

# District-Wide School Safety Plan

## Self-Assessment and Planning Tool

for use by School and District Administrators

Name of District: \_\_\_\_\_ District Institution Code: \_\_\_\_\_  
Date Self-Assessment was Completed: \_\_\_\_\_ Self-Assessment Completed by: \_\_\_\_\_

**Instructions:** This Self-Assessment may be used by administrators to review the District-Wide School Safety Plan for compliance with [Education Law §2801-a](#) and [Commissioner's Regulation §155.17](#). Included are items that are required at a minimum, with space to identify if required components are: in place, partially in place, or not addressed. Note: this document is intended for internal use only. Districts should retain this document in district records. Do not submit this document to the New York State Education Department. Additional information and resources are available at: <https://www.nysed.gov/student-support-services/safe-schools-against-violence-education-act-save>.

Statute and regulation require that the superintendent, or superintendent's designee for each district, charter school and BOCES serve as the district chief emergency officer whose duties shall include, but not be limited to:

- (a) coordination of the communication between school staff, law enforcement, and other first responders;
- (b) leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- (c) ensure staff understanding of the district-wide school safety plan;
- (d) ensure the completion and yearly update of building-level emergency response plans for each school building;
- (e) assist in the selection of security related technology and development of procedures for the use of such technology;
- (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response plan(s);
- (g) ensure the conduct of required evacuation and lock-down 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 section 807 of the Education Law;
- (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

In addition, the statute and regulation require that each district, charter school and BOCES in the State designate a district-wide safety team that must develop and annually update and submit a district-wide school safety plan to the school board for adoption.

Prior to adoption, the district must hold at least one public hearing that provides for school personnel, student, and public participation, and the plan must be made available for public comment for at least 30 days. The plan must be adopted by the school board **by September 1** each year. Within 30 days from adoption, and no later than **October 1**, each district must post their District-Wide Safety Plan on their district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

## Recommended Guiding Principles

As district administrators and the district-wide safety team develops or reviews and revises their district plan, it is recommended that you consider the following guiding principles.

- ✓ *Leadership is needed throughout the planning process and the school year to build and maintain the momentum for effective planning.*
- ✓ *Don't reinvent the wheel; build upon existing plans and activities and draw on the experiences of others.*
- ✓ *Know the legislative and regulatory requirements, and how your district and schools plan to meet/have met them.*
- ✓ *Effective planning takes time. The planning process must include adequate time to ensure broad participation and active involvement of key partners in the development of plans.*
- ✓ *Plans should be developed through an open process with broad community participation. Students, parents, teachers, school leaders, public safety agencies and other key partners should be involved in plan development in a meaningful way. Broad participation by community members will gain their acceptance and support of school plans.*
- ✓ *Planning should be comprehensive, encompassing activities from early prevention through crisis response. In addressing the intent of the law, schools should focus on a process-driven approach to planning rather than on a checklist of activities that must be done.*
- ✓ *Planning should be data-driven. School safety plans will be more responsive to your school needs when data related to the school is used as a basis for planning.*
- ✓ *Plans should be user-friendly, easy to read, and understandable. The plans should be widely disseminated within the community to foster broad acceptance and participation. Plans should clearly define roles and responsibilities. It is crucial that all key people know their roles and responsibilities, as well as the roles and responsibilities of others in the event of an emergency. Plans should also include contingency provisions to enable implementation when key individuals are unavailable or not in a position to perform their roles.*
- ✓ *Staff development should be included in the planning process. For plans to be effective, feedback, training and debriefing are critical to a district's growing capacity for responding to emergencies.*
- ✓ *Plans should recognize the needs of special school populations. Students and staff with disabilities, limited English speaking students and other special student populations should be addressed in all plans.*
- ✓ *Plans should be coordinated with nonpublic schools.*
- ✓ *Plans should be continually reviewed and updated to remain current. Changes in personnel, local conditions and other factors necessitate periodic review and updating of plans to ensure their applicability to current conditions.*

Required Component with Regulatory Citation	Suggested Considerations	Status
<b><i>Plan Development, Adoption and Submission of Building Level Plan to Local Law Enforcement and State Police</i></b>		
<p>The district chief emergency officer is:  _____ the superintendent, or  _____ superintendent's designee:  Name: _____  Title: _____  Telephone number: _____  Email: _____</p>	<ul style="list-style-type: none"> <li>• How is this information shared with staff, students, and parents?</li> <li>• How is this information shared with local first responders?</li> <li>• Is this information posted somewhere in schools, sent home to parents, posted on the district webpage, distributed to staff?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The District-Wide School Safety Team was appointed by the Board of Education on: (date)_____. <i>CR §155.17(b)(14)</i></p> <p>The District-Wide School Safety Team includes, but is not limited to representatives of:</p> <ul style="list-style-type: none"> <li>• School board</li> <li>• Teacher organizations</li> <li>• Administrator organizations</li> <li>• Parent organizations</li> <li>• School safety personnel</li> <li>• Student*</li> <li>• Other school personnel including bus drivers and monitors</li> </ul> <p><i>*At the discretion of the board of education, a student <b>may</b> be allowed to participate on the district-wide school safety team, provided however, that no portion of a confidential building-level emergency response plan be shared with such student nor shall such student be present where details of a confidential building-level emergency plan or confidential portions of a district-wide emergency response strategy are discussed. CR §155.17(b)(14)</i></p>	<ul style="list-style-type: none"> <li>• How is this information shared with staff, students, and parents?</li> <li>• Where, when, and how often does the district safety team meet?</li> <li>• How should an individual share a concern with the safety team?</li> <li>• How does the district safety team gather input from parents, students, and staff?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan on:</p> <p>(date) _____  <i>CR §155.17(a)</i></p>	<ul style="list-style-type: none"> <li>• What date must the annual review begin to gather input and meet requirements for board adoption, public comment period, etc.?</li> <li>• How does the district safety team gather input from parents, students, and staff?</li> <li>• How should an individual share a concern with the district safety team?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>The District-Wide School Safety Plan was made available for public comment</p>	<ul style="list-style-type: none"> <li>• How was the public comment period for the district safety</li> </ul>	<input type="checkbox"/> in place

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<p>at least thirty days prior to its adoption by the Board of Education 30-day public comment period began on: (date) _____ and ended on _____ <i>CR §155.17(c)(3)</i></p>	<p>plan announced?</p> <ul style="list-style-type: none"> <li>• How will comments be collected (email, etc.)?</li> <li>• Where is the plan posted during the public comment period? Is it readily accessible to the public?</li> </ul>	<p><input type="checkbox"/> partially in place <input type="checkbox"/> not addressed</p>
<p>At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan.</p> <p>Date of Public Hearing: _____ <i>CR §155.17(c)(3)</i></p>	<ul style="list-style-type: none"> <li>• How was the public hearing for the plan announced?</li> <li>• Is the public hearing on a day and time that encourages participation?</li> </ul>	<p><input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed</p>
<p>The district-wide school safety plan must be posted on the district website.</p> <p>The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption and no later than October 1 <i>CR §155.17(c)(3)</i></p> <p>The date the District-Wide School Safety Plan was posted on District Website: _____</p> <p>URL of District-Wide School Safety Plan on District Website: _____</p> <p><i>URL was verified/checked to be sure the link is working</i> _____</p>	<ul style="list-style-type: none"> <li>• Where is the safety plan posted on the district website? Is it easily located from the district home page?</li> <li>• Describe how the safety plan will be kept up to date if a change is necessary during the school year.</li> </ul>	<p><input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed</p>
<p><b><i>Plan Content: the following items are the minimum components required by statute and regulation for the District-Wide Safety Plan</i></b></p>		
<p>i. The plan includes policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which may include threats of suicide <i>CR §155.17(c)(1)(i)</i></p>	<ul style="list-style-type: none"> <li>• Document different levels of threat and how the district’s response will differ accordingly.</li> <li>• What steps should a parent or student take if they have information about a threat of violence?</li> <li>• What is the process for responding to a social media threat and other types of threats?</li> <li>• If you have a behavioral threat assessment intervention team, how often do they meet, what is the objective of this team and what is the general process for addressing possible threats?</li> <li>• Provide examples of when law enforcement advisement or assistance will be requested by school or district personnel.</li> <li>• What training or professional development is provided to personnel, such as training in de-escalation or identification of early warning signs of potentially violent behavior?</li> <li>• Describe different response protocols (lockdown, secure</li> </ul>	<p><input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed</p>

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	<p>lockout, etc.) and when they are used.</p> <ul style="list-style-type: none"> <li>• How will information be shared with parents and in what circumstances?</li> <li>• What are the district and each school’s policies and procedures under the Red Flag Law?</li> <li>• If the district has a School Resource Officer, how will the SRO be utilized?</li> <li>• Describe the process for providing training for staff, students, and parents in this policy.</li> </ul>	
<p>ii. The plan includes policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, bus drivers and monitors, and visitors to the school <i>CR §155.17(c)(1)(ii)</i></p>	<ul style="list-style-type: none"> <li>• Describe each of the different response protocols (lockdown, secure lockout, etc.) and when they are used.</li> <li>• Document different levels of threat and how the district’s response will differ accordingly.</li> <li>• Who should a parent or student contact if they have information about a threat of violence?</li> <li>• What is the process for responding to a social media threat?</li> <li>• Provide examples of when law enforcement advisement or assistance will be requested by school or district personnel.</li> <li>• What training or professional development is provided to personnel, such as training in de-escalation or identification of early warning signs of potentially violent behavior?</li> <li>• How will information be shared with parents and in what circumstances?</li> <li>• What are the district and each school’s policies and procedures under the Red Flag Law?</li> <li>• If the district has a School Resource Officer, how will the SRO be utilized?</li> <li>• Describe the process for providing training for staff, students, and parents in this policy.</li> </ul>	<p><input type="checkbox"/> in place</p> <p><input type="checkbox"/> partially in place</p> <p><input type="checkbox"/> not addressed</p>
<p>iii. The plan includes appropriate prevention and intervention strategies, which may include:</p> <ul style="list-style-type: none"> <li>• collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;(b) nonviolent conflict resolution training programs;</li> <li>• peer mediation programs and youth courts; and</li> <li>• extended day and other school safety programs, and</li> <li>• Establishing an anonymous reporting mechanism for school violence the development and implementation of a code of conduct and requirements of the Dignity for All Students Act.</li> </ul>	<ul style="list-style-type: none"> <li>• If the district has a School Resource Officer, how will the SRO be utilized for prevention?</li> <li>• Describe programs that are being utilized in the district and their intended outcome. Examples may include restorative practices, social emotional learning, peer mentoring programs, etc.</li> <li>• Describe how prevention and intervention are integrated into staff development initiatives.</li> <li>• Describe how local data, such as annual SSEC incident counts or results of school climate surveys have been used to inform policy initiatives.</li> <li>• How are selected prevention and intervention strategies based on research findings of effectiveness, and are they</li> </ul>	<p><input type="checkbox"/> in place</p> <p><input type="checkbox"/> partially in place</p> <p><input type="checkbox"/> not addressed</p>

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<i>CR §155.17(c)(1)(iii)</i>	<ul style="list-style-type: none"> <li>evaluated to determine their impact in the district?</li> <li>Have strategies been developed for improving communication among students and between students and staff?</li> <li>Are there safe and confidential ways for students to report potentially violent incidents or to report incidents of bullying, harassment, or discrimination?</li> <li>Are students and parents actively involved in policy development?</li> <li>Are students encouraged to serve as peer leaders or mentors for younger students?</li> </ul>	
iv. The plan includes policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident <i>CR §155.17(c)(1)(iv)</i>	<ul style="list-style-type: none"> <li>Has an appropriate local law enforcement liaison for the district's area been identified?</li> <li>Has a communication protocol been established with and between the local law enforcement agencies?</li> <li>Are staff and students knowledgeable about what to do when there is a direct or implied threat of violence?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
v. The plan includes a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies (except in a school district in a city having a population of more than one million inhabitants) <i>CR §155.17(c)(1)(v)</i>	<ul style="list-style-type: none"> <li>Have appropriate local law enforcement and emergency services and other government agencies, and a point of contact for each, been identified in the district-wide safety plan?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
vi. The plan includes the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law (except in a school district in a city having a population of more than one million inhabitants) <i>CR §155.17(c)(1)(vi)</i>	<ul style="list-style-type: none"> <li>Describe collaboration with local or county emergency preparedness officials and local law enforcement in the development of the safety plan.</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
vii. The plan includes the identification of district resources which may be available for use during an emergency (except in a school district in a city having a population of more than one million inhabitants) <i>CR §155.17(c)(1)(vii)</i>	<ul style="list-style-type: none"> <li>Include roles and responsibilities of members of the district safety team and a description of how staff are informed who team members are.</li> <li>Describe how district would provide resources for a post-incident response team (i.e., whether this would utilize only existing school staff, or multi-district collaboration, etc.).</li> <li>What district resources will be utilized in an emergency? For example, staff, buses, PPE, generators, etc.</li> <li>How will transportation needs be met during an emergency?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed

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<p>viii. The plan includes a description of procedures to coordinate the use of school district resources during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies (except in a school district in a city having a population of more than one million inhabitants) <i>CR §155.17(c)(1)(viii)</i></p>	<ul style="list-style-type: none"> <li>• Include roles and responsibilities of members of the safety team and a description of how staff are informed who team members are.</li> <li>• Describe how district would provide resources for a post-incident response team (Will staff be from existing school staff, or multi-district collaboration? etc.)</li> <li>• What district resources will be utilized in an emergency? For example, staff, buses, PPE, generators, etc.</li> <li>• How will transportation needs be met during an emergency?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>ix. The plan includes policies and procedures for contacting parents, guardians, or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal or emergency closure. <i>CR §155.17(c)(1)(ix)</i></p>	<ul style="list-style-type: none"> <li>• Describe the procedure for contacting parents, guardians, or persons in parental relation in the event of a violent incident, emergency, or early dismissal.</li> <li>• Describe how the procedures address issues of ensuring accurate, timely and consistent information to parents.</li> <li>• Do the policies and procedures identify the method(s) that will be used to inform parents (i.e., telephone call, press release, letter, other)?</li> <li>• How will notification to parents be provided in the primary language of the parent(s)?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>x. The plan includes policies and procedures for contacting parents, guardians, or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such students against themselves, which for the purposes of this subdivision shall include suicide. <i>CR §155.17(c)(1)(x)</i></p>	<ul style="list-style-type: none"> <li>• Describe the procedure for contacting parents, guardians, or persons in parental relation in the event of an implied or direct threat of violence against themselves, including a threat of suicide.</li> <li>• Describe how the procedures address issues of ensuring accurate and timely information to parents.</li> <li>• Do the policies and procedures identify the method(s) that will be used to inform parents and a procedure if parent(s) cannot be reached?</li> <li>• How will notification to parents be provided in the primary language of the parent(s)?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>xi. The plan includes policies and procedures relating to school building security, including, where appropriate:</p> <ol style="list-style-type: none"> <li>a. the use of school safety or security officers and/or security resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with</li> </ol>	<ul style="list-style-type: none"> <li>• Describe all school security policies and procedures that are in use in the district and in each school building, such as visitor badges, locked door and designated entrances, doors, coats and backpack policies, the use of school safety officers or security devices.</li> <li>• Provide a list of items that are prohibited on school property.</li> <li>• Describe school visitor policy (Are school visitors required to sign in, sign out, and wear visible visitors passes when visiting school buildings?).</li> <li>• Describe any parking restrictions that are in effect during the school day or at different times during the school day.</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed



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<p>stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan; and</p> <p>b. security devices or procedures. District-wide school safety teams shall consider, as part of their review of the comprehensive district-wide safety plan, the installation of a panic alarm system.</p> <p><i>CR §155.17(c)(1)(xi)</i></p>	<ul style="list-style-type: none"> <li>• If school safety or security officers and/or security resource officers are present, describe the process for developing a written contract or memorandum of understanding that is developed with stakeholder input. Include a list of stakeholders in your plan.</li> <li>• Include a link to or insert a copy of the agreement.</li> <li>• Include information about other security protocols or policies that are appropriate for public distribution.</li> </ul>	
<p>xii. The plan includes policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents or other persons in parental relation to students, students and other persons deemed appropriate to receive such information.</p> <p><i>CR §155.17(c)(1)(xii)</i></p>	<ul style="list-style-type: none"> <li>• Describe resources that are available and the process for dissemination.</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>xiii. The plan includes policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by <i>September 15th</i> on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner.</p> <p><i>CR §155.17(c)(1)(xiii)</i></p> <p><i>Date that training was provided to staff on Building-level Emergency Response Plan, school violence prevention and mental health:</i></p>	<ul style="list-style-type: none"> <li>• Provide a summary of how and when staff are provided training in the multi-hazard emergency response plan and other related procedures.</li> <li>• Provide a summary of the process for providing training to students regarding school emergency response procedures. Students should be informed about different types of response and when they would be used. Students should also be informed about drill requirements and procedures in a developmentally and age-appropriate, non-traumatizing way. Provide a summary of information that was provided. Consult resources like the those that are available from the National Association of School Psychologists regarding <a href="#">Mitigating Psychological Effects of</a></li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed



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<p><i>Note: Effective July 1, 2025, training must include a description of the roles and responsibilities of the building-level emergency response team, the building-level Incident Command System including the roles and responsibilities of designated staff, and the building level-emergency response plan procedures for implementing the following required emergency response terms: shelter/shelter-in place, hold/hold-in place, evacuate/evacuation, secure lockout, and lockdown. 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.</i></p>	<p><a href="#">Lockdowns.</a></p>	
<p>xiv. The plan includes procedures for review and the conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full scale exercises in coordination with local and county emergency responders and preparedness officials. Such procedures shall ensure that:</p> <p>(1) Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.</p> <p>(2) At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills.</p> <p>(3) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.</p> <p>(4) Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relations.</p> <p><i>CR §155.17(c)(1)(xiv)</i></p>	<ul style="list-style-type: none"> <li>Describe process for providing training to students and staff regarding emergency response procedures and drills prior to conducting a drill.</li> <li>Provide summary of drill procedures and any local potential hazards that are incorporated in plan.</li> <li>Describe process for reviewing protocol following a drill to determine if changes to the procedure are necessary.</li> <li>Describe the process for including local law enforcement and other emergency responders in drills.</li> <li>Provide information about your process for providing parental notifications regarding drills. (Sample notifications are available at: <a href="#">Sample Annual Parent/Guardian Notification of Safety Drills</a>, and <a href="#">Sample Parent/Guardian Notification of Upcoming Drills</a>)</li> </ul>	<p><input type="checkbox"/> in place</p> <p><input type="checkbox"/> partially in place</p> <p><input type="checkbox"/> not addressed</p>
<p>xv. The plan includes the identification of appropriate responses to</p>	<ul style="list-style-type: none"> <li>Describe potential hazards present in the district and</li> </ul>	<p><input type="checkbox"/> in place</p>

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<p>emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings. <i>CR §155.17(c)(1)(xv)</i></p>	<p>appropriate school emergency response procedures. Potential hazards in the neighborhood and community include facilities containing toxic, chemically reactive, and/or radioactive materials; high voltage power lines; transportation routes of vehicles including trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults and above-ground transformers; multi-story buildings vulnerable to damage or collapse; water towers and tanks; and other potentially hazardous sites in your community.</p> <ul style="list-style-type: none"> <li>• Are summary descriptions of actions the district and schools would take in response to specific emergencies provided? For example, if school must close early due to a water main break, how will parents be notified of the emergency closure?</li> <li>• Include descriptions of procedures for school cancellation, early dismissal, evacuation, lockdown, lockout, shelter-in-place, and hold-in-place.</li> </ul>	<input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>xvi. The plan includes strategies for improving communication among students, between students and staff and between administration and parents or persons in parental relation regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence. <i>CR §155.17(c)(1)(xvi)</i></p>	<ul style="list-style-type: none"> <li>• Provide a description of district- or building-specific initiatives that are in place regarding this requirement. Include data that support program efficacy where available.</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>xvii. The plan includes a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity. <i>CR §155.17(c)(1)(xvii)</i></p>	<ul style="list-style-type: none"> <li>• Provide a description of district- or building-specific personnel that are in place and the training provided to staff, such as de-escalation, mental health first aid, CPR, etc.</li> <li>• If school safety or security, or School Resource Officers are present in the district, describe the process for developing a written contract or Memoranda of Understanding (MOU) that is developed with stakeholder input.</li> <li>• Include details about the provisions and a copy of the contract or MOU.</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>xviii. The plan includes a description of how educational agencies within the school district boundaries will be informed of a disaster or emergency school closure. <i>CR §155.17(c)(1)(xviii)</i></p>	<ul style="list-style-type: none"> <li>• Describe the communication plan or other procedure that is in place to meet this requirement.</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed
<p>xix. the designation of the superintendent, or superintendent's designee, as</p>	<ul style="list-style-type: none"> <li>• How is this information shared with staff, students, and</li> </ul>	<input type="checkbox"/> in place

Required Component with Regulatory Citation	Suggested Considerations	Status
<p>the district chief emergency officer whose duties shall include, but not be limited to:</p> <p>(a) coordination of the communication between school staff, law enforcement, and other first responders;</p> <p>(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;</p> <p>(c) ensure staff understanding of the district-wide school safety plan;</p> <p>(d) ensure the completion and yearly update of building-level emergency response plans for each school building;</p> <p>(e) assist in the selection of security related technology and development of procedures for the use of such technology;</p> <p>(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the districtwide school safety plan and building-level emergency response plan(s);</p> <p>(g) ensure the conduct of required evacuation and lock-down 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 section 807 of the Education Law; and</p> <p>(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.</p> <p><i>CR §155.17(c)(1)(xix)</i></p> <p>The District Chief School Safety Officer is (name) _____, appointed on (date) _____</p>	<p>parents?</p> <ul style="list-style-type: none"> <li>• How is this information shared with local first responders?</li> <li>• Is this information posted somewhere in schools?</li> </ul>	<p><input type="checkbox"/> partially in place</p> <p><input type="checkbox"/> not addressed</p>
<p>xx. The plan includes protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law. Including:</p> <ol style="list-style-type: none"> <li>A list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job.</li> <li>A description of protocols the employer will follow for nonessential employees to telecommute.</li> <li>A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites</li> <li>Protocols the employer will implement to procure personal protective equipment (PPE)</li> </ol>	<ul style="list-style-type: none"> <li>• Consider whether cafeteria, transportation and/or other staff may be necessary for meal preparation and delivery to homes.</li> <li>• Will check-ins with students be remote or in-person?</li> <li>• What is the availability of substitute teachers and other staff in the event of illness?</li> </ul>	<p><input type="checkbox"/> in place</p> <p><input type="checkbox"/> partially in place</p> <p><input type="checkbox"/> not addressed</p>

Required Component with Regulatory Citation	Suggested Considerations	Status
<ul style="list-style-type: none"> <li>e. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace.</li> <li>f. Protocols for documenting hours and work locations, including off-site visits, for essential employees.</li> <li>g. Protocols for working with the employer’s locality to identify sites for emergency housing for essential employees.</li> <li>h. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.</li> </ul>		
<b>Informing Students and Staff of Emergency Procedures and Evacuation and Emergency Drills</b>		
<p>By October 1 of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures. <i>CR §155.17(g)</i></p>	<ul style="list-style-type: none"> <li>• Include copy of written emergency procedures. (Do not include confidential information.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> in place</li> <li><input type="checkbox"/> partially in place</li> <li><input type="checkbox"/> not addressed</li> </ul>
<p>The district is aware of and has planned for how all school buildings will comply with mandated drill requirements, as described below. Drills will</p> <ul style="list-style-type: none"> <li>• be conducted in a trauma-informed, developmentally, and age-appropriate manner and not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency;</li> <li>• occur after annual training in emergency procedures has been provided to students and staff;</li> <li>• be completed on different dates, days of the week and during different times of the school day.</li> <li>• parents or persons in parental relation shall be given advance notice of each drill being conducted within one week preceding any such drill.</li> </ul> <p>Required Drills:</p> <ul style="list-style-type: none"> <li>• eight evacuation drills each year; six must be completed between September 1 and December 31 each school year. Four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors. Students shall be instructed in the procedure to be followed if a fire occurs during the lunch period or assembly, provided, however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly;</li> <li>• four lock-down drills each year, two must be completed between</li> </ul>	<ul style="list-style-type: none"> <li>• Describe process for providing training to students regarding school emergency response procedures. Students should be informed about different types of response and when they would be used. Students should also be informed about drill requirements and procedures in an age- appropriate, non-traumatizing way. Include the date and summary of information that was provided. Consult resources like the those that are available from the National Association of School Psychologists regarding <a href="#">Mitigating Psychological Effects of Lockdowns</a>.</li> <li>• Describe process for reviewing training to students and staff regarding emergency response procedures and drill requirements prior to conducting a drill.</li> <li>• Provide summary of drill procedures and any local potential hazards that are incorporated in plan. See the</li> <li>• Describe process for reviewing protocol following a drill to determine if changes to the procedure are necessary.</li> <li>• Describe the process for including local law enforcement and other emergency responders in drills.</li> <li>• Describe how after-school or other programs outside the regular school day are incorporated in emergency planning and drill training and procedures.</li> <li>• Ensure provisions are in place for building occupants with special needs and they are practiced during drills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> in place</li> <li><input type="checkbox"/> partially in place</li> <li><input type="checkbox"/> not addressed</li> </ul>

Required Component with Regulatory Citation	Suggested Considerations	Status
<p>September 1 and December 31 each school year.</p> <ul style="list-style-type: none"> <li>one Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.</li> </ul> <p>Additional evacuation drill requirements for residential schools, summer school, after school programs, events or performances:</p> <ul style="list-style-type: none"> <li>four additional drills must be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations;</li> <li>at least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school;</li> <li>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.</li> </ul> <p>The school board will ensure that information about drills be provided in the teacher’s manual or handbook. (EL §807.2)</p> <ul style="list-style-type: none"> <li>testing the usefulness of the communications and transportation system during emergencies. (CR §155.17(h))</li> </ul>		
<p>Beginning with the 2023-24 school year, the district has planned for the provision of remote instruction during any emergency school closure, including: policies and procedures</p> <ul style="list-style-type: none"> <li>to ensure computing devices are made available to student and access to internet connectivity</li> <li>expectations for school staff regarding the proportion of time spent in synchronous and asynchronous instruction</li> <li>description of how special education and related services will be provided to students with disabilities</li> <li>the estimated number of instructional hours the school district intends to claim for State Aid purposes for each day in remote instruction due to emergency conditions (districts that receive foundation aid only)</li> </ul> <p><i>CR §155.17(c)(1)(xxi)</i></p>	<ul style="list-style-type: none"> <li>In the event of an emergency closure, will students and staff have devices at home, or will they need to be delivered to them?</li> </ul>	<input type="checkbox"/> in place <input type="checkbox"/> partially in place <input type="checkbox"/> not addressed