Little Flower
Union Free School District

Dedicated to the Education of All Students

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District Wide Safety Plan

2026-2027

PUBLIC DRAFT – AVAILABLE JULY 13, 2026 through AUGUST 13, 2026

Public may submit comments to boe@littleflowerufsd.org through this date

In Compliance with
Commissioner of Education
Regulations 155.1 & 155.17
and Project SAVE

Little Flower Union Free School District

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Robert J. Scappatore	**Asst. Superintendent / Principal**
Michael C. Gordon	**Asst. Superintendent for PPS & Operations**
Kathleen A. Nolan	**School Business Manager / District Treasurer**

MISSION STATEMENT

The mission of Little Flower UFSD is to meet the individual educational, social and emotional needs of all students. We seek to create a learning environment where our students foster the tenants of respect, responsibility, and self-worth so they can transition back into their community and take pride in their accomplishments.

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SUMMARY OF LAWS

The following is a summary of New York state law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response ("school emergency response plan"). Section §2801-a prescribed minimum requirement of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies. The Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17. Regulations are hyperlinked within this document.

155.17 (b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocation 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 of each succeeding year, a district-wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

155.17 (e)(2) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

- 155.17 (e)(2)(i) Policies and Procedures for Safe Evacuation
- 155.17 (e)(2)(ii) Designation of Response Teams
- 155.17(e)(2)(iii) Procedures for Emergency Responder Access to Building Plans and Road Maps
- 155.17(e)(2)(iv) Communication in Emergencies
- 155.17(e)(2)(v) Definition of the Chain of Command Consistent with NIMS/ICS
- 155.17(e)(2)(vi) Coordinated Plan for Disaster Mental Health Services
- 155.17(e)(2)(vii) Procedures for Annual Review
- 155.17(e)(2)(vii) Procedures for the Conduct of Drills
- 155.17(e)(2)(viii) Procedures for Restricting Access to Crime Scenes
- 155.17(e)(3) A copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.
- 155.17(i) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

School Policy 5681
Legal References: 8NYCRR155.13

District Wide Safety Plan

A board of education or trustees of every school district and BOCES shall adopt and amend school safety plans which are district-wide, and school "emergency response" plans which are building-wide (formerly building-wide plans were also referred to as school safety plans).

The following applies to district-wide safety plans:

- ✓ The new proposal requires districts to certify that all staff participate in training by September 15th of each school year or 10 days after the initial hire. The training must include components on violence prevention and mental health.

- ✓ The new proposal requires that the superintendent or his/her designee shall be the district's Chief Emergency Officer (CEO). The CEO is responsible for coordinating the communication between school staff and law enforcement/first responders. The CEO is responsible for ensuring that staff understand the district level safety plan and shall be responsible for updating the building level emergency response plans annually.

- ✓ District-wide safety teams shall be appointed by the Board of Education and shall include at minimum the following:
  1. Representative of the school board
  2. Proposal removes the need for a student to be appointed
  3. Teacher
  4. Administrator
  5. Parent organization
  6. School safety personnel, and
  7. Other school personnel

2026-2027 District Safety Plan Updates as per Amendment of Section 155.17 NYCRR Pursuant to sections 2801-a and 917

On July 24, 2025, Governor Kathy Hochul signed a bill into law, known as Desha's Law, that requires New York State public schools – including school districts, boards of cooperative educational services, county vocational education and extension boards, and charter schools – to incorporate a cardiac emergency response plan into their school safety plan.

Effective December 21, 2025, each school district-wide school safety team must develop and implement a cardiac emergency response plan (CERP).

The cardiac emergency response plan is a written document that must include venue-specific procedures for incidents involving an individual experiencing sudden cardiac arrest, or a similar life-threatening emergency, while attending or participating in an athletic practice or event while on school grounds, or while attending events on school grounds. Each plan must address the use of appropriate personnel to respond to such an incident and integrate nationally recognized, evidence-based core elements, such as those recommended by the American Heart Association.

School officials must consider how to best integrate their cardiac emergency response plan into their community EMS responder protocols. Annual school safety training must now include

components on sudden cardiac arrest, in addition to violence prevention and mental health. New employees hired after the start of the school year should receive such training within thirty (30) days of hire if they did not already receive it as part of a district's existing new hire training program or annual school safety training. In addition, the district-wide school safety team may provide voluntary training to relevant staff regarding sudden cardiac arrest, including CPR, AED, and first aid.

Defibrillators, which must be provided and maintained on-site, must be clearly marked, accessible, and maintained consistent with guidelines set by the American Heart Association (AHA), or other nationally recognized guidelines focused on emergency cardiovascular care.

2025-2026 District Safety Plan Updates as per Amendment of Section 155.17 NYCRR Pursuant to sections 101, 207, 305, and 2801-A of the Education Law

Beginning July 1, 2025, all New York Public, Charter and BOCES schools must use the emergency response terms Shelter/Shelter-in-Place, Hold/Hold-in-Place, Evacuate, Secure Lockout, and Lockdown. Keep in mind, the procedures for a Shelter/Shelter-in-Place, Hold/Hold-in-Place, Evacuate/Evacuation, Secure Lockout, and Lockdown do not change.

Superintendent's Directive - To comply with NYSED 155.17(c)(1)(xix)(g): 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 Education Law section 807…"

Plan Review & Public Comment - To more accurately comply with 155.17 (c)(3)(ii) law: "Building-level Emergency Response Plans will be supplied to the appropriate local law enforcement agency and the State Police, by October 1 st of each year or within 30 days of adoption." It previously stated "New York State Police, County Police and all local police departments covering the District."

Prevention & Intervention Strategies - Regarding Threat Assessment/Behavioral Assessment teams based on (155.7(4)(1)(iii)(b): Building-level, district-wide or participation in a county-wide team is not required at this time. However, if a district does have a building-level, district-wide or participates in a county-wide team, they are required to provide a description of such teams and their purpose in the district plan.

An After School Events Annex has been added to the building-level emergency response plans. Within the District-wide safety plan, a brief statement has been added to Section II Risk Reduction/Prevention and Intervention confirming compliance with this new regulation.

A Maximum Temperature in Schools Annex has been added to the building-level emergency response plans. Within the District-wide safety plan, a brief statement has been added to Section II Risk Reduction/Prevention and Intervention confirming compliance with this new regulation.

The Drills & Exercises section has been streamlined for clarity, making legal requirements and components easier to understand and follow.

Clarification was made regarding drills during mass gathering events such as lunch periods or assemblies. It is not required to hold a drill during an assembly or lunch period, IF students are provided instruction on drill procedures in the event of a fire during these times. This instruction may be waived if a drill is held. The text states: Students will be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. This instruction may be waived if a drill is held during the regular school lunch period or assembly.

In addition to the After School Events Annex language being added to Section II, a statement was added to the Drills section as well. Districts must ensure they follow this statement in their after school activities. The text states: For after-school programs, events or performances conducted within a school building that include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.

"Full Scale Exercise" opt-out language was added as an option for those districts/schools that do not plan to participate in full scale exercises (drills that use props, actors, simulations). Participating in full scale exercises is not required. However, the full-scale exercise language is required to be in the plan.

Staff Development Training: Effective July 1, 2025, the training will include a description of the roles and responsibilities of the Building-level Emergency Response Planning Team, the building-level Incident Command System including the roles and responsibilities of designated staff, and the building level-emergency response plan procedures for implementing the following required emergency response terms: shelter, hold, evacuate, secure lockout, and lockdown. The required training shall also include the procedures for conducting drills, including whether classrooms will be released from lockdown by law enforcement or school or district administrators during drills, and the district and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health.

Protocols for Responding to Bomb Threats, Hostage-takings, Intruders, Abduction, and Other Emergency Situations: Corresponding changes to the building level plans regarding these annexes are defined in the Building Level Plans update section of this document:

“Abduction” became “Abduction/Kidnapping”

“Elopement” became “Missing Child/Elopement”

“Swatting Annex” is not a required annex, however it is recommended.

Responses to Acts of Violence: Bullet #5 was amended to add the words “or emergency closure” to comply with NYSED 155.17.

District Wide Safety Committee

Name	Position	Work Number	Cell Number
Dr. Harold Dean	Superintendent	(631) 929-4300	All cell numbers are in Emergency Response Plan (ERP)
Robert Scappatore	Asst. Superintendent / Principal	(631) 929-4300	
Joseph Delgado	School Board Member	N/A	
Robert Casazza	Teacher	(631) 929-4300	
Greg Dates	Behavior Support	(631) 929-4300	
Richard Scappatore	Maintenance Supervisor	(631) 929-4300	
Adeline Ruiz	Parent Representative-LFCFS	(631) 929-6200	

Purpose and Situation Overview

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

School Safety teams shall complete thorough threat assessments to identify circumstances in the school and near campus that may present unique problems or potential risk to people or property.

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

A list of potential threats that are considered when conducting a threat/hazard assessment are below.

Type	Examples
Natural Hazard	● Earthquakes ● Tornadoes ● Lightning ● Severe wind ● Hurricanes ● Floods ● Wildfires ● Extreme temperature ● Landslides/mudslides ● Winter precipitation ● Wildlife
Technological Hazards	● 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 released from major highways or railroads ● Radiological releases from nuclear power stations ● Dam failure ● Power failure ● Water failure

	● Cybercrimes
Biological Hazards	● Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, Staphylococcus aureus, and meningitis ● Contaminated food outbreaks, including Salmonella, botulism, and E. coli ● Toxic materials present in school laboratories
Adversarial Incidental, and Human-caused Threats	● Fire ● Active shooters ● Criminal threats or actions ● Gang violence ● Bomb threats ● Domestic violence and abuse ● Suicide ● Hostage taking ● Intruders ● Abduction/Kidnapping ● Missing child/Elopement
Public health emergency involving a communicable disease.	● COVID-19 ● Other outbreaks or clusters of communicable illnesses

Each team shall review annually and update, as needed, the appropriate district-wide or building-wide plan.

In accordance with Chapter 181 of the Laws of New York 2000 (commonly referred to as Project SAVE, Save Schools Against Violence in Education Act), the following policies and procedures comprise Little Flower School's District Wide School Safety Plan.

I IMPLIED OR DIRECT THREATS OF VIOLENCE BY STUDENTS, STAFF AND VISITORS

A. **<u>Building Level Emergency Response Plan</u>** – The Little Flower UFSD Building Level Emergency Response Plan provides instruction to students, staff and visitors to prepare them to respond to 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 Emergency Response Plan to ensure each individual knows what to do in an emergency and how to do it should the need arise. The Building Level Emergency Response Plan identifies potential sites of emergency including, but not limited to, buildings, grounds, buses, field trips and work sites and contains the following elements:

- procedures for the safe evacuation of students, staff and visitors in the event of serious violent incident or other emergency

- designation of an emergency response team comprised of school personnel, local law enforcement officials and representatives from local, regional and/or state emergency response agencies; other appropriate incident response teams; 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 assuring 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 communications 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 review and the conduct of drills and other exercises to test components of the emergency response plan
- policies and procedures for securing and restricting access to the crime scene in order to preserve evidence of violent crimes on school property

B. General Daily Preventive Measures

The implementation of the District Wide School Safety Plan begins with the adoption of basic preventive 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 must scan the room or area upon first entering.
- The building administrator or his/her designee should be notified immediately if anything looks suspicious.
- After opening the room, staff should key the door in the locked position, if possible.
- When leaving the room vacant, staff should lock and close the door.
- After school begins, all entrances should be locked, except those monitored or where access is controlled.
- All visitors must report to the main front desk to obtain a visitor's pass and all visitor must be returned to the main front desk to sign out and return visitor's pass at the end of the visit.

II ACTS OF VIOLENCE BY STUDENTS, STAFF AND VISITORS OR EMERGENCY CLOSURE

A. Plans of Action

To account for the variable character of disaster emergencies and the extent of advance warning, there are four differing plans of action to ensure the health and safety of students, staff and visitors: Cancellation Prior to the Start of School, General Evacuation (including evacuation of handicapped individual), General Go-Home, and General Shelter.

1. **Cancellation Prior to the Start of School**

The Superintendent or his/her designee(s) shall make the decision to close schools/offices for the health, welfare and safety of students, staff and visitors. Notice will be given to Staff and Day students via the existing automated calling system, "Calling Post", and/or local media stations. As a general statement, staff are expected to report for service as usual unless specifically relived via the telephone notification chain. The Superintendent will contact the Assistant Executive Director for Little Flower Children & Family Services, who will be responsible for contacting cottage staff and other RTC personnel.

2. **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.

a. Upon notification to evacuate, students, staff and visitors are to immediately leave their building according to the fire exit plan posted near each door or as directed.
b. Students, staff and visitors are to proceed to the right of the corridor in single file with minimal talking.
c. Students and staff are to remain together in designated areas outside the building. Staff members are responsible for supervision of students and taking attendance, in order to be certain that all students have left the building.
d. If evacuation is to be extended, follow *General Shelter Plan*.
e. In the case of a bomb threat, follow *General Evacuation Plan*.
f. The Incident Command Center shall be the Main Administrative Office unless an incident in the building necessitates the Command Center to be located in the Little Flower Café.

2. **General Return to Cottage Plan**

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

- Students shall remain in their classrooms until called by the Main Office. Classroom instruction should be continued whenever possible.
- In the case of "Day Students", contact shall be made with parent/legal guardian or emergency drop off address to certify that an adult will be at home to receive the child.
- Teachers and administrators shall assist in escorting the students to their cottages.
- Staff shall remain in the building until dismissed by an administrator. Upon leaving, all doors are to be closed and lights extinguished. Administrators shall be responsible for the final building check before leaving and locking doors.

3. **General Shelter Plan**

This plan shall be used in crisis situations when it has been determined that being inside the building is safer than being outside. The plan consists of three parts: Take Cover, In-Building Shelter, and Off-Campus Shelter.

i. ***Shelter/Shelter-In-Place (Take Cover)***

In the event of imminent danger due to natural or man-made disasters, students, staff and visitors should be notified to "take cover".

Students, staff and visitors will move to the main corridor outside the classroom. Classroom doors are to be closed.

If conditions deteriorate, follow "*In-Building Shelter"* procedures.

ii. ***Designated Reunification Sites***

In the event of a crisis, pre-determined locations have been designated for students to report to for pick-up from cottage staff and Day student release. Specific locations are identified in the School Emergency Response Plan.

iii. ***Off-Campus Shelter/Evacuate/Evacuation Designations***

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 their building according to the Fire/Evacuation Drill Plan posted near each door and/or as directed.

Staff shall lead their students to a location determined by the Building Administrator.

The campus buildings (dorms as well as office buildings) are to be used in such an emergency. In the event that the "disaster" may affect the campus buildings, students will be lead away from these buildings. During this type of action, the Building Administrator will make emergency transportation provisions for students to be transported to outside facilities as determined in the Emergency Response Plan.

4. **<u>Evacuation of Disabled Students, Staff and Visitors</u>**

Disabled students, staff and visitors will be assisted, as necessary, by the Classroom TA and/or one-to-one aides. Additional support will be provided by the Speech Therapist, School Social Worker(s), Guidance Counselor, & School Psychologist(s). Evacuation will take place according to the "fire/evacuation" plans.

5. **<u>Evacuation Areas</u>**

As the Little Flower UFSD is a "campus school" and is totally surrounded by the Little Flower campus, students will be led off school grounds as per paragraph 3.c above.

6. **<u>Weather Conditions and Evacuation</u>**

The possibility always exists that students and staff may have to evacuate a building during inclement weather conditions. Students will be escorted to the residence cottages should this possibility become a reality. If the church is unavailable, Day students will accompany campus students to the cottages and remain there until a parent is contacted and student "pick up" is arranged by the Building Administrator. Residence staff as well as TA's and Support Staff will assist in escorting the students.

7. **Re-Occupancy of the School Building**

After a building has been cleared by law enforcement or fire department personnel, 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) reoccupy the building and resume classes; (2) relocate the building occupants to another facility (sheltering); or (3) activate the plan for early dismissal.

B. APPROPRIATE PREVENTION AND INTERVENTION STRATEGIES

a. **Staff Shall Be Trained In Compliance With Project SAVE Legislation**

1. The Code of Conduct Procedures and Guidelines will be the main determinant of all actions undertaken by the Building Administrator.
2. The Dignity for All Students Act (DASA) will be consulted for informational resources to assess the climate in each building, identify strengths and gaps, and suggest possible programs. Annual training for both students and staff will be provided in the area of violence prevention & child abuse in an educational setting.

b. **Student Transportation Safety**

The Little Flower School Board of Education acknowledges that a student's day includes time that the student boards the bus until he/she steps off of the bus at the end of a field trip. Therefore, to ensure student safety:

1. all buses are staffed by personnel knowledgeable about the students and their needs and are trained accordingly
2. all personnel involved in a student's day are a member of the student's team
3. Bus supervisors shall be trained to recognize, identify and handle a potential crisis using anti-violence procedures

C. CONTACTING LAW ENFORCEMENT OFFICIALS IN THE EVENT OF A VIOLENT INCIDENT

Student Safety

The Building Administrators shall establish an ongoing rapport with local law enforcement officials in order to develop appropriate safety and security policies and procedures.

D. CONTACTING PARENTS/GUARDIANS IN THE EVENT OF A VIOLENT INCIDENT

Student Notification

When a student is involved in any violent situation, parent or guardian shall be contacted. All actions undertaken shall be in accordance with Little Flower School's Code of Conduct and New York State Law. All anti violence policies and procedures shall be presented to staff and students annually in a clear and concise format.

E. SCHOOL BUILDING SECURITY

Building Safety/Security

Little Flower School 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 Little Flower School property. The Little Flower School shall ensure that the facility is physically secure by:

- building alarms, fire alarms, proper lighting and appropriate locking systems, visual monitors throughout the building. The visual monitor will be centralized in the Computer Room and at the Visitor Registration Desk where they will be used by the Security Staff for monitoring visual awareness of all areas for the school or an on-going basis.
- conducting on-going visual inspection and systematic maintenance of security alarms, fire alarms, inside and outside doors and locking devices – *inspections are completed daily; maintenance is completed as needed*
- the following procedures for building access which limit entrances, with all other entrances locked from the outside shall apply:
  - All outside doors, with the exception of the main entrance door at all times, will be locked. While students and staff may leave through these doors, all re-entrants into the school building must enter through the main entrance.
  - The Maintenance Staff shall check all outside doors periodically (at least hourly) throughout the school day. The main entrance door will also be locked at 3:30 pm by maintenance

The Little Flower School administration 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. These include the positions of Security Staff, VADIR Coordinator and all professional staff assigned to the Support Room. The Building Administrator will review the security needs of their facilities and make recommendations to implement the required changes.

Little Flower School will make available to appropriate staff, security devices and training available to all sites to ensure the safety and security of students, staff and visitors. Security devices may include, but are not limited to, cameras (internal/external), metal detectors (handheld wands/walk-through metal detectors), two-way radios, detections alarms, phones (regular/cell phones) and intercom systems.

F. DISSEMINATION OF MATERIALS REGARDING EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

Student Management Issues

Early detection of an anxiety state in a student resulting in eliminating up to 85% of a potential crisis. Therefore, personnel involved with Little Flower students shall receive training on warning signs and symptoms of suicide and violent behavior.

- All new staff shall be trained in TCI as early in the school year as possible
- Retraining shall be made available through BOCES by certified trainers or through Little Flower Training program members. This shall take place at least once every 6 months
- All staff shall be trained in recognizing signs and symptoms of potential violence utilizing but not limited to -TCI training, required annual on-line training and staff meetings
- Building Administrators will coordinate training in conjunction with social workers, psychologists and the guidance counselor

G. ANNUAL SCHOOL SAFETY TRAINING FOR STUDENTS AND STAFF

a. **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. Training at Little Flower School shall completed by September 15 of each school year and shall be implemented as follows:

1. **Staff**

right-to-know training (as required by law)
blood borne pathogen training (as required by law)

violence prevention training on regular conference days (annually)
school violence prevention and intervention training including initial non-violent crisis intervention training (TCI Training) and refresher courses

additional building-based training based on site discretion and needs
knowledge of Little Flower Board Policies related to safety and security

knowledge of School Safety Plan and specific roles related to plan
videotapes related to security and crisis situations

training in the use of security devices as needed

review of Building Level Emergency Response Plan including roles and responsibilities, Incident Command System and roles/responsibilities, and implementation protocols associated with emergency responses to shelter/shelter in place; hold/hold in place; evacuate; secure lockout; and lockdown

trauma-informed response including those associated with violence prevention and mental health

cardiac emergency response plan (CERP - Desha's Law)

2. **Students/Staff**

annual review of student handbook and Code of Conduct as early in the school year as practical

emergency response drills as required by law:
Eight (8) drills shall be evacuations (for which one shall be scheduled during a mass gathering such as lunch, Four (4) drills shall be lock down drills, & Two (2) additional drills required during the summer. The first drill shall be held the first week of summer school. All drills shall be announced to parents up to one week ahead of time and conducted in a trauma-informed, age-appropriate manner that dies not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.

Classroom and/or assembly orientations on security and safety issues approximately twice per year

Non-violent conflict and peer mediation where appropriate

H. PROTOCOLS FOR RESPONDING TO BOMB THREATS, HOSTAGE-TAKINGS, INSTRUCTIONS AND KIDNAPPINGS

Responds to Multi-Hazard Emergencies is identified in School Emergency Response Plan.

I. PROTOCOLS FOR RESPONDING TO A DECLARED PUBLIC HEALTH EMERGENCY INVOLVING A COMMUNICABLE DISEASE

(additional details are contained in the Reopening Plan)

1. **Designation of Essential Staff in the event of a state-ordered reduction in workforce/mandated closure: 8 of 74 employees (11%)**
    a. Superintendent of Schools – essential for district operations
    b. School Business Administrator – essential for district operations
    c. Building Principal – essential to manage remote instruction
    d. Director of Special Education – essential to manage mandated IEP instruction in remote setting
    e. District Clerk – essential for payroll and AR/AP and human resources
    f. District Treasurer – essential for ongoing district finances and attendance
    g. Superintendent Secretary – essential for district operations
    h. Facilities Supervisor – essential for safe utilities management
2. **Protocols for non-essential employees to continue instruction/telecommuting**
    a. Microsoft Teams operating classrooms during all models of instruction (in-person, hybrid, remote)

b. Instructional staff are provided (if necessary) with desktop or portable devices capable of accessing and managing MS Team environment
c. Non-instructional staff given access to cloud-based student contact information (student management system) to conduct outreach as assigned with number masking instructions to protect privacy

3. **Modification to work schedules to reduce capacity**
   a. In the event of a required closure, instructional staff have been provided with remote learning schedules and instruction
   b. In the event of a required closure, essential staff identified above have been instructed to complete any work appropriate to telecommuting from home, and any tasks which require on-site presence shall be conducted in a manner following all safety protocols with limited hours. All essential staff have their own offices to work from in the building to limit contact.
4. **Securing and providing Personal Protective Equipment**
   a. The district has reserves of PPE and has and will continue to provide such to all employees who enter the building including, but not limited to, appropriate masks and face coverings (N-95, KN-95, cloth masks, face shields), gloves, approved cleaning/disinfectant supplies
   b. Supplies are acquired through use of multiple state-approved vendors and through Suffolk County agencies
5. **Responding to a positive case of a communicable illness**
   a. Individuals presenting symptoms of a communicable illness shall be isolated from the population and referred to the school nurse or to a health care provider for further evaluation.
   b. In the event a health care provider or DOH requires a quarantine or isolation due to a positive test, contact tracing protocol in collaboration with the local DOH shall ensue, identifying which individuals or groups must also quarantine and/or be referred to a health care provider for testing.
   c. While thorough cleaning and disinfecting occurs daily, areas which may have been exposed to an ill individual shall be cleaned and disinfected and the area closed for up to 24 hours.
6. **Protocols to support contact tracing efforts**
   a. All staff log their attendance through a software-based system and the student management system allows access to schedules for all students and staff, identifying which staff are with which students during any given period.
   b. All visitors, contractors, vendors, etc. complete a visitor form with health attestation which includes contact tracing information should the need arise to contact such individuals after a confirmed case if illness. All visitors are also escorted to their worksites by a staff member so locations are known at all times.
   c. Positive confirmed cases or individuals required to quarantine for suspected communicable illness shall not be allowed to return to the building until cleared by a health care provider or DOH based on current available timelines for negative testing or non-presentation of symptoms.

d. All other DOH and/or CDC recommendations shall be followed.

7. **Resources for essential employees**
   a. The district will work with the local department of health to support all isolation and quarantining mandates. Accommodations will be made to all extents practicable to allow essential employees to carry out necessary duties while preserving health and safety.

J. IMPROVING COMMUNICATION AMONG STUDENTS AND BETWEEN STUDENTS AND STAFF AND REPORTING OF POTENTIALLY VIOLENT INCIDENTS

A "serious concern" box for the anonymous reporting of school violence and harassment that will meet the needs of the student population shall be located in the Main Office. This box will be reviewed daily by Administration.

Building Administrators shall conduct an opening day meeting with all students and staff to:

- inform students of the proper procedures to access 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

The Little Flower School will follow the Dignity for All Students Act (DASA) regarding bullying, violence and harassment which shall be disseminated to all staff and students on the first day of school.

- All staff members must be trained in recognizing and effectively dealing with these behaviors
- Clear and concise enforceable consequences for all inappropriate behaviors which follow the Code of Conduct and appropriate consequences aligned to our PBIS program will be effected as soon as possible after an incident.

All students shall be made aware of the signs and symptoms of violence utilizing resources relating to protecting students from child abuse & processed by their assigned personnel (psychologist, counselor, social worker, etc.).

K. DUTIES OF SCHOOL SAFETY PERSONNEL, PERSONNEL TRAINING AND THE HIRING SCREENING PROCESS OF SCHOOL SECURITY PERSONNEL

a. **School Safety Personnel – Duties, Training, Hiring and Screening**

1. **School Building Security Monitors**

   Security Monitors will work in an atmosphere that is closely related to the educational process with a constant contact with the student population. He/she will provide a sense of smooth transition and security while students, staff and visitors move about the halls in the Little Flower School building. The duties of the Hall Monitor shall include:

   - greet & sign in visitors and distribute passes
   - direct hall traffic (check all passes)
   - patrol hallways & patrol lavatories (not clean them)

- door security (alert Building Administrator or his/her designee about altercations/situations)
- interaction/intervention as required
- report vandalism and unsecured areas to Building Administrator or his/her designee
- other duties specific to security purposes as determined by the Building Administrator
- patrol parking lots, outside entrances and doorways, outside walkways and secured areas (e.g. automotive corrals)
- control flow of campus traffic, particularly at bus arrival/dismissal
- oversee parking
- conduct periodic checks of doors, windows and parking areas to prevent trespassing and vandalism
- provide information and directions as may be required

- intervene in the event of disturbances and contact appropriate officials
- intervene and if necessary, restrain persons engaged in disorderly conduct
- respond to emergencies such as bomb threats and building evacuations
- assist in calming disturbances and crowd control
- assist law enforcement officers in the performance of their duties
- work with police and rescue personnel with medical emergency situations
- bring any fire hazards and building safety problems to the attention of the Building Administrator
- alert Building Administrator about altercations/problems

Required training and required knowledge shall include:

- school violence prevention and intervention training including initial non-violent crisis intervention training (TCI training) and refresher courses
- site-specific training (minimum half-day initial training/ongoing/annual refresher) including review of all manuals (e.g. Board of Education policies, School Safety Plan, etc.)
- right-to-know training & blood borne pathogen training

2. **Safety/Security**

The Little Flower School interacts with the Little Flower Children & Family Services Agency in a dependent fashion in terms of Safety and Security. An emergency call number on the School telephone system (631-929-6200) is used to contact the Administrator on Duty (AOD) to report emergencies, along with other agency administration.

This plan has been developed to deal with a crisis in the Little Flower School District. A crisis, for the purpose of this plan, is defined as a sudden, generally unanticipated event that could profoundly and negatively affect a significant segment of the school population and often could result in serious injury or death. The plan presumes that a large number of students and staff could be affected, that the psychological and emotional impact may be moderate to severe and that outside assistance will be required to resolve the situation. **The plan focuses on responses to an individual(s) with a weapon on school grounds or to a hostage situation.** The plan also recognizes that no one approach can apply to all crisis and that responses will depend on

the type and location of the crisis. The goal of this plan is to prevent the loss of life or injury to students and staff.

RISK REDUCTION & PRE-CRISIS PREVENTION MEASURES

On a daily basis:

1. Each teacher and staff member who occupies a room or area must scan the room or area upon first entering
2. The principal should be notified immediately if anything looks suspicious
3. After opening the room, staff should key the door in the locked position
4. When leaving the room vacant, the staff should lock and close the door
5. After school begins, all entrances will be locked except those monitored or where access is controlled
6. All visitors must report to the main office to obtain a visitor's pass
7. All visitor passes must be returned to the main office at the end of the visit

Main Office – "TO GO BAG" ***- located in the Main Office***

1. Master key(s)
2. Blank name tags
3. A school floor plan
4. A student/staff telephone directory
5. A listing of the locations of the shut-off mechanisms for the fire alarm, water, electricity and HVAC
6. Notebooks
7. Pens, markers
8. A complete student roster
9. Bell schedule/bus schedule
10. A current yearbook
11. A daily attendance list
12. Cellular phone (if possible)
13. Megaphone

After School Hours Prevention & Intervention

All staff working an after-school program shall follow emergency procedures detailed in the building-level emergency response plan (confidential) and in their respective after-school program manuals.

Maximum Temperature in Schools

In the event any classroom or student-utilized area of the school building shall reach a temperature of 82 degree Fahrenheit, the school shall take mitigating measures to reduce the temperature of the room which may include but not be limited to: opening doors/windows; closing shades; utilizing fans; turning off lights and other equipment/appliances.

In the event such space shall reach 88 degree Fahrenheit, administration and staff shall relocate to a space in the building with cooler temperatures, even if the space is not traditionally utilized as instructional space.

In addition, each teacher will be required to maintain a classroom "TO GO BAG" complete with a daily updated student roster and various items to occupy students for an extended period of time. The teacher will be required to take the "TO GO BAG" with him/her for every evacuation drill.

ADMINISTRATOR'S EMERGENCY RESPONSE CHECKLIST

1. **Initial Response**
    a. The person who identifies the crisis should immediately report it to the principal with as much detailed information as possible.
    b. The Superintendent or designee will take responsibility for making all decisions necessary to contain or diffuse the crisis until the police arrive.
    c. The principal may use a warning system (lockdown) to issue an alert about the emergency and provide specific instructions.
    d. At the same time, the principal is alerting the staff and students, a staff member will call 911. This person should stay on the line with the 911 operator until the police arrive at the building.
    e. Care for injured (ensuring safety for those assisting).

2. **Lock-down Building, Secure Areas, Monitor Situation**
    a. Have Emergency Response Team and "TO GO BAG" assembled at the command center
    b. Assign security staff with radios to secure specified and pre-arranged areas, monitor conditions and, if possible, to establish an outside perimeter
    c. Instruct unassigned security, custodial, clerical, teaching and paraprofessional staff to secure their immediate area
    d. Two-way radios should not be used until those employees with two-way radios receive clearance from the principal to use them. Any staff member equipped with a two-way radio should contact the command center and wait for instructions.
    e.

3. **Wait for Police**
    a. Keep responding units updated on situation via 911 or dispatcher
    b. Assemble witness and victims
    c. Gather key information for law enforcement responders
    d. Assign someone to maintain an event and status log
    e. Do not disturb the scene and evidence if safe to do so

4. **Assist Police to Resolve Situation**
    a. Stay at command post, supporting incident commander
    b. Provide information, including incident-specific knowledge, site background and resources, and special staff resource, abilities, training, etc.
    c. Coordinate school response: on-site (staging areas, hospitals, etc.) and district.
        i. Designate a primary and an alternate site for dissemination of information to parents and students.

*Adapted from School Crisis Response Guide – New York State Police

ii. Designate a primary and an alternate site for dissemination of information to the media
iii. Designate a primary and an alternate side for emergency medical treatment.

d. Alert transportation company to possible "go home" situation

e. Request resources from County support services that provide intervention for issues that develop among parents and students during the crisis.
   i. The principal or designee will contact the Suffolk County Division of Mental Hygiene's community response team **Ann Marie Csorny (631)-853-8500 (work)** to request assistance in order to provide crisis response assistance for school community victims of trauma.
   ii. The principal or designee will call BOCES Crisis Response Team **Mary Ellen Romano or Dr. Michael Miles (631) 289-0480.**

5. **Police Response**
   a. Isolate the subject or threat
   b. Contain subject or threat to a restricted area.
   c. Negotiate a peaceful resolution.

6. **Signal "All Clear"**
   a. See that emergency medical care is provided
   b. Account for all students and staff on-site or at hospital or other off-site locations
   c. Notify parents of those students who were injured who have not been previously notified
   d. Support law enforcement follow-up activities. Arrange for site security, if necessary
   e. Debrief staff
   f. Coordinate post-traumatic intervention: emergency medical/hospitals, district crisis intervention team, public information office and facilities clean-up and repair support

7. **Initiate Crisis Response Plan for School Community Trauma Victims** (See Crisis Response "Plan for School Community Trauma Victims on page 23.

CRISIS CHECKLIST FOR ALL STAFF WHO SUPERVISE STUDENTS:

CRISIS PROCEDURES

1. **Immediate Recognition and Assessment**
   Once being made aware of the crisis, follow directions as per announcement

2. **Immediate Sheltering Actions**
   a. Eliminate or reduce the target that you or your students present
   b. Distance yourself and those you supervise from the threat
   c. Lock or secure door(s) as needed.

d. Shelter/Shelter in place
    i. Use basic duck-and-cover techniques: lie flat, face down on floor; cover head, get under tables/desks if possible
    ii. In classrooms, stay away from windows, doors and outer walls; watch for shattered glass
    iii. In other areas and on buses, use basic duck-and-cover techniques
    iv. In open areas, use objects immediately available for shelter (trees, bushes, walls, etc.)
    v. Lie down and stay motionless
e. Students and school personnel in open or non-sheltered areas should attempt to seek areas that provide cover and concealment
    i. If current location is judged too dangerous, move to a safer location – the hallway, another room or other areas in the building or out of the building.
f. When moving to another location:
    i. Use a safe, clear, secure route
    ii. Establish/identify an assembly point
    iii. Be ready to seek immediate cover

3. **<u>Other Immediate Action</u>**
    a. Care for injured, but do not expose
    b. If intruder is outside, close drapes/curtains/blinds <u>only</u> if safe to do so – otherwise keep open
    c. Lights remain on
    d. Be ready to move instantly (know possible evacuation routes, including windows)
    e. Have an accurate account of children (take class record book with you if the class is evacuated)
    f. If possible, report status or significant changes to office/incident command post
    g. For the safety of students and staff, and to prevent the dissemination of misinformation, cell phones and beepers should not be used

4. **<u>Actions During Resolution of Emergency</u>**
    a. Care for students
        i. Deal with panic/hysteria stress reactions
        ii. Provide psychological first aid
        iii. Provide for needs of handicapped students
    b. Follow instructions of police and principal (*police are in charge; Superintendent, principal and other staff support their efforts*)
    c. Be ready to move, follow special instructions

5. **<u>Actions to Take Following the "All Clear" Signal</u>**
    a. Check yourself and your students for injuries
    b. Account for all students. Stay put and wait for instructions
    c. As accurate information becomes available, explain to students what has happened and what will happen next. Allow them to ask questions, express feelings, etc.
    d. Monitor children who were directly involved or direct witnesses and identify them for police investigators
    e. Preserve any physical evidence (don't touch if possible) and notify police about it
    f. Stay with your students until advised otherwise by administrator or police officials
    g. Take advantage of personal support services

h. Review all post-crisis interventions that will help to deal with psychological problems that develop as a result of the crisis trauma

6. **<u>In The Event That A Staff Member And Students Are Taken Hostage</u>**
    a. Stay calm and don't try to be a hero
    b. Follow instructions of captor
    c. Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages
    d. Inform captors of medical or other needs
    e. Be prepared to wait; elapsed time is a good sign
    f. Don't try to escape if it will jeopardize you or the others, and don't try to resolve situation by force
    g. Be observant and remember everything you see or hear. If a rescue takes place, lie on the floor and await instructions from rescuers.
    h. Be prepared for the unexpected; think of possible courses of action for various contingencies.

Building Wide Emergency Response Plan Overview

The Superintendent shall establish an Emergency Response Committee to oversee the Emergency Response Plan. The Incident Commander shall be the Superintendent.

The Superintendent is to provide administrative procedures to ensure that a plan will be in place, and will be reviewed and if appropriate, modified each year hereafter.

The Superintendent is to ensure that copies of the plan are available for public inspection and that there are copies in appropriate places throughout the district.

The following applies to building-wide emergency response plans:

- ✓ The new proposal requires the building-wide emergency response plan to be kept confidential. Confidentiality includes – floor plans, blue prints, schematics or other maps of the school interior or grounds, and a road map of the immediate surrounding area.

- ✓ The new proposal permits the building-wide emergency response plan to be available to the following: authorized departments or school staff, and law enforcement officers.

- ✓ The new proposal changes what is required of the emergency response plan to be available to the following:
    - Policies and procedures for response to emergency situations such as those requiring evacuation, sheltering and lock-down. They shall include at minimum evacuation routes, shelter sites and procedures for addressing medical needs, transportation and the notification of parents/guardians.

- ✓ Building-wide safety teams are appointed by the principal in accordance with rules established by the Board of Education and shall include at minimum the following:
  1. Teacher
  2. Administrator
  3. Parent organization
  4. School safety personnel
  5. Other school personnel
  6. Community member, and
  7. Law enforcement, and
  8. Fire official (replaces local ambulance) or other emergency response agencies

- ✓ The new proposal removes the public comment period for building-wide emergency response plans.

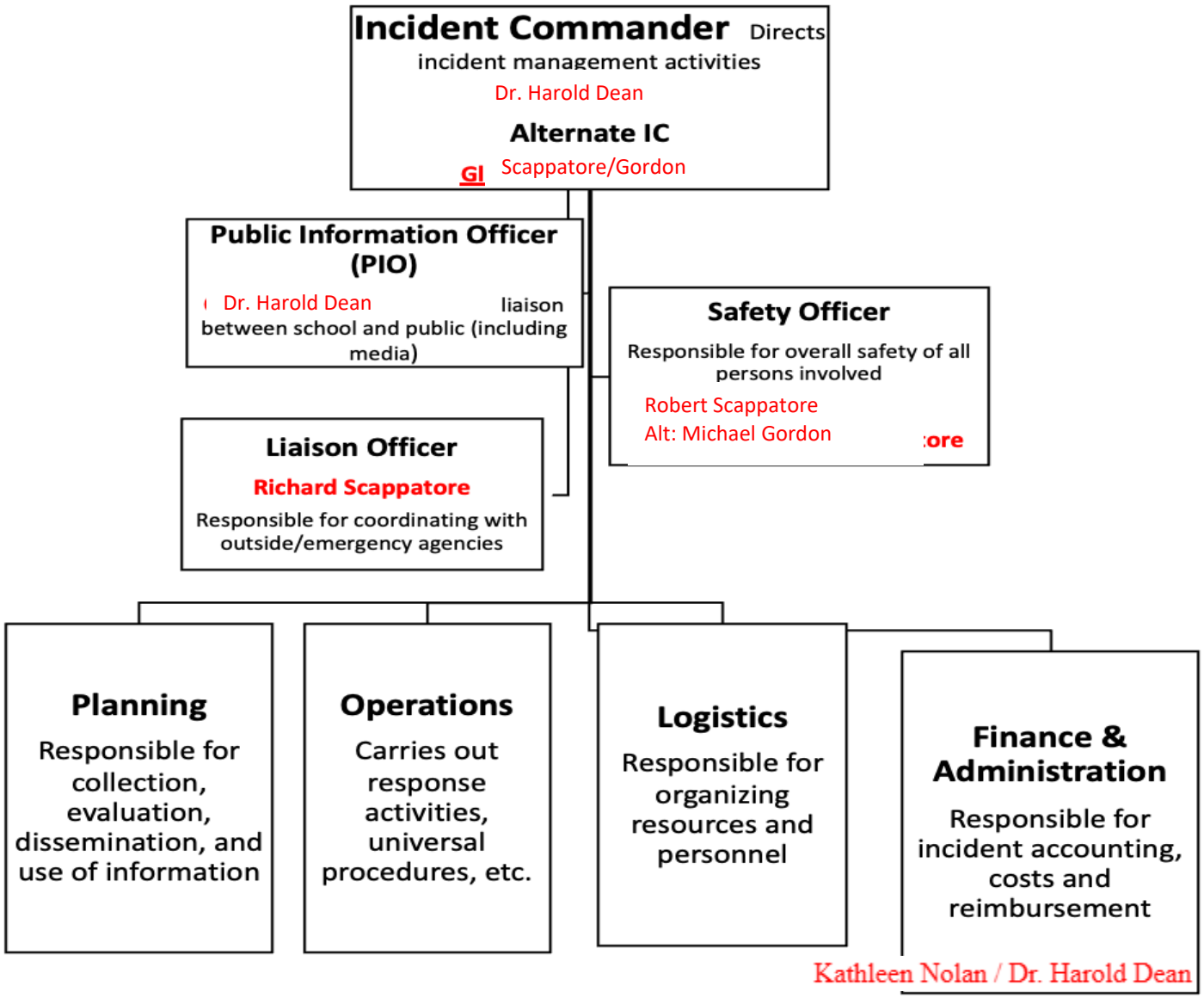
- ✓ The new proposal requires that the Board of Education or governing body ensure that local law officials have a copy of the building-wide emergency response plan.

School Incident Command System

The Superintendent shall act as Incident Commander. Emergency Response Team identified personnel and contact information is located in School Building Emergency Response Plan.

To provide for effective direction, control and coordination of an incident, the School ERP 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:



Selection of the Emergency Response Team:

The crisis response team will be responsible for both planning and implementation of activities following a traumatic event. This team should be comprised of the principal, social worker, psychologist, nurse, guidance counselor, teacher and clerical. The team for our school is:

Name	Position	Work Number	Cell Number
Dr. Harold Dean	Superintendent	(631) 929-4300	
Robert Scappatore	Asst. Supt. / Principal	(631) 929-4300	
Michael Gordon	Asst. Supt. PPS & Ops	(631) 929-4300	
Greg Dates	Behavior Support Lead	(631) 929-4300	
Dylan Daniels	Security	(631) 929-4300	

Richard Scappatore	Maintenance Supervisor	(631) 929-4300	All cell numbers are in Emergency Response Plan (ERP)
Johnny Saric	Facilities		
Bobby Walter	Facilities		
Adeline Ruiz	Community/Parent Representative (LFCFS)	(631) 929-6200	
Josie Bailey	Behavior Support	(631) 929-4300	
Kevin Pertillar	Behavior Support	(631) 929-4300	
Sharon Coffey	Behavior Support	(631) 929-4300	
Kevin Wright	Behavior Support	(631) 929-4300	
Shamar Womack	Behavior Support	(631) 929-4300	
Carlos Rossi	Behavior Support	(631) 929-4300	
James Fields	Behavior Support	(631) 929-4300	
Jessica Frost	School Psychologist	(631) 929-4300	
Shannan Basile	School Psychologist	(631) 929-4300	
Roger Foster	Social Worker	(631) 929-4300	
Dani Grafer	School Counselor	(631) 929-4300	

SCHOOL DISTRICT EMERGENCY RESPONSE PLAN FOR SCHOOL COMMUNITY TRAUMA VICTIMS

Goals for Providing Emergency Response to the School Community Victim of Trauma:

1. Facilitate grieving among staff and students.
2. Promote education.
3. Reduce fear and misunderstanding.
4. In the case of suicides, prevent future suicides.

Planning A Response

1. **Media Liaison**: *Superintendent*
   In our school district, the **ONLY** person responsible for dealing directly with members of the media is the **Superintendent**. Media should not be allowed on school grounds. All school staff and students should be firmly instructed to refer any phone or personal contact, whether at school or at home, to the media liaison. In general, the less publicity the trauma receives, the better. Publicity is seen as an intrusion upon the legitimate grievers.

2. **Family Liaison**:
   Our school psychologist will be designated the representative to initiate immediate and appropriate contact with the family of the trauma victim; to express the empathy and concern of the school; to answer parents' questions regarding school plans; to ascertain family wishes and plans regarding the funeral, wake and memorials; to discretely obtain information about the death and injuries and the circumstances surrounding them; and to offer help to the family with support, contact with community resources, or perhaps, tangible help like driving, food, babysitting, or talking with siblings. The family liaison should be educated about helpful and unhelpful responses to grieving people, be sensitive to family privacy, and use good judgment about maintaining some contact with the family

in the weeks after the trauma. The school can choose one family liaison for all situations or a different one could be designated for each crisis based on the person's relationship to the trauma victim or his/her family.

3. **Staff Telephone Network**
   Using the automated phone system (Calling Post), each staff member is called as soon as possible after an incident has occurred, giving the brief basic facts and notified of the time and place of the emergency staff meeting to be held before the next school day. Care should be taken to reach all auxiliary and related personnel. Schools where the victim may have relatives should also be contacted.

4. **Crisis Consultant**
   Staff members who know the student victim will be personally affected by the loss, making it difficult for them to operate within their role. The role of the consultant will be to assist with the implementation of the crisis plan with the crisis response team, address the emergency staff meeting, and generally be available for intervention or feedback and to support school staff during the crisis. The consultant should conduct the crisis team debriefings. Mary Ellen Romano from Eastern Suffolk BOCES (631) 289-0480 will be utilized in this role.

5. **Community Response Assistance**
   The Suffolk County Community Response Team should be contacted immediately after a major traumatic event. They have available a team of trained professionals who have experience in crisis situations. Ann Marie Csorny, Coordinator of the team, can be reached at (631) 853-8500.

6. **Classroom Discussion**
   During either homeroom or first period, each class teacher should announce to the students what has happened from a scripted memo provided by the Principal or designee. The students should be given the pertinent facts about the crisis in a low key, un-sensational manner, given a description of the schedule for the day and be told the names of the people and places around the school where help is available. The purpose is to ground the students in the reality, reduce rumors and gossip, provide an accurate basis for discussing and grieving a loss and to assure students that help is here if needed. Once the students are informed, the teacher should allow for and facilitate a discussion encouraging students to share their reactions, thoughts and feelings to the crisis, recognizing that, while many students will have heard about the crisis before, others may not have known until it was announced by the teacher.

7. **Crisis Center and Counseling Rooms**
   The Crisis Center for managing the crisis plan will be the Main Office. The Library, along with Guidance and the Social Worker's rooms will be used as counseling rooms for students. Each room will be staffed by a member or two members of our crisis team and resource personnel from other buildings.

8. **School Policy on Attending Funerals**
   Based upon the individual circumstances (day of week), school will be in session for students and staff. If chaperones for students (5-1 ratio) can be arranged, funeral attendance may be permitted.

9. **School Policy on Memorials**
   The crisis team needs to discuss consistent methods by which the staff and student deaths can be memorialized. Keep in mid a specific discussion about how deaths by suicide are memorialized, should be held as well.

10. **Availability of Readings on Death**
    Many people affected by a crisis that leads to a death find great comfort or help in reading about the grieving process, other people's experiences with death, suicide, or suggestions on how to be helpful to their friends in a time of crisis. Accordingly, books on death should be on hold in the library, and the school librarian should place them on an easily accessible table for those students and staff who may find them helpful.

11. **Substitute Teachers**
    Due to their own grief or personal difficulties with death, some teachers may be unable to function normally, let alone help with student reaction. A plan for calling in substitutes is available.

12. **Morning-After Staff Meeting**
    The school day following the tragedy should begin with an emergency meeting of all staff, including custodians, clerical and outside resource people. This meeting will take place in the Cafeteria at 8:05 am.

    The principal will begin the meeting by announcing the specifics about what happened, giving as much information as possible about the injuries or death, funeral arrangements and family wishes. Staff questions should be answered and the plan for the day should be spelled out verbally and handed out in memo form. The Suffolk County Community Response Team should be introduced along with the family liaison and the crisis team. Location of the crisis center, counseling rooms and plans for the after school meeting should be addressed.

    The crisis consultant will then speak to the group about what to expect from and how to respond to students and how to recognize their own feelings. Staff will be encouraged to seek out crisis team members for help in dealing with student issues.

13. **Identifying At-Risk Students**
    School staff should make an intense effort to identify two kinds of at-risk students: boyfriends/girlfriends and close friends of the injured or deceased student(s); and students who, though perhaps not close to the student(s) who were injured or who died, are known to be very depressed, under great stress or readily set off for other reasons. Their names should be given to crisis team members, who should offer individual, and in some cases, group help to work through the loss.

14. **Drafting A Letter To Parents**
    This letter should be drafted in enough time as to be sent home with students at the end of the day. The letter should sensitively and succinctly state what happened, how the school responded, plans for upcoming days, suggestions on how to care for their child at home, names and telephone numbers of resource people, and an announcement for a parent/community meeting (if necessary).

15. **After-School Staff Meeting**
    After the first day following the crisis, a second staff meeting should be held for all school staff. This meeting will be held in the Cafeteria at 3:00 pm and should be led by the principal and if appropriate, emergency response team. The purpose is to review the days' activities, attending to what went well and what didn't; make any needed adjustment to the plan; and deal with rumors. The consultant and emergency response team members should be available to check the pulse of the staff.

16. **Crisis Response Team Debriefing**
    It is important that the group most directly involved with grieving students receive a debriefing from the crisis consultant. This meeting will take place in the Library at 2:00 pm. The meeting allows the emergency response team to review their work, discuss their own reactions and feelings, continue to identify student and staff needs, and generally feel taken care of in a very charged, emotional event. These debriefings should be held daily until the crisis is abated.

17. **Parent/Community Evening Meeting**
    Parents and community members affected by the crisis should be given the opportunity to learn what to expect during the grieving process and how to be helpful to children and adults affected by the crisis. The principal, emergency response team and crisis consultant should run the meeting, with the bulk of the information provided by the crisis consultant. This meeting, if held, will be located in the Gymnasium at 7:00 pm.

18. **Crisis Response Plan Evaluation**
    Usually a few weeks after the crisis is over, the emergency response team needs to organize a meeting of those staff most directly involved in the intervention to discuss and evaluate how the plan worked. Prior to the meeting, feedback should be elicited from other people who were involved in the response. The purpose of this meeting is to ascertain what worked well and what didn't, what modifications need to be made in the plan, and to give feedback and thanks to those who helped the school cope.

QUICK REFERENCE
RESPONSIBILITY GUIDE

1. **Emergency Response Team**
   From the moment the team is called into action until the post-crisis evaluation, the team is part of a very important healing process. By implementing the steps, you are responsible for, you will be helping your students and staff by:
   a. Reducing the fear and anxiety that accompanies injuries or the death of a student (s)

b. Educating students to the dynamics of grief and preparing them for what they might experience when a crisis occurs
c. Providing an opportunity to express their feelings in an accepting environment
d. Demonstrating that each individual is an important member of your school community that every life has worth and should be remembered
e. De-romanticizing death by suicide

Responsibilities

- Notify family liaison
- Contact outside crisis consultant and community response team
- Reach out to identify at-risk students
- Open Crisis Center and counseling rooms
- Distribute literature
- Notify librarian to put grief books on reserve
- Attend faculty/staff meetings
- Plan community meetings
- Use support resources for self, including debriefing sessions
- Visit injured student/staff if desired
- Attend funeral if desired

2. **Teachers**

Teachers are the primary contact with the students. They will look to you for information, as a role model on how to act and as their chief support person. The factual information provided to the students should be that given by you by administration. Giving different information can cause confusion, anxiety and build into rumors.

You must determine how to adjust your lesson plan in order to allow students to express their emotions, discuss feelings, clarify misinformation and have instilled a feeling of sincerity and caring. It is okay for faculty to express feelings and cry in front of students.

You should help identify students at-risk and direct them to the proper help. Attend all staff meetings for updates on the situation and to express your feelings with colleagues. Use the support people available to you.

Responsibilities:

- Read announcement
- Modify classes
- Talk with students and clarify misinformation
- Engage in activities that encourage expression of feelings and remember the deceased
- Express own feelings
- Give grief information
- Try to be non-judgmental
- Make referrals when necessary
- Support students
- Use support resources to address self -needs
- Visit injured students if desired
- Attend funeral if desired

3. **Guidance Counselors**:

Since you probably have developed a relationship with some students, the feeling of trust they have for you will make it easier for them to express feelings. Your professional experience will allow you to assess if a student is at-risk. Referrals of at-risk students should be made to the psychologist, social worker or outside resource, if the risk is high. Contact with the student's family is also advisable.

Responsibilities:

- Operate crisis centers
- Talk with students
- Clarify misinformation
- Encourage students to express feelings
- Express own feelings
- Give grief information
- Try to be non-judgmental about grief
- Give priority to referrals
- Support students
- Use support resources for self – attend debriefing sessions
- Make referrals to psychologist, social worker, M.D.s
- Contact parents, if necessary
- Visit injured students/staff if desired
- Attend funeral to support students

4. **School Psychologist and Social Worker**

In your position(s), you act as receiver for in-school referrals of children who rate high on the at-risk scale. Your role should be to assist outside response teams with: in-school counseling of students and staff, providing information and assistance to school staff, completing assessment intervention forms when necessary and making referrals to the proper resources. Your role should also be working with parents of at-risk students.

Responsibilities

- Primary resource for in-school referrals
- In-school counseling of students
- Staff consultation and education
- Complete student assessments
- Referrals to appropriate community resources
- Contact and work with parents
- Visit injured students/staff if desired
- Attend funeral to support students

5. **School Nurse**

By taking care of students' physical and emotional needs throughout the year, the nurse generally develops a good rapport in an office that is somewhat of a neutral territory. Students usually feel comfortable and non-threatened.

You can expect to have more students visiting the nurse's office after a crisis that causes a death or serious injury. Many will describe some of the physical symptoms associated with grief. Others may want to talk or simply lie down. They will be hurting and not knowing that it's being caused by grief. Encourage them to express their feelings and let them know

that it is okay to feel that way and it is even okay to cry. If you determine a student is at-risk, then they should be referred to the crisis counselor, school psychologist or social worker.

Responsibilities:

- Care for physical needs of students
- Allow students to express emotions
- Provide a comfortable location
- Make assessment of student's needs
- Make referrals when necessary
- Visit injured students/staff if desired
- Attend funeral to support students

6. **Family Liaison**:

Staff designated as the family liaison has a very important responsibility. The impressions the family receives from talking to this person will be the impression they have of the entire school's response to their child's injury or death. The family liaison should be able to communicate in a sensitive and caring way.

The first call should be made the day after the principal has verified the information. This time period will give the school an opportunity to implement its crisis plan and will allow the family to recover from the shock of the first 24 hours. By this time, they will have made funeral arrangements, about which you will need to inform the school.

In your first call, identify who you are, express your own sympathy and that of the staff. Share any personal feelings about the injured or deceased student that would be appropriate.

After they respond, tell them the reason why you are calling: to see if they need anything; to let them know the school's response; to listen to their plans for the funeral (private or can students attend); would it be okay to inform the school about the arrangements; would they mind a group attending; would it be all right for students to come alone or with parents; and can I stay in contact with you over the next few days and weeks to see how you are doing.

Daily contact with the family, with their permission, can continue for a couple of days after the funeral. Then, for the next month or two, a call once a week would prove helpful to the parents.

Responsibilities:

- Contact family
- Offer help
- Inform family of school procedures
- Help to gather personal items of deceased to be brought or picked-up by family
- Visit injured students/staff if desired
- Attend funeral if desired
- Keep in contact with families of injured students/staff
- Keep in contact with families after funeral

7. **Media Liaison**:

This person will be the **Superintendent**.

Just the facts should be given without interpreting them. The media should be provided with a press release that describes what is known about the incident that has caused a death. This will be the basis for handling questions. Media should be directed to a specific site off school property. They should be kept away from having easy access to students. Students and staff should be warned not to talk with the media because of the way they distort facts. If they do so, they should be cautioned about what they say. Sometimes resentments develop when answers are given to questions that typecast a student in an unfavorable or questionable light.

You can be certain that the media will show up at the homes of the injured students or staff, or, at the wake or funeral if they can get a reaction. It might be important to contact the families and the funeral parlor to determine what accessibility the press will be given.

Responsibilities:

- Only person to talk with media
- Notify media you are contact person
- Keep media off school grounds
- Prepare media press release giving only facts about incident
- Visit injured students/staff if desired
- Attend funeral if desired

Other Staff Responsibilities

1. **Crisis Consultant**:
   - Advise crisis response team throughout the crisis response
   - Attend staff meetings to present material and answer questions
   - Attend parent meetings and provide bulk of information
   - Provide information and counseling to staff
   - Conduct debriefing sessions with crisis team and pupil personnel team

2. **Librarian**:
   - Put appropriate reading and A/V material on hold for staff and student use
   - Listen to students if approached and direct them to helpful materials
   - Take, or direct students to crisis counseling rooms
   - Make referrals to school staff – crisis response team or pupil personnel team
   - Use support services and attend staff meetings
   - Visit injured students/staff if desired
   - Attend funeral if desired

3. **Support Staff**:
   - Listen to students if approached
   - Take or direct students to crisis counseling rooms
   - Take phone calls and questions from parents or guardians
   - Make referrals to school staff
   - Visit injured students/staff if desired
   - Attend funeral if desired

Emergency Response Plan Procedures

This Emergency Response Plan is to aid the administration of the Little Flower UFSD to deal with emergency situations of a variety of natural and/or man-made origins. Because all occurrences are never exactly the same, this plan should be used as a guideline. There is absolutely no substitute for a common sense approach when dealing with an emergency situation. While an emergency situation may require on-the-spot decisions there are a set of three procedures that are a standard response to any emergency situation. They are:

1. Administer first aid.
2. Call expert help: In emergency situations, the need for expert help is evident. Fires are fought by fire fighters, bomb scares require police assistance, power failure requires electrical expertise, etc.
3. Follow Instructions: Once expert help has been contacted, follow their emergency procedures. In cases involving emergency government agencies, (i.e. police, fire) these experts are "in charge of the emergency operation".

***Parent Communications**:* The ability to contact parents/guardians is a critical component of emergency responses. It is essential that an accurate up to date emergency telephone contacts are in place in the building. Copies of the emergency telephone contacts will be kept in the main office of the building in the "To GO Bag". Furthermore, the schools automated messenger program (Calling Post) will be used when appropriate.

Emergency Responses: Important emergency responses will be referenced in the specific emergency plans on the following pages. The details of each of these responses are described below.

Shelter/Shelter-In-Place: Used to shelter students and staff inside the building.

Hold/Hold-In-Place: Used to limit movement of students and staff while dealing with short term emergencies.

Secure Lockout: Used to secure school buildings and grounds during incidents that pose an imminent concern outside of school.

Evacuate: Used to evacuate students and staff from building.

Lockdown: Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

Cardiac Emergency Response Plan – Used to alert AED-trained individuals in the building to respond to an individual exhibiting signs of sudden cardiac arrest or becomes unresponsive.

School Cancellation: A response that will be implemented in the event that the Superintendent of Schools determines that school will not be open on a scheduled school day. School cancellation may be prompted because of national emergencies such as storm or hurricane, or because of building problems such as heating failure or loss of water. As soon as the decision to cancel school

is made, the staff and student telephone notification chain will be activated, an automated telephone notification will be sent, (Calling Post), and the radio stations and television stations listed below will be notified: WRIV (1390A.M.), News 12, (where information on closings are posted) and NBC News.

Early Dismissal: Day students and their busing companies would be notified via phone call should dismissal be during the school day. If human contact is not established the child will remain at the school until appropriate listed family member is contacted. Before and after hour closings would be done through a messenger system (Calling Post).

Delayed Opening: In an effort to improve attendance at all levels on days of inclement weather (snow, freezing rain, etc.), the district will implement a plan of delayed opening. With this delayed opening procedure, bus pick-ups and school starting times will be moved back one or two hours.

Emergency Drills

Regulations adds "emergency" to fire drills resulting in "fire and emergency drills" to aid in preparation of other types of emergency situations in addition to fire. This section applies to all public, private, or educational institutions.

Regulations states a district shall be required to conduct twelve (12) drills in a school year. Eight (8) drills must be conducted between September 1 and December 31 (this is a change from December 1).

The proposal seeks to change the number and type of drills to the following matrix:

- ✓ Eight (8) drills shall be evacuation drills (for which one shall be scheduled during a mass gathering such as a lunch).
- ✓ Four (4) drills shall be lock down drills.
- ✓ Two (2) additional drills are required during summer school in the building where school is conducted. The first drill shall be held during the first week of summer school.

Unless otherwise stated, drills should be conducted at different times of the day.
At least one every school year, the district will conduct a test of its emergency plan for sheltering and early dismissal. Such drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures shall be included in the tests. Parents or guardians shall be notified in writing at least one week prior to such drill.

Sheltering/Sherltering-In-Place Drill **–** Upon notification of an impending actual situation or drill, building principal/administrator shall direct pupils and staff to designated assembly areas or remain in classrooms as appropriate.

Training, Drills, and Exercises
It is the duty of the principal or his/her designee to instruct and train the pupils by means of drills, so that they may, in a sudden emergency, be able to leave the school building in the shortest

possible time and without confusion or panic. There shall be twelve (12) fire/evacuation drills in each school year, eight (8) of which shall be held between September 1st and December 31st of each school year. There shall be a minimum of four (4) lockdown drills. Parent/guardians shall be notified up to one week in advance of such drills.

Unless otherwise stated, drills should be conducted at different times of the day.

In the course of at least one drill, pupils shall be instructed in the procedure to be followed in the event that a fire occurs during lunch period, provided however that such additional instruction may be waived where a drill is held during the regular school lunch period. Drills should be conducted in a manner whereby students are instructed to evacuate the building using alternate routes so that they can respond in the event of real life situations. At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted, and one of such drills shall be held during the first week of summer school.

Annual Written Instructions to Students & Staff

The Superintendent of Schools together with each administrator shall provide written instructions on emergency procedures for all students and staff. The instructions shall be distributed to staff using any or all of the methods listed below.

1. Staff and Student Handbooks;
2. Email;
3. In person;
4. Staff meetings

The written instructions shall include the following information:

1. Identify alarm warning system;
2. A detailed description of emergency situations;
3. Name of Incident Commander and names of the members of the Emergency Response Team committee;
4. Methods of disseminating information during an emergency;
5. A source of additional information

Building Security & Sign-In Procedures

The school building requires all visitors to use the main entrance and show identification when they sign-in at the front desk. Each visitor will be issued a visitor's pass that is returned upon signing out and leaving the building. Surveillance cameras are located and monitored extensively throughout the school building.

Parent/Guardian Early Dismissal Drill Notification

Sample Letter

_____
(date)

In order to comply with the State Department of Education mandate, our school district has scheduled its annual test of the Early Dismissal Plan. Dismissals will be 15 minutes earlier than their normally scheduled dismissal time.

Students will be released approximately 15 minutes earlier than their normally scheduled time in order to test the early dismissal response of the district's Emergency Response Plan.

In addition, the district is required to have twelve (12) fire/evacuation drills throughout the school year. Four (4) as lockdowns and two (2) additional drills required during summer school.

Thank you,

_____
(Principal)

Emergency Remote Instruction Plan

In the event of an emergency condition that requires the Little Flower UFSD to move towards remote instruction for students, the Emergency Remote Instruction (ERI) plan includes the following components to address how remote instruction will be provided to students:

1. Ensuring all students have access to a computing device which will allow them to participate in synchronous instruction.
2. Ensuring all students have access to internet connectivity.
3. Clearly defining to school staff the amount of time needed to be spent in synchronous and asynchronous instruction of students, with the expectation that asynchronous instruction is supplementary to synchronous instruction.
4. Identifying which students are not appropriate for remote instruction or do not have access to internet access and then developing an alternate method to instruction.
5. Special education and related services will be provided remotely through online platforms, ensuring personalized support and accommodations for students with diverse learning needs. If needed, these services may be provided by phone.
6. The Little Flower UFSD does not receive foundation aid.

NY STATE EMERGENCY RESPONSE TERMS

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)

SCHOOL NAME: Little Flower School

911 ADDRESS: 2460 N. Wading River Rd.

SHELTER-IN-PLACE/SHELTER

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.
- Stay together at all times.
- Listen for updates.

HOLD-IN-PLACE/HOLD

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.

EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lead students to designated assembly area. Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.

SECURE LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

RECOMMENDED ACTIONS:

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom.
- Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden until physically released by law enforcement personnel.

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