FIRE ISLAND UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

Work Session Agenda
October 28, 2025
4:30 p.m.

Call to Order

Pledge of Allegiance

ITEM 1 **Action Items** – *Recommended for Approval*
a. 2025-2026 District Clerk Pro Tem – *R. Swierkowski, effective 10/14/2025*
b. CSE Recommendations - *Confidential*

ITEM 2 **Fall Data Presentation**

ITEM 3 **Discussion**
- School Safety Plan Policy (#5681) & Regulation (#5681R)

ITEM 4 **Proposed Executive Session –** *It is anticipated there will be a motion to enter executive session to discuss negotiations with the Fire Island Teacher's Association.*

ITEM 5 **Adjournment**

10/24/25

SUBJECT: SCHOOL SAFETY PLANS

The District considers the safety of its students and personnel to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-Wide School Safety Plan and the Building-Level Emergency Response Plan(s) will be designed to prevent or minimize the effects of violent incidents, declared state disaster emergency involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of schools and the District with local and county resources in the event of these incidents or emergencies. These plans will be reviewed and updated by the appropriate team on at least an annual basis and adopted by the Board by September 1 of each school year.

The Board will make the District-Wide School Safety Plan available for public comment at least 30 days prior to its adoption. The District-Wide School Safety Plan may only be adopted by the Board after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The District-Wide School Safety Plan and any amendments must be submitted to the Commissioner, in a manner prescribed by the Commissioner, within 30 days of adoption, but no later than October 1 of each school year.

Building-Level Emergency Response Plan(s) and any amendments must be submitted to the appropriate local law enforcement agency and the state police within 30 days of adoption, but no later than October 1 of each school year. Building-Level Emergency Response Plan(s) will be kept confidential and are not subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

The District will provide written information to all students and personnel about emergency procedures by October 1 of each school year.

District-Wide School Safety Plan

District-Wide School Safety Plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management, and the provision of remote instruction during an emergency school closure, at the district-level, and has the contents as prescribed in Education Law and Commissioner's Regulations.

The District-Wide School Safety Plan will be developed by the district-wide school safety team appointed by the Board. The district-wide school safety team will include, but not be limited to, representatives of the Board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. The district-wide school safety team will consider, as part of their review of the comprehensive District-Wide School Safety Plan, the installation of a panic alarm system. *At the discretion of the Board, a student may be allowed to participate on the district-wide school safety team.

** Allowing a student member to participate on the safety team is now optional, not required. Please customize accordingly. A student may participate provided that no confidential information is shared with that student.*

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SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

The District-Wide School Safety Plan will include, but not be limited to:

a) Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which includes suicide;

b) Policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including consideration of zero-tolerance policies for school violence;

c) Appropriate prevention and intervention strategies, which may include:

1. Collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;

2. Nonviolent conflict resolution training programs;

3. Peer mediation programs and youth courts;

4. Extended day and other school safety programs; and

5. If the District has a multi-disciplinary behavioral assessment team, behavioral assessment team, or a county or regional threat assessment team, the establishment and/or participation of district personnel in a multi-disciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district-level behavioral assessment team or, if available, a county or regional threat assessment team. When these teams are utilized, the District will:

(a) Describe the school, district, or county team and its purpose in the District-Wide School Safety Plan; and

(b) Include information regarding the purpose and procedures of these teams in the District's annual personnel training on safety and emergency procedures.

d) Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;

e) A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

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SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

f) Procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Executive Law Article 2-B, State and Local Natural and Man-Made Disaster Preparedness;

g) The identification of district resources which may be available for use during an emergency;

h) A description of procedures to coordinate the use of district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the personnel assigned to provide assistance during emergencies;

i) Policies and procedures for contacting parents, guardians, or persons in parental relation to district students in the event of a violent incident or an early dismissal or emergency school closure;

j) Policies and procedures for contacting parents, guardians, or persons in parental relation to an individual district student in the event of an implied or direct threat of violence by the student against themselves, which includes suicide;

k) Policies and procedures relating to school building security, including, where appropriate: the use of school safety officers, school security officers, and/or school resource officers; and security devices or procedures;

l) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to, the identification of family, community, and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents or other persons in parental relation to students of the District or Board, students, and other persons deemed appropriate to receive the information;

m) Policies and procedures for annual multi-hazard school safety training for personnel and students, provided that the District must certify to the Commissioner that all personnel have undergone annual training by September 15 on the Building-Level Emergency Response Plan ~~which must include components on violence prevention and mental health, provided further that new,~~. The training will include:

1. A description of the roles and responsibilities of the building-level emergency response team, the building-level incident command system including the roles and responsibilities of designated personnel, and the Building Level-Emergency Response Plan procedures for implementing the following required emergency response terms: shelter/shelter-in place, hold/hold-in place, evacuate/evacuation, secure lockout, and lockdown.

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SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

2. The procedures for conducting drills, including whether classrooms will be released from lockdown by law enforcement or school or district administrators during drills, and the district and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health.

New employees hired after the start of the school year will receive training within 30 days of hire or as part of the District's existing new hire training program, whichever is sooner;

n) Procedures for the review and conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At its discretion, the District may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. These procedures must ensure that:

1. Drills conducted during the school day with students present will be conducted in a trauma-informed, developmentally, and age-appropriate manner and will not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency;

2. When drills are conducted, students and personnel will be informed that the activities are a drill. Students and personnel will not be informed in advance of evacuation drills;

3. When utilized as a training resource, tabletop exercises may include a discussion-based activity for personnel in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation;

4. If the District opts to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency, the District will not conduct these exercises on a regular school day or when school activities such as athletics are occurring on district grounds. These exercises will not include students unless written consent from parents or persons in parental relation has been obtained;

o) The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings;

p) Strategies for improving communication among students, between students and personnel, and between administration and parents or persons in parental relation regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer

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SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;

q) A description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;

r) A system for informing all educational agencies within the District of a disaster or emergency school closure;

s) The designation of the Superintendent or designee as the district chief emergency officer whose duties will include, but not be limited to:

1. Coordinating the communication between school personnel, law enforcement, and other first responders;

2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the District-Wide School Safety Plan and the coordination of the District-Wide School Safety Plan with the Building-Level Emergency Response Plan(s);

3. Ensuring personnel understanding of District-Wide School Safety Plan;

4. Ensuring the completion and yearly update of Building-Level Emergency Response Plans for each school building;

5. Assisting in the selection of security-related technology and development of procedures for the use of the technology;

6. Coordinating appropriate safety, security, and emergency training for district and school personnel, including required training in the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s);

7. Ensuring the conduct of required evacuation and lockdown drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by law; and

8. Ensuring the completion and yearly update of Building-Level Emergency Response Plan(s) by the dates designated by the Commissioner;

t) Protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions in Labor Law Section 27-c;

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SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

u) An emergency remote instruction plan; and

v) Appropriate accommodations for students with life-threatening health conditions.

Building-Level Emergency Response Plan(s)

Building-Level Emergency Response Plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building-level and has the contents as prescribed in Education Law and Commissioner's Regulations. As part of this plan, the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

Building-Level Emergency Response Plan(s) will be developed by the building-level emergency response planning team. The building-level emergency response planning team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level emergency response planning team will include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance, fire officials, or other emergency response agencies, and any other representatives the Board deems appropriate.

Classroom door vision panels will not be covered except as outlined in the Building-Level Emergency Response Plan.

Education Law Sections 807 and 2801-a
Labor Law Section 27-c
8 NYCRR Section 155.17

Adoption Date

Non-Instructional/Business Operations

SUBJECT: BUILDING-LEVEL EMERGENCY RESPONSE PLAN(S)

Definitions

For purposes of this regulation, the following definitions apply:

1) "Evacuate" and "evacuation" mean to move students for their protection from a school building to a predetermined location in response to an emergency.

2) "Hold" and "hold-in place" mean the restriction of movement of students and staff within the building while dealing with short-term emergencies.

3) "Lockdown" means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort.

   a. Lockdown will only end upon physical release from the room or secured area by law enforcement.

   b. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.

4) "Secure lockout" means students and staff remain inside school buildings that are locked and secured during incidents that pose an imminent concern outside the school.

5) "Shelter" and "shelter-in place" mean keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home to be evacuated.

Confidential Building-Level Emergency Response Plan(s) will include, but not be limited to:

1) Policies and procedures for the response to emergency situations, ~~such as~~ including those requiring ~~evacuation, sheltering,~~ the school to shelter/shelter-in place, hold/hold-in place, evacuate, secure lockout, and lockdown.~~, which~~ These policies and procedures will include, at a minimum:

   a. The description of plans of action for students and staff, and the recommended emergency response action to potential threats and hazards including, but not limited to threats that may require evacuation, ~~sheltering,~~ shelter/shelter-in place, hold/hold-in place, secure lockout, or lockdown, evacuation routes, and shelter sites; and

   b. Procedures for addressing medical needs, considerations for the access and functional needs of students and staff, transportation, and emergency notification to parents or persons in parental relation to a student, and procedures for reunification of students with parents or persons in parental relation following an emergency;

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SUBJECT: BUILDING-LEVEL EMERGENCY RESPONSE PLAN(S) (Cont'd.)

2) Designation of an emergency response team, other appropriate incident response teams, and a post-incident response team;

3) Floor plans, blueprints, schematics, or other maps of the building interior, building grounds, and road maps of the immediate surrounding area that are clearly labeled and readily understandable to first responders navigating the building and grounds. At a minimum:

a. Floor plans must include:

(1) The building name and address;

(2) A key to define any symbols used;

(3) A compass indicating North, as well as labels indicating building entrances/exits with alphabetic or numeric identifiers assigned (e.g., "Door A" or "Entrance 2");

(4) Windows, interior doors, room numbers, common areas, and administrative offices labeled by use;

(5) Location of water, gas, and electrical shutoffs;

(6) Location of fire alarm panels, fire sprinkler control valves, and, if applicable, fire department key boxes; and

(7) Location of emergency and security equipment; and

b. Area maps must include:

(1) The building name and address;

(2) A key to define any symbols used;

(3) A compass indicating North, as well as labeled buildings, outbuildings, fields, parking lots, building entrances/exits with alphabetic or numeric identifiers assigned (e.g., "Door A: or "Entrance 2";

(4) Parking area and property entrances/exits;

(5) Designated fire lanes and fire apparatus access roads, evacuation routes;

(6) Street names; and

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SUBJECT: BUILDING-LEVEL EMERGENCY RESPONSE PLAN(S) (Cont'd.)

(7) Emergency response areas;

4) Establishment of internal and external communication systems in emergencies which may include the installation of a panic alarm system;

5) Definition of the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS);

6) Coordination of the building-level emergency response 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;

7) Procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state law enforcement and emergency responders and preparedness officials;

8) Policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property;

9) Information about each educational agency located in the District, including information on school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such agency. Educational agencies include public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities, and public and private schools for the education of preschool children with disabilities; and

10) Appropriate accommodations for students with life-threatening health conditions.

Reporting

Whenever the building-level emergency response plan is activated and results in the closing of a school building, the Superintendent or designee will notify the Commissioner of Education as soon as possible and will provide such information as the Commissioner may require in a manner prescribed by the Commissioner. The District will also provide timely notification to the BOCES District Superintendent. This information does not need to be provided for routine emergency snow days.

8 NYCRR Section 155.17