Wide Safety Plan is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Section IV: Operational Guidance

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee, until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

The school principal will be responsible for activating the school safety plan and initial response. By developing and practicing a set of response procedures, school staff and students will be able to quickly and safely respond to a variety of situations. To ensure consistency, our team must only use the following terms during an emergency response: Shelter in Place Hold in Place Evacuate Lockout Lockdown

Throughout this document, the term **S-H-E-L-L** refers to these 5 emergency response terms. Code names, colors, or any terms that would be confusing to first responders will NOT be used.

- A. **Shelter-in-Place** - Sheltering students and staff inside the building because it is safer inside the building than outside.
- B. **Hold-in-Place** - Restricting movement of students and staff within the building while dealing with short term emergencies.
- C. **Evacuate** - Evacuating students and staff from the building to a safer location.
- D. **Lockout** - Students and staff remain inside locked ***school buildings*** during incidents that pose an imminent concern ***outside*** of the school.
- E. **Lockdown** - Securing students and staff inside locked **classrooms** during incidents that pose an ***immediate threat of violence*** in or around the school.

Notification Procedures

In case of an emergency in the school, the flow of information after calling 9-1-1 shall be from the school Principal to the district office. Information should include the nature of the incident and the impact on the facility, students and staff.

- In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down/out incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
- In the event the school is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System.

Source and Use of Resources

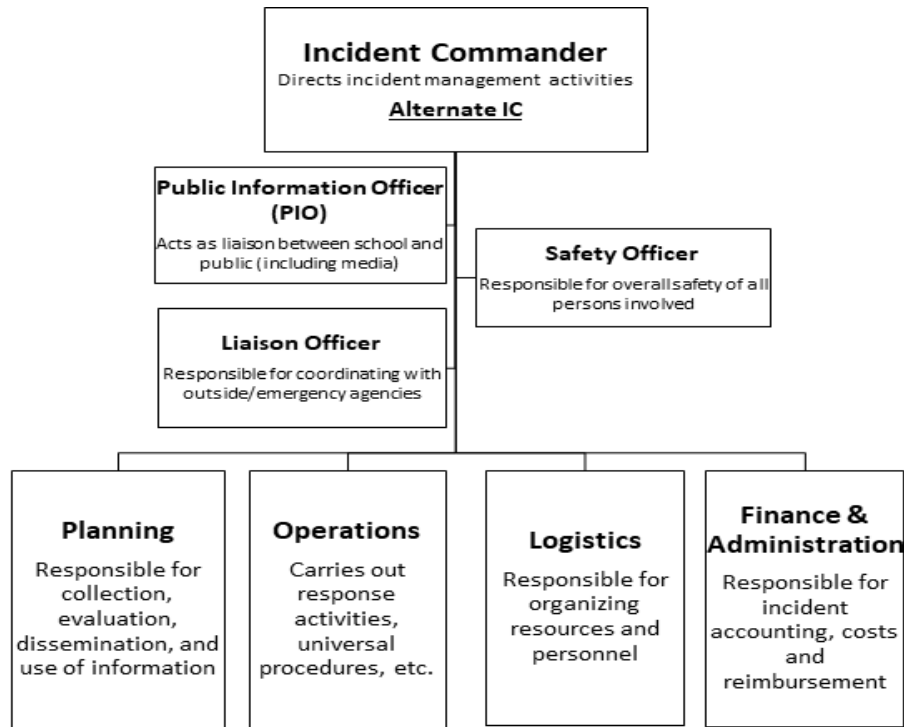
The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix-D: Memoranda of Understanding, include copies of all MOU's.

School Incident Command System

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS). Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



See Appendix B: Incident Command System for a listing of staff designated to fill the Command roles.

School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command - Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed).
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants.
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all significant activities.

Operations - Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the “Logistics Section.”
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from the “Logistics Section.”
- Document all activities.

As needed, Emergency Response Teams may be activated within the Operations Section.

8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

Planning Section - Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information for an incident as it develops (including site map and area map).
- *Assist with ongoing planning efforts and maintain incident log.
- Document all activities.

Logistics Section - Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone trees for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration - Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property.
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records.

Coordination with Responders

The Building-Level Emergency Response Plan may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

EMERGENCY CHAIN OF COMMAND and DUTIES

Title	Name	Responsibility
Person who detects emergency	-	Notify Administration/ Building-Level Emergency Response Team
Superintendent of Schools/Principal Chief Emergency Officer	Joshua Odom In his absence: Brigid Collins	Contacts authorities, calls 911, alerts local emergency response agencies and alerts principal Contacts press, BOCES, and Board of Education
Assistant Principal-	Brigid Collins In her absence: Sarah McGuire	Notifies Building-Level Emergency Response Team and staff of emergency response procedures Begins notification process of parents and staff. Includes robo-call, email and text.
Custodial Crew Leader	Luke Stein	Assists with process/ evacuation (if needed)
Security Guard	Jim Jahoda/Gabe Grenzi/Kim Notel	Assists with notification/evacuation procedures
Clerical	Denise Hamilton	Assists with notification/evacuation procedures
Teacher	Rick White	Assists with notification/evacuation procedures

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different stakeholders.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles have been pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Superintendent/Principal - The Principal (or designee) will serve as the Incident Commander and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the Principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction for all incident management actions based on procedures outlined in this District Wide Safety Plan.
- Take steps necessary to ensure the safety of students, staff and others.
- Determine which emergency protocols to implement as described in the functional annexes of this District Wide Safety Plan.
- Coordinate/cooperate with emergency responders.
- Keep the Superintendent informed of the situation.

Teachers / Substitute Teacher / Student Teachers - Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students in their charge.
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Building-Level Emergency Response Team Member
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved.
- Render first aid or CPR if certified and deemed necessary.

Teaching Assistants

- Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Counselors, Social Workers & School Psychologists

Responsibilities include:

- Ensure the safety of students, staff and other individuals during the implementation of the Building-Level Emergency Response Plan.
- Provide appropriate direction to students as described in the Building-Level Emergency Response Plan for the incident type.
- Render first aid or CPR and/or psychological aid, if trained to do so.
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency.
- Administer counseling services as deemed necessary during or after an incident.
- Execute assignments as directed by the Incident Commander.

School Nurse/Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid.
- Organize first aid and medical supplies.
- Execute assignments as directed by the Incident Commander.

Custodians/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water and electricity. Ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Control locks and physical security as directed by the Incident Commander.
- Keep Incident Commander informed of the condition of the school.
- Execute assignments as directed by the Incident Commander.

Secretaries/Office Clericals

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Provide assistance to the Incident Commander/Principal.
- Monitor radio emergency broadcasts.
- Execute assignments as directed by the Incident Commander.

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander.

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander.

Students

Responsibilities include:

- Cooperate during emergency drills, exercises, and during an incident.
- Follow directions given by faculty and staff.
- Know student emergency actions and assist fellow students in an incident.
- Report situations of concern. (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and emergency procedures.

Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information.
- Listen to and follow directions as provided by the School District.

Information Collection, Analysis and Dissemination

The School will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management, and relief agencies. The school will also monitor the school district information portal to determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information.
- Staff member who collected and analyzed the information.
- Staff members receive and use the information.
- Format for providing the information.
- Date and time the information was collected and shared.

Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school district and school officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to staff and students.
- Evacuations
- Casualties
- Containment or termination of the incident.

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

Authorities and References

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command.
- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

Section V: Planning for Emergency Conditions

Pandemic Response Plan

According to Education Law [2801-A](#), in order to facilitate the continuation of operations in the event the governor declares a state disaster emergency involving communicable disease, the following procedures will be followed.

Pandemic Response Team- A building level Pandemic Response Team has been created to support all planning, management and decision making related to the District's Pandemic response actions. The Superintendent of Schools and/or the Pandemic Safety Coordinator will oversee the building level teams.

Each team will be comprised of the following:

- Superintendent
- Building Principal
- Assistant Principal
- Athletic Director
- Director of Pupil Personnel Services
- Maintenance Crew Leader
- Mental Health Staff (i.e. Guidance Counselor, Social Worker and School Psychologists)
- School Nurses
- Health Teacher

The team will be responsible for:

- Periodically reviewing the building's implementation of the District's Reopening Plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school data regarding health and safety measures and the presence of the disease and reporting that data to the District, as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges of a pandemic.
- Providing necessary communications to the school community and to the District.
- See Reopening Plan (page 11)

Emergency Drill:

Montauk School ERT team shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements unless to follow all PPE and social distancing requirements. This may mean conducting drills by grade, on various cohort days in order to meet social distancing requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they will be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans need to include how lockdown and evacuation drills are to be conducted. Methods to promote and provide for social distancing during the evacuation drills will be created with the school's emergency response team. Those changes will be included as addendums to the Emergency Response Plan.

Emergency Remote Instruction Plan (ERI): Commissioner's Regulation §155.17

ERI plans ensure that there is a common understanding about remote instruction at Montauk School. The following will outline the availability of devices and internet access, provisions for special education and related services for students with disabilities, and expectations for remote learning.

Component 1: Policies and Procedures Making Computing Devices Available to Students

- All students are provided a Chromebook at the beginning of the year. Students in grades 3rd-8th have Chromebooks accessible, as they were distributed and kept over the summer. K-2 eSchool roster reports are used to assign Chromebooks to students on Day 1 of school.. Parents and students electronically accept our safety and technology agreements. In the event that remote instruction is necessary prior to students returning to school on Day 1, the same eSchool rosters will be used and grade levels/classes will be scheduled to pick up Chromebooks.
- Communication with families regarding the dissemination of computing devices will be the responsibilities of homeroom teachers, support staff, or any other staff member designated by school administration. School personnel will utilize phones, email, and Parent Square (A third-party communication application) to schedule pick-up.
- If a device is in need of repair, a parent will contact the school and schedule a replacement device. Parents will pick up a new device as the school district will repair the damaged or broken device.
- All students will participate in synchronous learning.

Component 2: Policies and Procedures to Ensure Students Receive Remote Instruction

- The district will send out a digital resource survey, which will provide information on which families require internet connectivity.
- Plans will be in place to ensure families without appropriate internet access will be able to

participate in synchronous learning.

- The district will reach out to local businesses and the high school to see if they offer free wifi access and provide parents with a list of these places.

Component 3: Expectations for School Staff as to the Proportion of Synchronous and Asynchronous

- All staff members are provided a Chromebook or equivalent device that is able to perform the duties of synchronous instruction. A staff survey will be provided to identify any staff member who may not have internet access.
- Synchronous instruction will follow the same schedule as a typical school day. Teachers and support staff who assist students with individualized needs will be expected to follow their same schedule and participate in synchronous instruction accordingly.
- Training will be provided to teachers in the event of remote instruction in the proper use of Google Classroom and synchronous learning.

Component 4: A Description of how Instruction Will Occur When Digital Technology is Not Available

Component 5: A Description of how Special Services Will Continue in Accordance with FAPE

Component 6: The Estimated Instructional Hours of Emergency Remote Learning

- Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid.
- The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

Continuity of Learning

The District offers a suite of online instructional tools that can be used to support remote instruction and communication. General instructional tools for communicating with students include online services including:

- Google Drive with shared folders
- GSuite (Docs, Sheets, Slides, Forms, Classroom, Sites)
- Gmail
- Delta Math
- Mobymax
- Safari Montage

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each Building-Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- Shelter-in-Place
- Hold-in-Place
- Evacuation (*required per 8 NYCRR Section 155.17 (e)(2)(i)*)
- Lockout
- Lockdown

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

Appendix A – Communications

The following tables should be completed with the requested information. Expand tables to include all information as needed.

Building – Administrative Staff

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
Joshua Odom	Superintendent/Principal	631-668-2474 ext 203		Yes	No

Brigid Collins	Assistant Principal	631-668-2474 ext 208	Yes	No
Sarah McGuire	PPS Director	631-324-0144 ext 217	Yes	Yes

Building - Faculty

Room	Name	Grade	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
246	Will Collins	Gym	631-668-2474 ext 205		Yes	Yes
NURSE	Karen Theiss	Nurse	631-668-2474 ext 211		Yes	Yes

Building – Support Staff

Room	Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member	CPR & AED Certified
333	Denise Hamilton	Clerical	631-668-2474 ext 201		Yes	No
333	Grace Lightcap	Clerical	631-668-2474 ext 202		Yes	No

District Contact Information

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Joshua Odom	Superintendent/Principal	631-668-2474 ext 203		Yes
Sarah McGuire	PPS Director			Yes

Luke Stein	Custodial Crew Leader			Yes
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Transportation Contact Information

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
Justin Raynor	Transportation	631-668-2474 ext 218		Yes

External Contact Numbers (Non-Emergency)

Name	Title	Primary Contact #	Alternate Contact #	Safety Team Member
NYS State Police	Headquarters		(866) 723-3697	No
Suffolk County Sheriff	Sheriff's Department	631-852-2200		No
Officer Devin Toia	EHTPD	(631) 537-7575 (EHTPD Headquarters)		Yes
Ken Glogg	Montauk Fire Department	(631)-668-5695		Yes
NYS Education Department	Emergency Management Agency	518 242-5000		No
David Wicks	ES BOCES Superintendent	(631) 687-3006 ESBOCES Office		No

Appendix B – Incident Command System (ICS)

COMMAND STAFF

Incident Commander	Name	Title	Phone number
Primary	Joshua Odom	Superintendent/Principal	
Alternate	Brigid Collins	Assistant Principal	
Alternate	Sarah McGuire	PPS Director	

Security Officer	Name	Title	Phone Number
Primary	Officer Devin Toia	Resource Officer	

Liaison Officer	Name	Title	Phone Number
Primary	Brigid Collins	Asst. Principal	8

Public Info. Officer	Name	Title	Phone Number
Primary	Joshua Odom	Superintendent/Principal	
Alternate	Brigid Collins	Assistant Principal	

COMMAND POSTS

	Primary	Alternate	Phone number
Interior	Main Office	PPS Office	631-668-2474
Exterior	Montauk Downs	Montauk Fire Dept.	Downs: 631-668-5000 Montauk Fire Department: 631-668-5695

Appendix C – Emergency Response Teams

8 NYCRR Section 155.17 (e)(2)(ii) – requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team.

The following tables are provided for the documentation of the Building-Level Emergency Response Team and Post-Incident Response Team. Please add additional tables if other response teams are utilized.

Emergency Response Team - BUILDING (Incident Response)

Title	Name	Montauk School	Cell Phone
Principal/Superintendent	Joshua Odom		
Asst. Principal	Brigid Collins		
Business & Facilities	Fernando Osorio		
PPS	Sarah McGuire		
Security Guard	Jim Jahoda/Gabe Greci/Kim Note		
District Clerk	Grace Lightcap		
Transportation	Justin Raynor		
Clerical	Denise Hamilton		
Counselor	Mike Adelson		
Athletic Director	Will Collins		
Teacher/Arts Director	Rick White		
School Nurse	Karen Theiss		
EHTPD	Officer Devin Toia		

Social Worker	Jaime Balsam		
Montauk Afternoons	Cheryl Carter		

Post Incident Response Team

Name	Title	Primary Contact #	Alternate Contact #
Superintendent /Principal	Joshua Odom		
Asst Principal	Brigid Collins		
Counselor	Mike Adelson		
Social Worker	Jaime Balsam		
School Nurse	Karen Theiss		
Clerical	Denise Hamilton		
Security Guard	Jim Jahoda/Gabe Greci/Kim Notel		
EHTPD	Devin Toia		

Appendix D - Memoranda of Understanding (MOU)

NO MEMORANDA of UNDERSTANDING EXIST