



YONKERS
PUBLIC SCHOOLS

DISTRICT-WIDE SAFETY & EMERGENCY
MANAGEMENT PLAN

UPDATED JULY 2024

Table of Contents

State Requirements	3
Section I General Considerations and Planning Guidelines	5
Purpose	5
Superintendent’s Directive	6
Identification of School Teams	7
District Safety Team	8
Concepts of Operation	11
Plan Review & Public Comment	11
Section II Risk Reduction/Prevention and Intervention	13
Prevention and Intervention Strategies	13
Improving Communication with Students	15
Reporting Threats or Acts of Violence	16
Training, Drills and Exercises	17
Staff Development Training:	20
Proactive Building Security Measures	20
Vital Educational Information	21
Early Detection of Potentially Dangerous Behavior	21
Hazard Identification	23
School Safety Personnel Allocations, Hiring, Duties, and Training	24
Security Allocations	24
Section III Response	26
Notification and Activation - Internal and External Communications	26
Situational Responses	27
Multi-Hazard Response	27
Response Protocols	27
School Cancellation	27
Early Dismissal	27
Evacuation	27
Sheltering Sites (internal and external)	28
Protocols for Responding to Bomb Threats, Hostage-takings, Intruders, Abduction, and Other Emergency Situations	28
Responses to Implied or Direct Threats of Violence	29
Responses to Acts of Violence	30
DRAFT- District-wide Safety & Emergency Management Plan	1

Protocols For a State Disaster Emergency Involving a Communicable Disease	31
Background	31
Protocols	31
Identification of District Resources Which May Be Available for Use During an Emergency	35
Coordination and School District Resources and Manpower During Emergencies	35
Participating in Unified Command under ICS Principles	36
Assignment of Responsibilities	36
ICS Positions	36
Emergency Remote Instruction	37
Overview	37
Section IV Communication with Others	40
Section V Recovery	42
Continuity of Operations	42
Continuity of Instruction	42
District Support for Buildings	43
Disaster Mental Health Services	43
Appendix 1 - Listing of School Buildings	44
Appendix 2 – Building-level Emergency Response Plans	46
Appendix 3 – Memoranda of Understanding	47
Appendix 4 – District Resources – Contact Information	48
Appendix 5 – Section 155.17 Regulation Compliance Reference	50

STATE REQUIREMENTS

Requirement	Required Action	Date	Check when Completed
The District-Wide School Safety Team was appointed by the Board of Education.	Appointed by the Board of Education on:	[DATE]	<input type="checkbox"/>
The District Chief Emergency Officer is: Anibal Soler Jr., Superintendent of Schools, 9143768100, Asoler@yonkerspublicschools.org	District Chief Emergency Officer Appointed on:	5/1/2024	<input type="checkbox"/>
The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan:	Annual Review and Updates completed on:	5/10/2024	<input type="checkbox"/>
The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education: It is recommended that a DRAFT version of the plan be posted on the district website for the 30-day comment period (watermark is suggested)	Public Comment Period Start Date: Public Comment Period End Date:	5/17/2024 6/18/2024	<input type="checkbox"/>
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.	Date of Public Hearing/Adoption (by September 1st):	6/18/2024	<input type="checkbox"/>

<p>District-wide plan must be submitted to the commissioner within 30 days after its adoption, and no later than October 1st.</p>	<p>District plan submitted in the NYS BEDS Portal on (no later than October 1st):</p>	<p>[DATE]</p>	<input type="checkbox"/>
<p>The date the District-Wide School Safety Plan was posted on District Website: Within 30 days from adoption and no later than October 1st.</p>	<p>Date Posted (no later than October 1st):</p> <p>https://www.yonkerspublicschools.org/Page/65792</p> <p>URL was verified/checked to be sure the link is working</p>	<p>5/17/2024</p>	<input type="checkbox"/>
<p>Date training was provided to staff on Building-level Emergency Response Plans, school violence prevention and mental health by September 15th:</p>	<p>Date of Training:</p>	<p>[DATE]</p>	<input type="checkbox"/>

DRAFT

SECTION I GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

PURPOSE

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

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

Districts are required to develop district-wide school safety and emergency management plans designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the district with local and county plans and resources when incidents and emergencies occur.

The district-wide plan is responsive to the needs of all schools in the district and is consistent with the more detailed building-level emergency plans. Districts are vulnerable to a wide variety of acts of violence; and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Yonkers PS supports the S.A.V.E. legislation. As such, the Superintendent of Schools, Board of Education, and the entire District staff encourages and advocates on-going district-wide cooperation in support of Project S.A.V.E.

SUPERINTENDENT'S DIRECTIVE

The Superintendent, or Designee (see [State Requirements](#)), will serve as the District's Chief Emergency Officer (CEO)¹ whose duties shall include, but not be limited to:

1. Coordination of the communication between school staff, law enforcement, and other first responders;²
2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;³
3. Ensuring staff understanding of the district-wide school safety plan;⁴
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building.⁵ The CEO will require each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17(2). Each plan should be updated annually with the assistance of the Building Emergency Response Team (BERT). The plan shall provide for lockdown, lockout, sheltering, evacuation, early dismissal, fire and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the District's Safety Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.
5. Assisting in the selection of security related technology and development of procedures for the use of such technology;⁶
6. Coordination of 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; school staff, including required training in the emergency response plan;⁷
7. Ensuring the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807;⁸ and
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.⁹
9. Ensures protocols for responding to a declared state disaster emergency involving a communicable disease are substantially consistent with the provisions of Section 27-C of the Labor Law.

¹ 155.17(1)(c)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

² 155.17(c)(1)(xix)(a) coordination of the communication between school staff, law enforcement, and other first responders;

³ 155.17(c)(1)(xix)(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

⁴ 155.17(c)(1)(xix)(c) ensure staff understanding of the district-wide school safety plan

⁵ 155.17(c)(1)(xix)(d) ensure the completion and yearly update of building-level emergency response plans for each school building

⁶ 155.17(c)(1)(xix)(e) assist in the selection of security related technology and development of procedures for the use of such technology

⁷ 155.17(c)(1)(xix)(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan

⁸ 155.17(c)(1)(xix)(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807

⁹ 155.17(c)(1)(xix)(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner

IDENTIFICATION OF SCHOOL TEAMS

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801-a¹⁰. At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District¹¹. The Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors.

At the discretion of the board of education, a student may be allowed to participate on the safety team. If the Board appoints or selects a student to participate on the safety team, in accordance with Regulation 155.17(b)(14), no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

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

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

¹⁰ 2801-a Each district-wide school safety team shall be appointed by the board of education, or the chancellor in the case of the city school district of the city of New York, and shall include but not be limited to representatives of the school board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

¹¹ 1 The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

DISTRICT SAFETY TEAM¹²

Members listed here may be removed from the “additional emergency numbers” table

REQUIRED MEMBERS	NAME	TITLE	OFFICE PHONE	ALTERNATE NUMBER (optional)
Administrator	Dr. Michelle Yazurlo	Assistant Superintendent for Office of Inter-Governmental Relations, Professional Learning and Accountability	914-376-8822	
Administrator	Dr. Frank. O. Hernandez	Assistant Superintendent for Office of Management, Administration, Planning and Operations	914-376-8011	
Administrator	Dr. Erik Wright	Assistant Superintendent for Office of School Leadership and Engagement	914-376-8066	
Administrator	Dr. Stephanie McCaskill	Assistant Superintendent for Office of Student Support Services	914-376-8489	
Administrator	Lissette Colon-Collins	Assistant Superintendent for Office Leadership, Engagement and Equity	914-376-8230	

¹² The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

Administrator	RoseAnne Collins-Judon	Assistant Superintendent for Office of Leadership and Engagement	914-376-8281	
Administrator	Brian Schulder	Executive Director of Safety and Security	914-376-8678	
Administrator	Michael Pelliccio	Executive Director of Operations, School Facilities and Capital Projects	914-376-8008	
Administrator	Al Dilello	Assistant Director of School Facilities	914-376-8008	
Administrator	Christopher Carvalho	Director of Information Technology	914-376-8090	
Administrator	Jak Curanovic	Executive Director of Student Support Services	914-376-8205	
Administrator	Dr. Rod Rodriguez	Director of Pupil Support Services, Home Instruction and Schooling	914-376-8214	
Administrator	Dr. Fenix Arias	Manager of Administration	914-376-8031	
Administrator	Dr. Ammir Rabadi	Chief School Physician	914-376-8226	
Administrator	Andrew Geldmacher	Director of Transportation	914-376-8015	
Bus Driver				
Bus Monitor				
Emergency Responder Agency	Chief Chris DeSantis	Yonkers Fire Department	914-377-7532	

Law Enforcement Official	Lt. David Fraszka	Yonkers Police Department Intelligence Unit	914-377-7386	
Law Enforcement Official	Chief Daniel Campanini	Yonkers Police Department Field Services Bureau	914-377-7209	
Law Enforcement Official	Captain Patrick Rooney	Yonkers Police Department Emergency Services Unit	914-377-7395	
Other School Personnel	Alberto Velazquez	CSEA Representative	914-888-4413	
Parent Organization	Russell Greenblatt	PTA Representative	914-522-7647	
School Board	Dr. Rosalba Corrado DelVecchio	Board President	914-376-8095	
School Personnel	Steve Murphy	Principal, YCA Representative	914-376-8585	
School Personnel	Will Barrow	Assistant Principal	914-376-8425	
School Safety Personnel	Vincent Petrino	Public Safety Officer	914-376-8678	
*Student (optional)				
Teacher	Samantha Rosado-Ciriello	YFT President	914-793-0200	

CONCEPTS OF OPERATION

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide School Safety and Emergency Management Plan will guide the development and implementation of Building-level Emergency Response Plans.
2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
4. Once the Superintendent and/or their designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

PLAN REVIEW & PUBLIC COMMENT

1. The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District Safety Team. The District Safety Team shall review the plan annually before making it available for a 30-day comment period, a public hearing, and, finally, adoption by the Board of Education before September 1st of each year.¹³
2. On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans. The district has an open project to install these panic systems at each building. Several buildings have been completed, and the remainder are projected to be done by the upcoming 2023/2024 school year.

¹³ 155.17(a) Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter.

3. Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.
4. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department on or before September 1st of each year or within 30 days of adoption.
5. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(3).¹⁴ This plan will be made available for public comment at least 30 days prior to its adoption.
6. Building-level Emergency Response Plans will be supplied to the New York State Police, County Police and all local police departments covering the District, by October 1st of each year or within 30 days of adoption.

¹⁴ 155.17(c)(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall file a copy of its district-wide safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption.

SECTION II RISK REDUCTION/PREVENTION AND INTERVENTION

PREVENTION AND INTERVENTION STRATEGIES¹⁵

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

1. The District utilizes trained multidisciplinary Threat Assessment Teams at each building to evaluate threats and implement the appropriate mitigation strategies. The District provides support and record keeping for the activities of each team.
2. The District has established building-level multidisciplinary Behavioral Assessment Teams which assess whether certain exhibited behaviors or actions need intervention or other support. The Behavioral Assessment Team convenes annually to conduct staff training sessions on the safety and emergency procedures of such team¹⁶
3. The District utilizes a multidisciplinary Behavioral Threat Assessment Team that assesses whether certain exhibited behaviors or actions need intervention or other support. The Behavioral Threat Assessment Team is available to the district whenever a threat is identified and requires evaluation.
4. The District Safety Team engages in table top exercises to discuss their roles during an emergency and their responses to a sample emergency situation.¹⁷
5. Any utilized public safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
 - Emergency Responders
 - New York Medical College

¹⁵ 155.17(c)(1)(iii) appropriate prevention and intervention strategies, such as:(a) 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;(c) peer mediation programs and youth courts; and(d) extended day and other school safety programs

¹⁶ 155.7(4)(1)(iii)(b) the establishment or participation of school or district staff in a multidisciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team. Where utilized, the district-wide school safety plan shall provide a description of the school, district, or county team and its purpose. Annual staff training on safety and emergency procedures shall include information regarding the purpose and procedures of such team.

17

115.15(4)(1)(xiv)(2) 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.

- District Personnel
 - Consultants
6. Training for school staff working in an incident control capacity may include:
- Individual and group de-escalation techniques
 - Non-violent conflict resolution skills and
 - Peer mediation
7. The District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
8. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.
9. Procedures relating to building security including utilization of staff and security equipment are as follows:¹⁸
1. All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
 2. All staff members are expected to wear District-issued photo identification badges.
 3. After the designated start time of the school day, each school will be appropriately secured.
 4. All visitors must report to each building's designated single point of entry and sign in before proceeding further into the building.
 5. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery. An exception for regular food service deliveries may be made after the vendor has been authorized for the school year.
 6. Extended day and other school safety programs - The district school buildings and facilities provide a valuable resource to our students and community after the conclusion of the school day. The following are strategies are utilized during after-school hours:
 1. To the degree possible, access to areas of the school building is limited to only those needed for activities.
 2. Some buildings may use a modified point of entry.

¹⁸ 155.17(c)(1)(xi) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;

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

- a. Security personnel
- b. Surveillance cameras
- c. Door-lock (buzzer) entry systems
- d. Portable Radios
- e. Alarm Systems
- f. Keypad or swipe entry systems
- g. Single or limited points of entry

IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the district provides a wealth of school safety-related initiatives aimed at improving communication among students, between students and staff, and between administration and parents or persons in parental relation.¹⁹ These programs may include the establishment of youth-run programs, creating a forum or designating a mentor for students, peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with school counselors, social workers, and school psychologists. By October 1st of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.²⁰

Each building has established a mechanism for the anonymous reporting of school violence and harassment and has communicated this to students and parents.²¹

The school district's Code of Conduct is accessible to parents and students and reviewed with all students in the beginning of the school year. During the review with students, bullying, discrimination, harassment and violations of the Code of Conduct, along with consequences are discussed.

All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct.

¹⁹ 155.17(4)(3)(xvi) strategies for improving communication among students, [and] 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;

²⁰ 155.17(g) 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.

²¹ 155.17(c)(1)(xvi) strategies for improving communication among students and between students and staff and 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;

In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, classroom lessons, small group lessons and/or individual counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, mindfulness rooms, yoga and movement breaks, and a variety of wellness opportunities.

REPORTING THREATS OR ACTS OF VIOLENCE

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting.

The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

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

TRAINING, DRILLS AND EXERCISES

Drills and Exercises:²²

Drills conducted during the school day with students present shall be conducted in a trauma-informed²³, 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.²⁴

At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill.²⁵

The District will conduct emergency management drills and exercises annually including, but not limited to:

EVACUATION AND LOCKDOWN DRILLS.²⁶ Evacuation and lockdown drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31st of each school year. Eight of all such drills shall be evacuation drills. Four of all such required drills shall be lockdown drills. Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time. Students are also provided the

²² 155.17(c)(1)(xiv) procedures for review and the conduct of drills, [and other exercises to test components of the emergency response plan, including the use of] 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

²³ 155.17(b)(20-22) Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss. Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults. Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

²⁴ 155.17(4)(xiv)(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.

²⁵ 155.17(4)(xvi)(1) ...At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill.

²⁶ EL §807.1 eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31 each school year

opportunity to ask questions on any procedure that they are not clear on. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. Four of the required drills must be through use of the fire escapes on buildings *where fire escapes are present* or through the use of identified secondary means of egress.²⁷ The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted at different times of the school day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies. Instruction in drill procedures, including during lunch periods and assemblies, is conducted annually by staff.²⁸ 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.²⁹ Unplanned evacuations or false alarms do not count as a required drill. Evacuations made necessary by the unplanned activation of the fire alarm system or by any other emergency shall not be substituted for a required evacuation drill.

Prior to the commencement of each school year, the Building-Level Emergency Response Planning Team shall conduct an inventory of any special needs students. Appropriate accommodations for the school year will be incorporated into each Building-Level Emergency Response Plan.

EARLY DISMISSAL DRILL³⁰: The District will conduct an Early Dismissal drill annually wherein students are dismissed no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting and evaluation of this drill. This drill also allows the District to test the usefulness of the communications and transportation system during emergencies.³¹

SHELTER-IN-PLACE AND/OR LOCKOUT DRILLS: While not required, each school in the District may conduct Shelter-in-Place and/or Lockout drills in addition to those drills required by New York State regulation. The Yonkers Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

In addition to post-drill debriefings conducted by each building-level emergency response planning team, each building will complete a drill evaluation form that will be submitted to the district-wide safety team for periodic review, which includes observations from the drill as well as any additional feedback obtained from building personnel. Changes to procedures are made

²⁷ EL §807.1 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

²⁸ EL §807.1 Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly

²⁹ EL §807.1-a 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.

³⁰ 155.17(h) Fire and emergency 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 plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

³¹ 155.17(h)(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

as needed. The district-wide safety team should evaluate communications and transportation systems during emergencies.³²

Each Building-level Emergency Response Planning Team and representatives of the District administration engage in tabletop exercises facilitated by the district's emergency management consultant. Emergency response agencies are encouraged to participate in these exercises. The district may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills. Such exercises may not include students without written consent from parents or persons in parental relation.³³The school board will ensure that information about drills be provided in the teacher's manual or handbook.³⁴

Parents and persons in parental relation will receive timely notification regarding drills and any other emergency response training(s) that include students.³⁵

Prior to the first drill of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.

A summary of drill procedures are detailed in each of the Building-Level Emergency Response Plans.

³² 155.17(h)(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

³³ 155.17(4)(xiv)(3) 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 relation.

³⁴ EL §807.2 the school board will ensure that information about drills be provided in the teacher's manual or handbook.

³⁵ 155.17(4)(1)(xiv) procedures for review and the conduct of drills, [and other exercises to test components of the emergency response plan, including the use of] 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

STAFF DEVELOPMENT TRAINING:

All general staff will receive training on District-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur prior to September 15th of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.³⁶

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

Additional training includes but is not limited to:

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

PROACTIVE BUILDING SECURITY MEASURES

1. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.
2. All schools have greeters or office staff members just inside the entrance to each school in the District. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. The building principals are responsible for supervision of the greeters and other staff.
3. Staff members are strongly recommended to wear visible identification badges.
4. Visitors are required to sign in and wear visitor identification.
5. Visitor access is limited to specific areas of the school building.

³⁶ 155.17(c)(1)(xiii) 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 September 15, 2016 and each subsequent September 15th thereafter 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;

VITAL EDUCATIONAL INFORMATION³⁷

Information on each building's student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan. The purpose of including such information in the Building-level plan is to ensure coordination or coverage in the event of a serious incident.

EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR ³⁸

This section contains the District policy and procedure for disseminating information regarding early detection of potentially dangerous behavior.

1. A "plain language" summary of the District's Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.
2. A "plain language" summary of the District's Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.
3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.
4. Efforts are made on the building level in each of the District's schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, bus drivers and monitors, teachers, parents/guardians and students may be involved in this process.
5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.

³⁷ 155.17(h)(i) Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

³⁸ 155.17(c)(1)(xii) 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 [and] or other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;

6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual’s behavior, and on responsible decision-making.
7. Each of the District’s school psychologists/social workers may facilitate counseling groups for identified students around issues related to poor social skills development, managing emotions, and good decision-making.
8. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.
9. The District may work in collaboration with building-level and District-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

Police Agencies

The District buildings fall within the jurisdiction of the following police departments:

<u>Agency</u>	<u>Phone Number</u>
Yonkers Police Department	914-377-7900
Westchester County Police	914-741-4400
New York State Police	914-769-2600

HAZARD IDENTIFICATION

Identification of Potentially Dangerous or Hazardous Sites:

Each school will identify and locate areas of potential emergencies in and around its building. The Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Local fire department personnel have and will continue to participate in these efforts.
2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and District personnel.
3. Potentially dangerous sites indicated below that are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
 - Electrical panels/shut-offs
 - Gas lines/shut-off
 - Gas appliances
 - Heating plant
 - Sewage system
 - Structural failure
 - HVAC
 - Water supply/shut-off
 - Chemical storage and cleaning supplies
 - Paper supply storage
 - Industrial arts room
 - Science rooms and labs
 - Isolated areas near the school
 - Nearby aqueduct, streams, ponds, rivers (flooding)
 - Steep areas near school
 - Unprotected exterior gas/electric, air conditioning supplies or equipment
 - Playground equipment

SECURITY ALLOCATIONS

- A. At the elementary and middle school level, there is a single point of entry for visitors at each building and visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges which must be worn at all times. Staff is trained to report to the main office any person they observe who is not wearing a badge.
- B. At the high school level, there is a single point of entry for visitors, which is staffed during normal school hours by one of several staff members or safety personnel assigned to the High School. Visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building are provided with district-produced identification badges, which should be worn at all times. In addition, safety personnel are assigned to areas throughout the building.

Hiring

The interviewing and hiring of safety personnel follows the district's practices for hiring of new staff. All new staff employed by the District must be fingerprinted in order to be employed.

Duties and Training

Public Safety Officers /Greeters

- personnel assigned at each building.
- buildings are staffed during regular school hours
- primarily responsible for enforcement of the visitor protocols
- perform perimeter patrols
- detection of hazards
- deter and report unlawful activity
- provide escorts for parents and students when needed
- members of building-level emergency response planning teams
- staffed during regular school hours at the high school as well as for special events in the evening and on weekends
- enforce our visitor policy as well as actively monitor the building and support the staff with student safety and traffic

Secondary School Monitors

- actively monitor the building and support the staff with student safety and traffic
- provide student supervision
- check that school procedures are being adhered to
- guide the arrival and dismissal processes

³⁹ 155.17(c)(1)(xvii) 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;

Required training includes:

- School violence prevention and intervention training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, School Handbook, etc.).
- Right-to-know training
- Blood borne pathogen training

DRAFT

SECTION III RESPONSE

NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

Internal

After receiving the information from the Incident Commander at the scene, a communication will be sent from the Superintendent's office to all administrators and administrative offices alerting them to the nature and status of any incident in the district. The mass communication system may be used to provide information as deemed appropriate by the Incident Commander. Portable radios will also be used when possible.

External

Anyone with knowledge of an emergency event is encouraged to immediately call 911.

The District's mass communication system will be used to provide information to parents/guardians and emergency contacts. The District website may also be used to provide updated information throughout an incident as deemed appropriate by the Incident Commander. Schools may also use their websites, groups, and hotlines for announcements or updates as directed by the Incident Commander.

When an emergency requires notification of parents and students, the Superintendent or his designee will provide updated information to parents and students through the emergency notification system. Additional information may also be found on the District's website:

<https://www.yonkerspublicschools.org/>

During an emergency, all contact with the media will be handled either by the Superintendent or their designee. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Superintendent or their designee. Students, staff and parents should refer all questions and requests for information to the Superintendent in order to assure the release of factual and current information. The Superintendent may refer such requests to the Public Information Officer for response.

By definition, emergency events are unforeseen and unpredictable. The safety of students and staff is the primary focus of all activities surrounding an emergency event. Every effort will be made to contact parents and the general public once the situation has stabilized.

SITUATIONAL RESPONSES

MULTI-HAZARD RESPONSE

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards. Specific response procedures are sensitive in nature and therefore are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e. sending additional mental health resources). The Superintendent or their designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, private schools, and outside agencies.⁴⁰

RESPONSE PROTOCOLS

Written information on emergency response procedures is disseminated to parents, age-appropriate students and staff via communication by October 1st annually. This non-sensitive information may also be found on the district website.

SCHOOL CANCELLATION

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.

EARLY DISMISSAL

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

EVACUATION

- The Superintendent or their designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.

⁴⁰ 155.17(c)(1)(xviii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster;

- The Safety Officer will clear all evacuation routes and sites prior to evacuation
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the superintendent or their designee any missing staff or students.

SHELTERING SITES (INTERNAL AND EXTERNAL)

- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans. They will report any missing staff or students.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

PROTOCOLS FOR RESPONDING TO BOMB THREATS, HOSTAGE-TAKINGS, INTRUDERS, ABDUCTION, AND OTHER EMERGENCY SITUATIONS⁴¹

The District has procedures and provides training for emergencies. Specific response steps are confidential and contained within each Building-level Emergency Response Plan. Emergencies include but are not limited to the following situations.

- Abduction
- Armed Intruders / Active Shooters
- Bomb Threats
- Cyber Security Annex
- Early or Alternate Emergency Dismissal
- Elopement
- Explosions
- Fires
- Hazardous Material Incident
- Homeland Security Threats
- Hostage Situations
- Infectious Disease
- Severe Weather
- Student-Made Threats
- Swatting
- Suicidal Students
- Suspicious Package Protocol
- Suspicious Persons

⁴¹ 155.17(c)(1)(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE⁴²

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or their designee of any direct or implied threat of violence or actual act of violence by students, teachers, or other school personnel including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which shall include suicide. The Principal or their designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
3. The district disseminates educational material, including but not limited to emails and formal brochure, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or their designee will determine whether to immediately contact the Superintendent of Schools or the Assistant Superintendent to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.
5. Each building has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the necessary mitigation steps to help prevent a threat from escalation to an act of violence.
6. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct. Chronic offenders may require a behavior plan or contract, close monitoring, and/or police involvement-

⁴²155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which for this subdivision shall include suicide;

RESPONSES TO ACTS OF VIOLENCE⁴³

1. The Principal or their designee will determine whether to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so).** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
2. The Principal, and/or their designee then determine the appropriateness of directing the Building-level Emergency Response Team to be activated.
3. The Building-level Emergency Response Planning Team consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter-in-Place, Hold-in-Place, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all BERT members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.
5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.
6. Aggressively dangerous and violent students, teachers, other school personnel, bus drivers and monitors, or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.
7. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct.
8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Planning Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.⁴⁴
10. The district has a zero-tolerance policy for acts of school violence.

⁴³ 155.17(c)(1)(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors and visitors to the school, including consideration of zero-tolerance policies for school violence;

⁴⁴ 155.17(c)(1)(iv) policies and procedureFs for contacting the appropriate law enforcement officials in the event of a violent incident;

PROTOCOLS FOR A STATE DISASTER EMERGENCY INVOLVING A COMMUNICABLE DISEASE

The following procedures provide a general overview of the District's response to a State Disaster Emergency and may require modification during an actual event based on a number of factors. The District will follow current guidance from the County Department of Health, State Department of Health and the State Education Department related to masking, distancing, quarantines, and other health-related requirements.

BACKGROUND

In September 2020, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared state disaster emergency involving a communicable disease. The new legislation will constitute New York State Labor Law [Section 27-c](#), and serve as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020. In addition to 27-C, the following section was added to [2801-a of the Education Law](#) that required additions to the District Plan.

Education Law - 2801-a (m) - protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.

PROTOCOLS

1. In the event of a state-ordered reduction of the District's in-person workforce, the following is a list of **essential** employees.

Essential Position	Description	
Information Technology	Director Technicians	This group is needed to maintain the internet capability including remote learning and working from home.
Custodial and Maintenance	Director Asst. Director Senior Custodians Custodians Maintenance Mechanics Grounds	This group is needed to maintain the cleanliness and continued functioning of the building & grounds.
Administration	Superintendent & Asst. Superintendents	Required to ensure continuity of the response efforts.

Building Administration & Clerical Support	Building Administrators & Clerical Support *	Required to ensure continuity of the response efforts.
Faculty and Staff	Teacher/Related Service Provider	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as-needed basis.
Security	Security Coordinator & Security Assistants	To ensure the safety/security of the campuses.
Transportation	Director of Transportation, Support Staff & Transportation Contractor	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction
Food Service	Food Service Director & Food Service Workers	To prepare and distribute meals to students.
Health Services	Director of Health Services and staff as deemed necessary	To assist with testing requirements, reporting and contract tracing.
Business Operations	Accounting, Payroll, Accounts Payroll, Purchasing	Where necessary to ensure the continued operation of the District.

- In the event of a state-ordered reduction of the District's in-person workforce the District will provide the opportunity for all **non-essential** employees the capability to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading, and installation of any needed devices or technology, including software, data, office laptops or phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace. [DISTRICT] Staff will be guided on this as per the **Building Level Emergency Plans**, specifically the **Continuity of Operations and Continuity of Instruction** sections.

3. To the extent possible the District will stagger work shifts of essential employees in order to reduce overcrowding on public transportation systems and at worksites. Staff and students typically walk or drive via personal vehicle to campus. In an effort to reduce overcrowding on public transportation:
 - Class schedules, if scheduled to be on site, will be staggered to a morning and afternoon cohort
 - Staff will arrive on campus prior to students at staggered times/work shift or/and staggered assigned days of work
 - If no students are in school staff will continue to have their work shift or assigned days of work staggered.
 - Most employees will be permitted to work remotely.
 - Visitors will not be permitted on campus.

4. A quantity of personal protective equipment (PPE), sufficient to provide to all essential employees, will be procured, stored, and managed as follows:
 - Facilities will maintain inventory of PPE as recommended by the NYS Education Department guidelines, and continually restock same as needed.
 - Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
 - The equipment will be stored and readily available to any person in need of it.

5. In the event an employee is exposed to a known case of a communicable disease that is the subject of a state disaster emergency involving a communicable disease, exhibits symptoms of such disease, or tests positive for such disease, and in order to prevent the spread or contraction of such disease in the workplace the District has a set protocol to be followed for the exposure as well as the disinfecting of the affected work area(s). The District's **Building Level Emergency Plan** contains an **Infectious Disease Annex, section 25** which details:
 - The disinfecting of any area known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee may have touched
 - Available leave options, for the affected employee(s), in the event of an employee's need to receive testing, treatment, isolation, or quarantine

Note: Such protocol does not involve any action that would violate any existing federal, state, or local law, including sick leave or health information privacy.

6. All essential employees will have their hours and work locations documented, including off-site visits, by:
 - All entrances will be locked with guard staff posted.
 - All employees will use their access cards for entrance which documents their arrival on the premises.
 - Payroll, attendance, and time cards will further document an employee's presence on campus.
 - No other visitors will be allowed on site.

Such protocol shall be designed only to aid in the tracking of the disease and to identify the population of exposed employees in order to facilitate the provision of any benefits which may be available to certain employees on that basis.

7. If emergency housing is needed to further contain the spread of the communicable disease, the Yonkers Public Schools will lodge an essential employee at a local hotel bearing the full cost of the stay.

If there is a declared state disaster emergency involving a communicable disease that involves the Yonkers Public Schools, all staff, essential and non-essential, will be contacted, and they will be guided by the aforementioned protocols.

8. **OTHER:** Any other requirements determined by the Department of Health such as contact tracing, testing, physical distancing, hygiene, disinfecting, drill modifications, or mask-wearing.

IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY⁴⁵

District resources are available in each building and stored in a central location. Each building will designate a Command Post. The list, which is not meant to be inclusive, requires the following items:

- Copy of District-Wide School Safety Plan
- Building-level Emergency Plan
- Quick reference Emergency Management Procedures
- List of emergency telephone numbers
- Building floor plans
- Telephones
- Radio communications
- Weather radio
- Flashlights
- Photocopier
- Computer
- Student rosters
- List of individuals with special needs and specific evacuation plans
- Telephone numbers for parents/guardians Information about emergency needs (e.g. students/staff that require medications, vehicular transportation issues, etc.)
- School and staff census information

COORDINATION AND SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES⁴⁶

The District will, as appropriate, utilize all available manpower during an emergency. Within each building, schools may use the Staff All Call response protocol, that quickly summons all available staff members to a staging area for assignments. Coordination of available employees is typically performed by the Principal or their designee. Specific job duties will be assigned based on the type of emergency and in compliance with the appropriate district and building emergency response procedure. Additional district resources may be requested by any building administrator or designee as needed. The Superintendent or their designee will call in all available maintenance and custodial staff to provide support during an emergency as needed. Assistance from outside government agencies may also be requested. A specific list of available resources may be found in Appendix 4 of this plan.

⁴⁵ 155.17(c)(1)(vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

⁴⁶ 155.17(c)(1)(viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;

PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES

ASSIGNMENT OF RESPONSIBILITIES

A chain of command consistent with the National Interagency Incident Management System (NIMS)/Incident Command System (ICS) will be used in response to an emergency. Members of the School, Emergency Response Team, will be part of this system. In the event of an emergency, the response team will adopt NIMS/ICS principles based on the size, scope, and character of the emergency.

1. All administrators and Building-level Emergency Response Planning Teams members shall complete the incident command training level one.
2. All District Emergency Response Team members shall complete incident command training level one and level two.

ICS POSITIONS

The number of ICS positions filled will be dependent upon the scope of the incident.

- **Incident Commander** – Responsible for the direction of the building response in a building-level emergency (Building Administrator/designee).
- **Public Information Officer** – Compiles and releases information to the news media.
- **Safety Officer** – Monitors the response to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
- **Liaison** – Represents the District by working with responding agencies (law enforcement, fire department, EMS, utilities, etc.) and other school districts that may be involved in the incident.
- **Incident Log** – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.
- **Operations** – responsible for directing the implementation of action plans and strategies for incident resolution.
- **Logistics** – Responsible for providing all resources (personnel, equipment, facilities and services) required for incident resolution.
- **Planning/Intelligence** – Responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope and seriousness of an incident and to plan a response.
- **Administration/Finance** – Responsible for all cost and financial matters related to the incident.

EMERGENCY REMOTE INSTRUCTION

OVERVIEW

The District may offer remote instruction days to students in the event-of-an-emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

DEFINITIONS

- A. "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- B. "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- C. "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
 - 1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
 - 2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- D. "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

FORMATS AND METHODS OF REMOTE INSTRUCTION

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners. Each school's Building-level Emergency Response Plan will contain this confidential information in the Continuity of Instruction Plan (COIP) section.

INSTRUCTIONAL OPTIONS

The District may engage students in synchronous and asynchronous learning on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. When remote instruction by digital technology is unavailable, appropriate special accommodations for students will be made to aid their learning.

COMPUTER AND CONNECTIVITY ACCESS FOR STUDENTS

The District will ensure that students have the necessary equipment at home to participate in remote instruction.⁴⁷ No later than June 30th of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.⁴⁸ The information received from the survey will aid in the development/updates to the detailed Continuity of Instruction Plan in each school's Building-level Emergency Response Plan.

MINIMUM INSTRUCTIONAL HOURS

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

REMOTE INSTRUCTION SUPPORT

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

⁴⁷ 155.17(xxi)(a) ensure computing devices will be made available to students

⁴⁸ 155.17(f)(2) Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity

COMPLIANCE WITH DISTRICT POLICIES, PROCEDURES, AND THE CODE OF CONDUCT

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the *Code of Conduct* at all times while engaged in remote instruction. Violations of the *Code of Conduct* and/or engaging in prohibited conduct may result in disciplinary action as warranted.

PRIVACY AND SECURITY OF STUDENT AND TEACHER DATA

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

DRAFT

SECTION IV COMMUNICATION WITH OTHERS

Obtaining assistance during emergencies from emergency service organizations and local government agencies⁴⁹

1. The district continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the district to rely on local personnel, resources, and facilities in emergency situations.
2. The district maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The superintendent or their designee will initiate the contact when needed.

Obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law⁵⁰

1. The district maintains an updated list of local and county emergency organizations, agencies, and government officials responsible for implementation of Article 2-B of the Executive Law. The superintendent and their designee will initiate the contact when needed.
2. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:
 1. Yonkers Police Department
 2. Yonkers Fire Department
 3. New York State Police
 4. Westchester County OEM
 5. Westchester County Police Department
 6. Empress EMS
 7. Red Cross
 8. City of Yonkers OEM

⁴⁹ 155.17(c)(1)(v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

⁵⁰ 155.17(c)(1)(vi) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

Contacting Parents, Guardians or Persons in Parental Relation to the Students of the District in the Event of a Violent Incident or an Early Dismissal⁵¹

In the event of violent incidents or crises, or an early dismissal of students, every effort will be made to notify parents. As soon as practical, the Superintendent or their designee shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student involved in disciplinary situations shall be consistent with the Code of Conduct and New York State law, and shall be presented clearly and concisely to staff and students each year.

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, parent or guardian shall be contacted as soon as practicable.⁵² Administration shall utilize school mental health resources when necessary.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

⁵¹ 155.17(c)(1)(ix) 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;

⁵² 155.17(c)(1)(x) 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 student against themselves, which for the purposes of this subdivision shall include suicide;

SECTION V RECOVERY

CONTINUITY OF OPERATIONS

This district maintains continuity of operations at both the district and building level to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of instruction. Specific continuity plans are contained within each Building-level Emergency Response Plan.

CONTINUITY OF INSTRUCTION

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

- Microsoft Office 365
- Microsoft TEAMS
- Blackboard Connect
- Schoolwires
- Clever
- Schoology

Detailed grade-specific remote instructional procedures are contained within each building-level emergency plan.

Note: The local public Library online resources are available remotely and can be accessed by students who have a library card.

DISTRICT SUPPORT FOR BUILDINGS

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the District Safety Team will assist as needed either at their respective Building Command Posts or by responding where directed by the Incident Commander(s). The District Safety Team will assign such other personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander(s) has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrators and Building Emergency Response Team (BERT), other school buildings may be called to support the Building Emergency Response Team in that building.

Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

In any case, a "debriefing", or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team's response to the incident, and post-traumatic incident debriefing.

District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide ongoing as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the District Public Information Officer in composing letters to parents following any emergency. The District's Public Information Officer will assist in sending mass communication messages to affected groups. The District's Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

DISASTER MENTAL HEALTH SERVICES

The District Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary mental health services following any emergency. District mental health providers may be temporarily reassigned to assist in the recovery process.

APPENDIX 1 - LISTING OF SCHOOL BUILDINGS

District Office 1 Larkin Center Yonkers, NY 10701 (914) 376-8000	Enrico Fermi School 27 Poplar St Yonkers, NY 10701 (914) 376-8460	School 23 56 Van Cortlandt Park Ave Yonkers, NY 10701 (914) 376-8443
Montessori School 27 132 Valentine Ln Yonkers, NY 10705 (914) 376-8455	Eugenio María de Hostos MicroSociety School 75 Morris St Yonkers, NY 10705 (914) 376-8430	School 30 30 Nevada Pl Yonkers, NY 10708 (914) 376-8590
Montessori School 31 7 Ravenswood Rd Yonkers, NY 10710 (914) 376-8623	Family School 32 1 Montclair Pl Yonkers, NY 10710 (914) 376-8595	Westchester Hills School 29 47 Croydon Rd Yonkers, NY 10710 (914) 376-8585
Museum School 25 (PreK-5) 579 Warburton Ave Yonkers, NY 10701 (914) 376-8450	Kahlil Gibran School 18 Rosedale Rd Yonkers, NY 10710 (914) 376-8580	William Boyce Thompson School 1061 N Broadway Yonkers, NY 10701 (914) 376-8563
Paideia School 24 50 Colin St Yonkers, NY 10701 (914) 376-8640	Martin Luther King Jr. Academy 135 Locust Hill Ave Yonkers, NY 10701 (914) 376-8470	Yonkers Montessori Academy 160 Woodlawn Ave Yonkers, NY 10704 (914) 376-8540
Rosemarie Ann Siragusa School 60 Crescent Pl Yonkers, NY 10704 (914) 376-8570	Paideia School 15 175 Westchester Ave Yonkers, NY 10707 (914) 376-8645	Barack Obama School for Social Justice 201 Palisade Ave Yonkers, NY 10703 (914) 376-8177
Justice Sonia Sotomayor Community School 73 Lawrence Street Yonkers, NY 10705	Patricia A. DiChiaro School 373 Bronxville Rd Yonkers, NY 10708 (914) 376-8565	Yonkers Middle High School 150 Rockland Ave Yonkers, NY 10705 (914) 376-8191

School 17 (PreK-5)
745 Midland Ave
Yonkers, NY 10704
(914) 376-8345

PEARLS Hawthorne School
350 Hawthorne Ave
Yonkers, NY 10705
(914) 376-8250

Gorton High School
100 Shonnard Pl
Yonkers, NY 10703
(914) 376-8350

School 21
100 Lee Ave
Yonkers, NY 10705
(914) 376-8435

Robert C. Dodson School
105 Avondale Rd
Yonkers, NY 10710
(914) 376-8159

Lincoln High School
375 Kneeland Ave
Yonkers, NY 10704
(914) 376-8400

School 22
1408 Nepperhan Ave
Yonkers, NY 10703
(914) 376-8440

Ella Fitzgerald Academy
77 Park Hill Ave
Yonkers, NY 10701
(914) 376-8420

Riverside High School
565 Warburton Ave
Yonkers, NY 10701
(914) 376-8425

Robert Halmi Sr. Academy
of Film and Television
463 Hawthorne Avenue
Yonkers, NY 10705

School 5
118 Lockwood Ave
Yonkers, NY 10701
(914) 376-8320

Roosevelt High School Early
College Studies
631 Tuckahoe Rd
Yonkers, NY 10710
(914) 376-8118

Casimir Pulaski School
150 Kings Cross
Scarsdale, NY 10583
(914) 376-8575

Las Hermanas Mirabal
Community School
195 McLean Ave
Yonkers, NY 10705
(914) 376-8335

Saunders Trade and Technical
High School
183 Palmer Rd
Yonkers, NY 10701
(914) 376-8150

Cesar E. Chavez School
20 Cedar Pl
Yonkers, NY 10705
(914) 376-8969

School 16 & Annex
759 N Broadway
Yonkers, NY 10701
(914) 376-8340

VIVE School
Yonkers Pathways to Success
75 Riverdale Ave
Yonkers, NY 10701
(914) 376-8600

Cross Hill Academy (3-8)
160 Bolmer Ave
Yonkers, NY 10703
(914) 376-8300

APPENDIX 2 – BUILDING-LEVEL EMERGENCY RESPONSE PLANS

Due to the sensitive safety and security information contained in each Building-level Emergency Response Plan, these plans are confidential and not available for public dissemination. Copies of plans are maintained at each school building and the District office.

DRAFT

APPENDIX 3 – MEMORANDA OF UNDERSTANDING

Any applicable Memoranda of Understanding relevant to implementation of the District-wide and Building-level Emergency Response Plans are on file in the district office.

DRAFT

APPENDIX 4 – DISTRICT RESOURCES – CONTACT INFORMATION

TITLE	NAME	OFFICE PHONE
Superintendent of Schools	Anibal Soler, Jr.	(914) 376-8100
Public Information – Communications Officer	Akeem Jamal	(914) 376-8092
Assistant Superintendent for Office of Management, Administration, Planning and Operations	Dr. Frank O. Hernández	(914) 376-8011
Assistant Superintendent for Office of Student Support Services	Dr. Stephanie McCaskill	(914) 376-8489
Assistant Superintendent for Inter-Governmental Relations, Professional Learning and Accountability	Dr. Michelle Yazurlo	(914) 376-8822
Assistant Superintendent for Office of School Leadership, Engagement and Equity	Lissette M. Colón-Collins	(914) 376-8230
Assistant Superintendent for Office of School Leadership and Engagement	Dr. Erik Wright	(914) 376-8066
Assistant Superintendent for Office of School Leadership and Engagement	Rose Anne Collins-Judon	(914) 376-8281
Executive Director of Operations, School Facilities, and Capital Projects	Michael Pelliccio	(914) 376-8008
Assistant Director of Facilities	Al DiLello	(914) 619-0039
Executive Director of Safety and Security	Brian Schulder	(914) 376-8678
Executive Director of Student Support Services	Jak Curanovic	(914) 376-8205
Director of Information Technology	Christopher Carvalho	(914) 376-8090
Director of Transportation	Andrew Geldmacher	(914) 376-8015
Director of Food Services	Cherise Tafe	(914) 376-8166
Director of Athletics	Robert Webb	(914) 376-8292
Manager of Administration	Dr. Fenix Arias	(914) 376-8031
Chief School Physician	Dr. Ammir Rabadi	(914) 376-8226
Commissioner for Department of Finance	John Liszewski	(914) 377-6160
Commissioner for Department of Human Resources	Carlos Moran	(914) 377-6176
Commissioner for Department of Information Technology	Bob Cacace	(914) 377-6591
Corporation Counsel – COY	Matt Gallagher	(914) 377-6240
Communications Officer - COY	Christina Gilmartin	(914) 377-6081

Westchester County		
City Mayor	Mike Spano	(914) 377-6300
County Executive	George Latimer	(914) 995-2900
Emergency Management	Richard Wishnie	(914) 231-1851
Public Safety Commissioner	Terrance Raynor	(914) 864-7900
County Health Dept.	Dr. Sherlita Amler	(914) 864-7292
Ambulance Services	Empress EMS	(914) 965-5040
Red Cross Emergency Services		(914) 946-6500

DRAFT

APPENDIX 5 – SECTION 155.17 REGULATION COMPLIANCE REFERENCE

- **155.17(b)(14)** District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.
- 155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which for this subdivision shall include suicide;
- **155.17(c)(1)(iii)** appropriate prevention and intervention strategies, such as: (a) 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; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs;
- **155.17(c)(1)(iv)** policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;
- **155.17(c)(1)(v)** except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- **155.17(c)(1)(vi)** except in a school district in a city having a population of more than one million inhabitants, 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;
- **155.17(c)(1)(vii)** except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;
- **155.17(c)(1)(viii)** except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;

- [155.17\(c\)\(1\)\(ix\)](#) 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;
- [155.17\(c\)\(1\)\(x\)](#) 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 student against themselves, which for the purposes of this subdivision shall include suicide;
- [155.17\(c\)\(1\)\(xi\)](#) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- [155.17\(c\)\(1\)\(xii\)](#) 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 [and] or other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- [155.17\(c\)\(1\)\(xiii\)](#) 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 September 15, 2016 and each subsequent September 15th thereafter 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;
- [155.17\(c\)\(1\)\(xiv\)](#) procedures for review and the conduct of drills, [and other exercises to test components of the emergency response plan, including the use of] 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;
- [155.17\(c\)\(1\)\(xv\)](#) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- [155.17\(c\)\(1\)\(xvi\)](#) strategies for improving communication among students and between students and staff and 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;
- [155.17\(c\)\(1\)\(xvii\)](#) 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;
- [155.17\(1\)\(c\)\(xix\)](#) the designation of the superintendent, or superintendent's designee, 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) 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; (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 emergency response plan; (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

- **155.17(c)(2)(h)** Fire and emergency 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 plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- **155.17(h)(i)** Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

DRAFT