

DISTRICT-WIDE SCHOOL SAFETY PLAN

FIRE ISLAND UNION FREE SCHOOL DISTRICT
P.O. Box 428
Ocean Beach, NY 11770



2026-2027 SCHOOL YEAR

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OVERVIEW

Fire Island is a 32-mile-long barrier island approximately 4-7 miles south of Long Island. There are 17 communities on Fire Island, with approximately 4,100 homes, including two incorporated villages, which have their own governing bodies. Of the 4,100 homes approximately 350-500 people reside on Fire Island year-round. Primarily a vacation and recreation environment, visitation on a peak season weekend day can be as high as 100,000 within the park areas and the communities combined. The Fire Island Union Free School District is the only educational organization within the district. The school provides educational services from pre-K through the sixth grade for resident children as well as tuition-paying non-resident students. Secondary students are tuitioned to a variety of mainland school districts. Due to the lack of a road system on the Island, the District operates its own transportation system in the form of 4-wheel drive school buses.

SUMMARY OF LAWS

New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set standards for District-Wide Safety/Emergency Response Plans. Both laws set minimum requirements of a District-Wide Safety Plan and Building-Level Emergency Response plans which include 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.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Fire Island Union Free School District has developed this District-Wide School Safety Plan pursuant to Commissioner's Regulation 155.17. At the direction of the FIUFSD Board of Education, the Superintendent appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

B. Identification of District-Wide School Safety Team

The FIUFSD has appointed a District-Wide School Safety Team in accordance with Education Law §2801-a and Commissioner's Regulation §155.17. The Team includes representatives of required stakeholder groups and other individuals whose roles or expertise support District-wide emergency planning. The members of the Team and their positions or affiliations are as follows:

- Superintendent/Principal
- Assistant Superintendent for Business and Operations
- District Clerk
- School Nurse
- District Data Privacy Officer
- District Data Coordinator
- School Maintenance Crew Chief
- Head Bus Driver
- West District Fire Coordinator
- County Police
- Village Police
- Village Fire Department
- Board of Education Member

Teaching Staff Member
Parent

C. Concept of Operations

The District-Wide Safety Plan will be limited to use only on Fire Island at the Woodhull elementary school building and grounds, located at 750 Surf Road, Ocean Beach, NY 11770. The plan is developed to provide a safe school environment in the rural setting of the Fire Island community in which it is located.

The District-Wide Safety Plan is linked directly to the individual Building Emergency Response Plan updated for the Woodhull School building. Protocols reflected in the District-Wide Safety Plan and New York State SAVE legislation have guided the development and implementation of the Building Emergency Response Plan.

The plan is designed to pool together resources in and around the community in the event of an emergency. The plan institutes the use of an in-school Emergency Response Team and delineates a process of notification (thru Chain of Command) of the superintendent, local and county officials. All are available to assist as per existing protocols.

Whenever possible, any incident that occurs within the district will be managed under the Incident Command System (ICS)

D. Plan Review, Adoption, and Public Comment

The District-Wide School Safety Plan shall be reviewed and maintained by the District-Wide School Safety Team on an annual basis and updated as necessary.

The proposed District-Wide School Safety Plan and any amendments shall be made available for public comment in accordance with applicable law and Commissioner's Regulation. The Board of Education shall provide for at least one public hearing before adoption. Following the required public comment period and public hearing, the Board of Education shall consider the plan for adoption. Following adoption, the District-Wide School Safety Plan shall be posted on the District website and submitted to the New York State Education Department in accordance with applicable requirements and timelines.

While conforming to the District-Wide Safety Plan, the Building-Level Emergency Response Plan shall remain confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law §2801-a. The Building-Level Emergency Response Plan shall be reviewed and updated in accordance with applicable law and shared with appropriate law enforcement and emergency response agencies as required.

E. Definitions of Emergency Response Terms

The following standardized terms shall be used in drills, trainings, and emergency response:

- **Evacuate** – Used to move people from one location to another.
- **Shelter (Shelter-In-Place)** – Used to move people to a safe location due to environmental conditions or threats.
- **Lockout (Secure)** – Used to secure the building from a potential threat outside.
- **Lockdown** – Used when there is a direct threat or violence inside the building.

- **Hold-In-Place** – Used to isolate movement within the building or keep corridors clear.

SECTION II: Risk Reduction, Prevention and Intervention Strategies

A. Prevention/Intervention Strategies

1. Program Initiatives

The District-Wide School Safety Plan provides the framework for the Building Emergency Response Plan. The Fire Island Union Free School District proactively implements a variety of preventative programs to reduce the risk of violence. The following are examples of these initiatives and/or their providers:

- Schoolwide Positive Behaviors Interventions and Supports
- Teacher-Teacher Mentor Program
- Social Emotional Learning Curriculum
- School Psychologist
- Dignity Act Training (DASA)
- Workplace Violence Prevention Policies & Training
- School Violence Prevention Training
- School Code of Conduct
- Collaboration with local and state authorities

2. Training, Drills, and Exercises

Staff will receive annual training, by **September 15**, on the following:

- ICS Roles and Responsibilities
- Emergency Response Terms and Protocols
- Mental Health and Violence Prevention
- DASA and Suicide Prevention

New hires will complete required training within **30 days** of employment.

Safety drill and exercises will be conducted periodically as required by law. All drills and exercises will be trauma-informed and follow NYSED guidelines prohibiting the use of props, actors, or realistic simulations. All participants will be informed that a drill is occurring (except evacuation). These drills and exercises include but are not limited to:

- Fire Drills
- Evacuation Drills
- Lockdown Drills
- Lockout Drills
- Emergency Go-Home Drills
- Shelter In Place Drills
- Periodic Tabletop Exercises to include local and county officials

The effectiveness and efficiency of these drills will be reviewed and addressed by the School Superintendent and the Building Emergency Response Team.

3. Implementation of School Security

Security measures adopted by the District include:

- Security cameras around the exterior of the school building
- All doors are locked to the outside
- Installation of a “man trap” at the main entrance of the school building

- d. Visitors are screened with video doorbell and “buzzed in” after identifying themselves at the main entrance.
- e. After identification, visitors confirm their business at the window, and when allowed access to the building, are required to sign in at the main office
- f. Staff members are equipped with proximity tags for access to the building
- g. Designated staff members are equipped with staff-worn emergency alert technology that may be used to request assistance during a medical emergency, when immediate support is needed, or in response to a serious safety or security threat. Depending on the nature of the alert, the system supports internal response procedures and, in designated emergency circumstances, notification of emergency services. Specific activation, notification, and response protocols are maintained in the confidential Building-Level Emergency Response Plan and related internal procedures.
- h. Regular Review and Update of Security Protocols

4. Vital Educational Agency Information

The District maintains information on:

- a. School population
- b. Number of staff
- c. Transportation Routing
- d. Contact information for key officials
- e. Emergency Contact Information for Students and Staff

B. Early Detection of Potentially Violent Behaviors

The Fire Island Union Free School District will implement procedures for dissemination of informative materials regarding the early detection of possible violent behavior, including but not limited to: identification of family, community and environmental factors to administrators, teachers, parents, and other persons in parental relation to students of the school district or board and other persons deemed appropriate to receive such information.

C. Suicide Prevention

The District recognizes that suicide is a leading cause of death among young people and will take a proactive approach in preventing deaths by suicide. Pupil personnel staff developed a specific set of guidelines and procedures to assess the risk of and intervene in response to youth suicidal behavior. In addition to these guidelines, the District will implement a comprehensive suicide prevention strategy that includes a social-emotional curriculum and a schoolwide Positive Behavioral Interventions and Supports (PBIS) program. These initiatives aim to foster safe, respectful, responsible, and kind behaviors among students. Furthermore, the strategy will feature regular visits by a guidance counselor and an engaging guidance program designed to support students' emotional and mental well-being.

D. Workplace Violence Prevention Program

The District maintains a Workplace Violence Prevention Program in accordance with applicable New York State Labor Law and regulations. The District provides annual workplace violence prevention training to employees and reviews workplace violence risks, prevention measures, and response procedures in accordance with applicable requirements.

E. Hazard Identification

1. The District-Wide School Safety Team, in conjunction with local officials, has identified areas outside the school proper that may impact the school during an emergency.

Considerations included:

- Weather/Environmental hazards
- Presence of hazardous materials transported on the single main road on the island
- Limited resources available for safe harboring of students and staff off school grounds
- Proximity to District property
- Potential for emergency based on national trends
- Cybersecurity Threats and Infrastructure Vulnerabilities

Specifics to these hazards are maintained within the Building Emergency Response Plan.

2. Up-to-date site maps and floorplans of all buildings must be maintained. These maps shall include:
 - Compass rose
 - Symbol key
 - Labeled entrances and exits (e.g., Door A, Door 1)
 - Fire lanes and apparatus access routes
 - Utility shutoffs, alarm panels, AED locations

SECTION III: Response

A. District Response to Emergency Situations

1. The District uses the Incident Command System model for emergency response. The Superintendent/Principal or designee will serve as Incident Commander until command is transferred, when appropriate, to an emergency response agency or other authority with jurisdiction.
2. The Incident Commander is authorized to activate such resources and personnel as are appropriate for the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. The Incident Command staff are identified in the Building Level Emergency Response Plan.
3. School personnel are likely to be the first on the scene of an incident. Staff and faculty are expected to respond as appropriate and notify the Superintendent/Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (police, fire or EMS).
4. Information regarding the FIUFSD Incident Command post, staging area, transportation, and family reunification plans and procedures is identified in the Building-Level Emergency Response Plan.

B. Notification and Activation – Internal and External Communications

In the case of an emergency within the District, whether involving a violent incident, medical emergency, or other urgent situation, the Superintendent/Principal or designee shall be notified as soon as practicable. The Superintendent/Principal or designee is authorized to contact local law enforcement, fire, emergency medical services, or other appropriate agencies identified in the Building-Level Emergency Response Plan.

The District may use multiple communication methods depending on the nature and circumstances of the incident, including telephone, text message, email, mass notification systems, the District website, staff-worn emergency alert technology, and/or other appropriate communication channels. Specific internal notification, escalation, and emergency response procedures are maintained in the confidential Building-Level Emergency Response Plan and related internal protocols.

C. Situational Responses

1. Multi-Hazard Response

The Fire Island Union Free School District's Emergency Response Plan provides details to the actions in emergencies that may include the following situations:

- Threats of Violence
- Intruder
- Hostage / Kidnapping
- Bomb Threat/ Explosive
- Hazardous Material
- Epidemic/Pandemic
- Natural /Weather Related
- Cybersecurity Incidents
- Public Health Emergencies
- Civil Disturbances
- Transportation Accidents
- Utility Failures
- Acts of Terrorism

and others as determined by the District-Wide School Safety Team

2. Medical Emergencies and Mental Health

The District recognizes that both physical medical emergencies and mental health crises require immediate and appropriate responses to ensure the safety and well-being of all students, staff, and visitors.

- a. In the event of a **medical emergency**, school staff will:
 - 1) Immediately assess the situation and summon appropriate assistance, including the school nurse and/or building administration when circumstances permit.
 - 2) Call 911 immediately when the nature or severity of the emergency warrants emergency medical services or when delay could place an individual at greater risk.
 - 3) Administer first aid and/or CPR/AED by trained personnel as appropriate and within the scope of their training.
 - 4) Contact parents or guardians as soon as practicable when a student is involved.
 - 5) Document the incident and response measures taken in accordance with District procedures.
- b. In the event of a **mental health crisis**, including suicidal ideation or emotional distress:
 - 1) Notify the building administrator and the school psychologist or counselor immediately.
 - 2) Keep the student under constant supervision until support staff arrive.
 - 3) Engage appropriate mental health personnel for on-site assessment.

- 4) Contact parents/guardians and refer to community-based mental health supports if needed.
 - 5) If the student presents an imminent danger to themselves or others, call 911 and follow local protocols.
- c. All staff will be trained annually in recognizing signs of emotional distress and trauma-informed response techniques.
 - d. The district maintains a list of community-based resources and has established partnerships with local mental health providers to support recovery and continued care.

3. Responses to Acts of Violence: Implied or Direct Threats

Acts of violence by students, staff members or visitors to the school will not be tolerated. In the event of an implied or direct threat (threats are alarming statements or behaviors that give rise to concern about subsequent behavior) of violence by a student, staff member or visitor to the school, the Superintendent should be informed immediately by the threatened individual or a staff member who becomes aware of the threat. The Superintendent or designee will determine what steps may be taken based on the nature of the incident. The steps may include further investigation, threat assessment, activation of the Building Response Team, and/or notification of local authorities.

4. Standard Response Protocols

The Woodhull School Building Emergency Response Plan provides detailed information regarding protocols and responses to bomb threats, hostage taking, intrusions and kidnapping. The following protocols are provided as example:

- **School Cancellation** will be used when information regarding a potential crisis is received with enough lead time to alert all staff and students, such as weather-related incidents for which ample warning may be provided.
- **Early Dismissal** will be used when school is in session if there is time to return staff and students to their homes and more than 15 minutes remain in the school day.
- **Evacuate** – Move students and staff to safety; may require off-site relocation.
- **Lockdown** – Full lockdown in response to a direct threat within the building.
- **Lockout (Secure)** – Lock exterior doors; learning continues inside.
- **Shelter-In-Place** – Used when early dismissal and evacuation are not safe options. Stay indoors.
- **Hold-In-Place** – Used to isolate and control movement within the building.

5. Procedures for Obtaining Advice and Assistance from Local Government Officials

Depending on the nature of an incident, the District may obtain assistance from local government agencies. The Superintendent or designee may contact 911 to obtain emergency services to assist in managing the incident at hand. In addition, the District has identified resources for advice and assistance from the following agencies:

- Ocean Beach Police Department
- Suffolk County Police Department-Marine Bureau
- Local Fire Departments and Emergency Medical Services

- The National Park Service
- Suffolk County Executive
- Islip Town Office of Emergency Management
- Suffolk County Office of Emergency Management
- Eastern Suffolk BOCES
- CDC/NYS Department of Health/Suffolk County Department of Health

6. Coordination of School District Resources during Emergencies

- a. The Building Response Team will make decisions and provide assistance during emergencies.
- b. **District Resources.** The following inventory represents resources available to the Emergency Response Team to manage an incident within the District. The list is updated on an as needed basis to incorporate additions to the inventory.
 - 5 four-wheel drive buses – 20 children/16 adults capacity, mobile radio equipped
 - 7 four-wheel drive buses – 16 children/8 adults capacity, mobile radio equipped
 - 1 four-wheel drive GMC Suburban, 5 children/6 adult capacity, w/mobile radio
 - One 2 passenger 4-wheel drive pickup truck
 - 1 electric golf cart with trailer
 - 3 cellular phones
 - 3 MiFi
 - 3 Staff Assigned iPads (2 with cellular service, 1 with accompanying MiFi)
 - Web-based access to all plans, rosters, contacts
 - 2 portable automatic defibrillators
 - 60 laptop computers with wireless internet connectivity
 - 20 student-assigned iPads (not cellular)

7. Protective Action Options

The Building Emergency Response Plan details plans for the following actions in response to an emergency where appropriate. Protective action decisions will be based on the nature and severity of the emergency and may be directed by the Superintendent or Incident Commander in coordination with local authorities. The following best-practice responses are available to safeguard students and staff:

- **Evacuation:** Utilized when conditions outside or within the building require the school to vacate to a safer location.
 - Pre-designated relocation sites will be used.
 - Attendance will be taken before departure and upon arrival.
 - Transportation procedures and student reunification plans will be activated.
- **Shelter-in-Place:** Used for external environmental hazards (e.g., hazardous material release, severe weather).
 - All HVAC systems may be shut down, and windows and doors sealed.
 - Students and staff will remain indoors until cleared by emergency personnel.
- **Lockout (Secure):** Activated when there is a threat or hazard outside the school building.
 - All exterior doors are locked, and no one enters or exits the building.
 - Instruction continues inside.

- **Lockdown:** Used when there is a threat or active violence inside the building.
 - All doors are locked, lights are turned off, and occupants remain silent and out of sight.
 - Law enforcement is notified immediately.
- **Hold-in-Place:** Used to isolate and control movement within the building during short-term emergencies (e.g., medical or maintenance issue).
 - Classes continue as normal inside classrooms.
- **Early Dismissal:** Initiated when it is safer to return students home than to keep them on site.
 - Parents/guardians are notified through the District’s mass notification system and other appropriate communication channels.
 - Bus routes and dismissal plans are coordinated with transportation.
- **School Cancellation:** Used when an emergency is anticipated (e.g., weather warning).
 - Decision is made before the start of the school day and communicated through all official district channels.
- **Remote Instruction Activation:** When conditions warrant extended closure, the Emergency Remote Instruction Plan will be initiated as described in Section III.C.8.

In all cases, student and staff accountability is maintained and reunification protocols are followed to ensure safe dismissal or transfer of students to parents or guardians.

8. Emergency Remote Instruction Plan

Remote Instruction Schedule

- The remote **master schedule** includes classroom and special areas periods of instruction that include both *synchronous instruction*, that is, learning in the direct presence of the student’s teacher in real time, as well as *asynchronous instruction*, that is time during which students are engaged in learning without the direct presence of a teacher.
- In addition to core instruction, individual or small groups of students will receive additional support through synchronous instruction.
- Special education and related services** will be provided synchronously during each grade level’s scheduled “Asynchronous/RtI” or “Individual Meetings” periods reflected in their class’s schedule.
- Attendance is taken daily.** Students should be prepared to begin their day at 8:00 a.m. in the event their days begin with individualized or small group instruction. The full 6 ½ hour school day is planned to conclude by 2:30 p.m. each day.
- Synchronous to asynchronous instruction will take place in the approximate durations:

Grade Level	Minimum Synchronous Time	Asynchronous Time
PK-K	2 hours	Varies depending on small group/RtI/support needs
1 st – 2 nd	2 hours 20 minutes	
3 rd – 4 th	2 hours 40 minutes	
5 th – 6 th	3 hours	

Accessing Remote Instruction

- a. Each teacher has a specific, district-established online meeting platform and online classroom.
- b. Students are all assigned **1:1 devices** that can be sent home in advance of a potential emergency situation. In the event that remote instruction is required after an unanticipated emergency, district transportation could be used to deliver student devices to students' homes. Alternatively, a family's personal device can be used to access the online meeting platforms and virtual classrooms.
- c. Students are provided grade level specific Remote Schedules that outline their daily schedules, meeting access codes, links to teacher, administration, clerical, and technical support contacts, and common expectations for preparing for remote instruction.

Ongoing Review

- a. Student support teams will continue to meet during remote instruction to assess the appropriateness and effectiveness of remote instruction for students.
- b. The district will check-in with families regarding the effectiveness of their internet access, and in the event that it is insufficient or non-existent, the district will provide portable MiFi hotspots to those families in need.

9. After-School and Extracurricular Safety

FIUFSD recognizes that emergencies may occur outside of regular school hours during programs such as clubs, afterschool activities, field trips, and public use of facilities. To ensure a consistent, safe response:

- All after-school program staff, club advisors, and chaperones will receive annual training on emergency procedures, including:
 - Lockdown/Lockout procedures
 - Evacuation routes and rally points
 - Communication protocols with administration and emergency services
 - Student accountability and supervision protocols
- Emergency contact information and updated rosters will be accessible to all staff supervising after-school or extracurricular activities.
- The school's Incident Command System (ICS) will include alternate coordinators for after-hours response.
- Field trip protocols will include:
 - Pre-trip safety briefings for staff and students
 - Emergency communication plan with central office
 - First aid kits and emergency medications
 - A list of all participants, including emergency contacts
- Public events or meetings on district property will follow district safety protocols. Staff responsible for facility rentals or building use will:

- Review the District Safety Plan expectations with event organizers
- Ensure communication systems (PA/radios) are accessible
- Have designated staff available to respond to emergencies

These measures ensure the safety of students, staff, and visitors regardless of the time or setting of district-related activities.

SECTION IV: Recovery

A. Post-Incident Response and Crisis Services

FIUFSD is committed to ensuring a supportive, organized, and trauma-informed recovery process following a critical incident. The Post-Incident Crisis Response Team (comprised of mental health staff, administrators, and other designated personnel) will activate the recovery plan as outlined below:

1. Initiate Trauma, Illness, and Grief support protocols and consult trained personnel.
2. Identify affected individuals or groups needing immediate support.
3. Coordinate with building leaders to arrange logistics such as counseling rooms, class coverage, and substitute support.
4. Communicate essential facts to students, staff, families, and media using pre-approved templates.
5. Deploy support staff for classroom-based support, small-group counseling, and individual check-ins.
6. Provide end-of-day debriefings for staff and the crisis team.
7. Ensure continuity of learning and classroom functioning while balancing emotional support.

B. Disaster Mental Health Services

In collaboration with county mental health providers, BOCES, and regional support networks, the District will:

- Provide age-appropriate counseling, grief support, and stress management resources.
- Coordinate with community mental health agencies to facilitate referrals.
- Offer family support services, including connections to food, shelter, clothing, or trauma-informed care.
- Monitor student and staff recovery and provide ongoing follow-up support as needed.
- Emphasize equity and accessibility for all students and families, including multilingual communication.

C. Review and Debriefing

The Building-Level Emergency Response Team will convene to:

- a. Review the timeline, decision-making, and response effectiveness.
- b. Identify successes, challenges, and opportunities for improvement.
- c. Revise building-level plans based on lessons learned.

- d. Document findings in a post-incident report to be shared with the District Safety Team.
- e. Incorporate feedback from students, staff, and families where appropriate.

This recovery process reflects the district's commitment to restoring emotional safety, supporting academic continuity, and strengthening resilience in the school community.

SECTION V: Annual Review and Plan Submission

The District-Wide School Safety Plan shall be reviewed annually by the District-Wide School Safety Team and updated as necessary in accordance with New York State Education Law §2801-a and Commissioner's Regulation §155.17.

As part of the annual review process, the District-Wide School Safety Team shall consider, as appropriate, feedback and information derived from drills, actual incidents, staff input, changes in District operations or facilities, emerging risks, and consultation with community partners and emergency response agencies.

Following review and any necessary revisions, the proposed District-Wide School Safety Plan shall be made available for public comment in accordance with applicable law and regulation. The Board of Education shall conduct at least one public hearing before adoption.

Following adoption by the Board of Education, the final District-Wide School Safety Plan shall be posted on the District website and submitted to the New York State Education Department in accordance with applicable requirements and timelines.

The Building-Level Emergency Response Plan shall be reviewed and updated in accordance with applicable law, shall remain confidential and not subject to public disclosure, and shall be shared with appropriate law enforcement and emergency response agencies as required.

The annual review process is intended to ensure that District safety planning remains current, operationally sound, and responsive to the needs of students, staff, and the school community.