

District-Wide School Safety Plan 2024 – 2025

Please keep the
DISTRICT-WIDE SCHOOL SAFETY PLAN SUMMARY
in a secure, safe and accessible location for quick reference.

This booklet contains the Emergency Procedures
for the Half Hollow Hills Central School District
and is for **PUBLIC REVIEW ONLY**.

These practices and procedures will be reviewed
throughout the school year.

If clarification is required or you would like to make suggestions and or
comments, please contact your Building Safety Coordinator
or the Assistant Superintendent of Finance and Facilities
Anne Marie Marrone Caliendo at 631-592-3030

CONTENTS MUST BE SHREDDED WHEN OUTDATED

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Half Hollow Hills Central School
District Security Department***

HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT



DISTRICT-WIDE SCHOOL SAFETY PLAN SUMMARY

INTRODUCTION AND PROMULGATION

The District-wide School Safety Plan addresses the Half Hollow Hills Central School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, state, and federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The District-wide School Safety Plan:

- Conforms to the National Incident Management System (NIMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Half Hollow Hills Central School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

REQUIREMENTS

The Plan meets the requirements of New York State Homeland Security Plan's policies on Emergency Response and Planning, the National Incident Management System (NIMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

SCHOOL SAFETY PLANS REGULATIONS

Section 155.17 of the Regulations of the Commissioner of Education NYS

(a) Development of School *Safety Plans*:

Every board of education of a school district...shall update and adopt by September 1st...a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management, and commencing with the 2023-2024 school year district-wide school safety plans shall include plans for the provision of remote instruction during any emergency school closure...

PLAN REVIEW AND PUBLIC COMMENT

The plan must be reviewed by the district-wide school safety team at least annually and updated as necessary and adopted by the school board by September 1 annually. Prior to adoption, the district must hold at least one public hearing that provides for school personnel, student, and public participation, and must be made available for public comment for at least 30 days.

Each district must post their district-wide school safety plan on their district website. The URL must be submitted to the Education Department within 30 days of adoption, but no later than October 1 each year via the *LEA District Safety Plan URL and Information* report in SED Monitoring to comply with the requirement that the plan be submitted to the Commissioner.

PURPOSE

The purpose of this plan is to help ensure the proper and safe management of students, faculty, and staff during an emergency or crisis situation. The plan has been developed by the Half Hollow Hills Central School District and the District-wide School Safety Team to comply with the requirements of project SAVE (laws of N.Y. 2000 Chapter 181) and the Half Hollow Hills District-wide School Safety Plan. This plan provides specific information regarding the proper protocols and procedures to follow and the role of personnel responsible for adhering to those protocols in the event of a district crisis and/or emergency.

The plan also recognizes that not any one approach can apply to all crises and that responses will depend on the type and location of the crisis. The goal of this plan is to prevent injury and/or the loss of life to students and staff of the Half Hollow Hills Central School District.

SCOPE

The Scope encompasses all district facilities, schools and alternative, adult, and special education centers. It addresses a broad range of major emergencies that may affect more than one site. Such events include earthquake, hazardous materials emergencies, flooding, landslides and wildfires. Also included are procedures for emergencies that may or may not require the full or partial activation of the District Emergency Operations Center (EOC).

THE OBJECTIVES OF THE PLAN ARE TO:

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the district's facilities and properties.
- Enable the district to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the district EOC.
- Provide for interface and coordination between sites and the county or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated district sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up its mass care facilities, and local governments have a right to use schools for the same purposes. This requirement necessitates close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

RESPONSIBILITY

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Laws require developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS are incorporated in this plan and school personnel must be trained in how the system works. Schools must also have drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis through the District Office.

LEGAL REQUIREMENTS: AUTHORITIES AND REFERENCES

The following are brief summaries of emergency crisis related Education Codes and Government Codes board members and district staff should be familiar with. Review the entire citation for specific requirements.

New York State, Safe Schools Against Violence in Education Act

(Section 2801-a of Education Law and Section 155 of the Regulations)

Each board of education must adopt and amend a district-wide comprehensive school safety plan and building-level emergency response plan(s) regarding crisis intervention, emergency response and management. These plans include, but are not limited to, policies and procedures for responding to threats of violence, responding to acts of violence, safe evacuation during a violent incident, contacting law enforcement officials and parents during a violent incident, and protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings.

Section 155.17 of the Regulations currently requires all school districts to have a School Safety Plan. These plans must be adopted annually by the school district's board of education by September 1.

The district-wide and building-level emergency response school safety plans must be developed by district-wide and building-level school safety teams. The building-level school safety teams are responsible for developing school emergency response plan. This plan includes safe evacuation policies and procedures to be utilized in the event of a "serious violent incident." Section 155 of the Regulations was recently amended to include a definition of this term.

A serious violent incident means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including but not limited to: riot, hostage-taking, kidnapping, and/or the use of threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury (8 NYCRR 155).

Each board of education must make the district-wide safety plan available for public comment at least 30 days prior to adoption. However, only a summary of each building-level emergency response plan must be made available for public comment. The plans may only be adopted following at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.

Each school district must file a copy of its comprehensive safety plan and any amendments of such plan with the Commissioner no later than 30 days after adoption. A copy of the building-level emergency response plan and any amendments must be filed with the appropriate local law enforcement agency and with the state police by October 15.

New York State, Safe Schools Against Violence in Education Act School Violence Prevention Training

(Section 3004 of Education Law and Sections 57 and 100.2 of the Regulations)

New training requirements may affect teachers in two ways:

First, Section 100.2 of the Regulations was amended to implement a provision of Project SAVE requiring school districts and BOCES to include annual training in school violence and prevention and intervention in their required professional development plans for teachers and other certified or licensed employees. This provision is effective November 1, 2000. Upon request of the employee who successfully completes this training course, the school district or BOCES must provide the employee with a certificate of completion of the two-hour training.

Second, Section 57 of the Regulations was amended to require all persons applying on or after February 2, 2001 for a teaching certificate or license to complete two hours of course work or training in school violence prevention and intervention. The course work or training must be obtained from an institution or provider approved by the Department of Education. A college or university that offers a registered program leading to a teaching, school service or administrative certificate is deemed an approved provider for purposes of offering course work or training in school violence prevention and intervention to students enrolled in the registered programs.

The course work and training to be provided under the Sections 100.2 and 57 of the Regulations must include, but are not limited to:

- Study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children.
- The statutes, regulations, and policies relating to a safe, nonviolent school climate.
- Effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning.
- The integration of social and problem-solving skill development for students within the regular curriculum.
- Intervention techniques designed to address a school violence situation.
- How to participate in an effective school/community referral process for students exhibiting violent behavior.

It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

When school employees are pressed into disaster service, Workers' Compensation Coverage becomes the responsibility of state government, Office of Emergency Services, but overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

The Governor's Office of Emergency Services has stated that inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster (Sub Sections 835-840.6).

Pursuant to **Commissioner Regulation 155.17 (b)(3)**, the color-coded risk levels and the associated protective actions for schools shall be considered an amendment to a school's existing building-level emergency response plan. A copy of the building-level plan, including amendments, shall be filed with local law enforcement agencies and with the state police within 30 days of its adoption. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the public officer's law or any other provision of law.

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Education Commission's Regulation 155.17 (g) designates the chief communication liaison during a local or state emergency.

- (1) Except in a school district in a city having a population of more than one million inhabitants, each district superintendent, during a local or state emergency, shall act as the chief communication liaison for all educational agencies within the supervisory district territorial limits.
- (2) The superintendent of schools in the cities of Buffalo, Rochester, Syracuse and Yonkers, during a local or state emergency, shall act as the chief communication liaison for all educational agencies located within the city district.

Education Commissioner's Regulation 155.17 (m) delegates the Commissioner of Education with authority to direct emergency response actions by individual school districts.

The Commissioner of Education or his or her designee may order emergency response actions by individual school districts in the event that the local officials are unable or unwilling to take action deemed to be appropriate by state and/or local county emergency personnel in accordance with county or state emergency preparedness plans or directives.

Article 2-B of the State Executive Law encompasses the legal authority to declare an emergency and suspend laws during such an emergency.

Sec. 28. State declaration of disaster emergency.

Whenever the governor, on his or her own initiative or pursuant to a request from one or more chief executives, finds that a disaster has occurred or may be imminent, for which local governments are unable to respond adequately, he or she shall declare a disaster emergency by executive order.

Sec. 29-a. Suspension of other laws.

Subject to the state constitution, the federal constitution and federal statutes and regulations, and after seeking the advice of the commission, the governor may by executive order temporarily suspend specific provisions of any statute, local law, ordinance, or orders, rules or regulations, or parts thereof, of any agency during a state disaster emergency, if compliance with such provisions would prevent, hinder or delay action necessary to cope with the disaster.

Suspensions pursuant to subdivision one of this section shall be subject to the following standards and limits:

1. no suspension shall be made for a period in excess of 30 days, provided, however, that upon reconsideration of all of the relevant facts and circumstances, the governor may extend the suspension for additional periods not to exceed 30 days each
2. no suspension shall be made which does not safeguard the health and welfare of the public and which is not reasonably necessary to the disaster effort
3. any such suspension order shall specify the statute, local law, ordinance, order, rule or regulation or part thereof to be suspended and the terms and conditions of the suspension
4. the order may provide for such suspension only under particular circumstances, may provide for the alteration or modification of the requirements of such statute, local law, ordinance, order, rule or regulation suspended, and may include other terms and conditions

5. any such suspension order shall provide for minimum deviation from the requirements of the statute, local law, ordinance, order, rule or regulation suspended consistent with the disaster action deemed necessary, and
6. when practicable, specialists shall be assigned to assist with the related emergency actions to avoid needless adverse effects resulting from such suspension.



TO: P-12 Education Committee

FROM: Angelique Johnson-Dingle *Angelique Johnson-Dingle*

SUBJECT: Proposed Amendment of Section 155.17 of the Regulations of the Commissioner of Education Relating to School Safety Plan Requirements

DATE: April 4, 2024

AUTHORIZATION(S): *Dom N. B. Bellotti*

SUMMARY

Issue for Discussion

Should the Board of Regents adopt the proposed amendment of section 155.17 of the Commissioner's Regulations relating to school safety plan requirements?

Reason for Consideration

Review of policy.

Proposed Handling

The proposed amendment will be presented to the P-12 Education Committee for discussion at the April 2024 Board of Regents meeting. A copy of the proposed rule is attached (Attachment A).

Procedural History

A Notice of Proposed Rule Making will be published in the State Register on May 1, 2024, for a 60-day public comment period. Supporting materials are available upon request to the Secretary of the Board of Regents.

Background Information

Tragically, the occurrence of violence in schools continues to be a significant concern for parents, students, educators, and the public as well as first responders and other emergency personnel. The safety of New York's schools is of paramount importance to the Board of Regents, the Department, and our State's elected officials. To inform policy decisions related to school safety, in 1999 the Board of Regents created the New York State Safe Schools Task Force (Task Force) following the horrific shooting and loss of

13 lives at Columbine High School. In January 2013, the Board reconvened the Task Force following the horrendous school shooting at Sandy Hook Elementary School that resulted in the death of 20 students and 6 educators in Newtown, CT in December 2012. The focus of the Task Force is to make recommendations to the Department and Board of Regents related to school safety.

Additionally, in 2013, the NYS SAFE Act amended the Education Law to require the creation of a School Safety Improvement Team (SSIT), comprised of representatives from the following four agencies and the Governor's Office: New York State Education Department, New York State Police, New York State Division of Homeland Security and Emergency Services and the New York State Division of Criminal Justice Services. The SSIT is tasked with making recommendations regarding issues related to school safety.

It remains essential to have a plan in place for how the school and community will respond in an emergency. Education Law §2801-a and Commissioner's regulation §155.17 require that each public school,¹ Board of Cooperative Educational Services (BOCES), and county Vocational Education and Extension Board (VEEB) develop, and annually update, a confidential building-level Emergency Response Plan (ERP) that details how school personnel and students would respond to different types of emergency situations that may occur in their school. In addition, each public school, BOCES, and VEEB must also develop, and annually update, a district-wide school safety plan that provides critical information to parents, educators, and the school community about the policies and procedures that are in place related to school safety. Students and staff must receive annual training on the emergency response procedures detailed in the plans.

In addition, Education Law §807 requires that schools conduct at least eight evacuation and four lockdown drills each school year so that students and staff may practice the emergency procedures in the building-level ERP. The development of school and district plans, providing training to staff and students on the emergency procedures, and practicing them are critical components of emergency preparedness and school safety.

In recent years, concerns have been raised nationwide about the unintended trauma or harm to students, staff, and/or families that may result from drills that are not communicated as being practice rather than an actual emergency. This is pronounced when a drill is conducted that includes elements to simulate a possible emergency.

Proposed Amendment

In June 2023 and December 2023, members of the Safe Schools Task Force and the School Safety Improvement Team recommended changes to the Commissioner's regulations. Therefore, consistent with such recommendations, the Department proposes the following amendments to section 155.17 of the regulations.

¹ While Education Law §2801-a and section 155.17 of the Commissioner's regulations do not explicitly reference charter schools, charter schools are public schools and are subject to these provisions as charter schools must meet the same safety requirements applicable to other public schools pursuant to Education Law §2854(1)(b).

Definitions:

- The proposed rule defines the terms “trauma,” “trauma-informed,” and “trauma-informed drills.”

District-wide School Safety Plans. The proposed rule amends the district-wide school safety plan provisions of section 155.17 to:

- Explicitly reference bus drivers and monitors for the purpose of inclusion in the district-wide school safety team and certain policies and procedures in the district-wide plan.
- Where applicable, require that district-wide school safety plans include information regarding school or district-level behavioral assessment teams or county or regional threat assessment teams.
- Require schools to establish procedures regarding notification of parents or persons in parental relation regarding drills.
- Require that: (1) drills and training be conducted in a trauma-informed, developmentally and age-appropriate manner; (2) drills and training not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and (3) students and staff be informed when a school is conducting a drill.
- Provide requirements for schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. In addition, such exercises cannot include students without written consent from parents or persons in parental relation.
- Identifying the district’s policy for communicating potentially violent incidents to parents.

Building-level Emergency Response Plans. The proposed rule amends the building-level emergency response plan provisions of section 155.17 to:

- Require that floor plans and area maps that are submitted as part of every school’s annual building-level emergency response plan submission to state and local law enforcement include the identification of certain critical information that would be needed by emergency responders in an emergency.
- Require that drills be: (1) conducted in a trauma-informed, developmentally and age-appropriate manner; not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other

emergency; and that students and staff be informed when a school is conducting a drill; (2) occur after annual training in emergency procedures has been provided to students and staff; and (3) be completed on different days of the week and during different times of the school day.

Reporting:

- The proposed regulation clarifies that in school districts with a supervisory district, the superintendent must provide timely notification to the BOCES district superintendent.

Evacuation and Lockdown Drills:

- The proposed regulation sets forth evacuation and lockdown drill requirements as provided in Education Law §807 and requires that one emergency dismissal drill be conducted to test emergency response procedures that require early dismissal.

The amendments would take effect beginning with the 2024-25 school year.

Related Regents Items

June 2016: [Proposed Amendment of Sections 155.17 of the Commissioner's Regulations relating to School Safety Plans and Fire and Emergency Drills](https://www.regents.nysed.gov/sites/regents/files/616p12a3.pdf)
(<https://www.regents.nysed.gov/sites/regents/files/616p12a3.pdf>)

September 2016: [Proposed Amendment of Section 155.17 of the Commissioner's Regulations relating to School Safety Plans and Fire and Emergency Drills](https://www.regents.nysed.gov/sites/regents/files/916brca15.pdf)
(<https://www.regents.nysed.gov/sites/regents/files/916brca15.pdf>)

July 2019: [Proposed Amendment to §155.17 of the Regulations of the Commissioner of Education Relating to School Safety Plans](https://www.regents.nysed.gov/sites/regents/files/719p12a2.pdf):
(<https://www.regents.nysed.gov/sites/regents/files/719p12a2.pdf>)

Recommendation

Not applicable.

Timetable for Implementation

It is anticipated that the proposed amendment will be presented for permanent adoption at the July 2024 Regents meeting after publication of the proposed amendment in the State Register and expiration of the 60-day public comment period required under the State Administrative Procedure Act. If adopted at the July 2024 meeting, the proposed amendment will become effective as a permanent rule on July 31, 2024.

AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 101, 207, 305, and 2801-a of the Education Law.

1. Subdivision (a) of section 155.17 of the Regulations of the Commissioner of Education is amended to read as follows:

(a) Development of school safety plans. [Every] By September first of each school year, 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 shall update and adopt by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter,] a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention and emergency response and management, and commencing with the 2023-2024 school year district-wide school safety plans shall include plans for the provision of remote instruction during any emergency school closure, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a district-wide school safety team and a building-level emergency response team, as such terms are defined in subdivision (b) of this section and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis and updated as needed.

2. Paragraphs (3), (12), (14), (15), (16), (17), and (18) of subdivision (b) of section 155.17 of the Regulations of the Commissioner of Education are amended to read as follows:

(3) *Disaster* means the occurrence or imminent threat of widespread or severe damage, illness, injury, or loss of life or property resulting from any [natural or manmade causes] incident, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, communicable disease outbreak, war or civil disturbance.

(12) *Building-level emergency response planning team* means a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building-level emergency response planning team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

(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 another 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 when details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

(15) Emergency response team means a building-specific team designated by the building-level emergency response planning team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such emergency response team may be created on the district-level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(16) *Post-incident response team* means a building-specific team designated by the building-level emergency response planning team that includes appropriate school personnel, medical personnel, school health personnel, mental health counselors, and others who can assist the school community in coping with the aftermath of a violent incident or emergency. In a school district in a city having a population of more than one million inhabitants, such a post-incident response team may be created on the district level with building-level participation, and such district shall not be required to establish a unique team for each of its schools.

(17) *School safety plan* means a district-wide school safety plan or a building-level [school safety] emergency response plan.

(18) *Serious violent incident* means an incident of violent criminal conduct that is or appears to be, life-threatening and warrants the [evacuation of] immediate response by students and/or staff because of an imminent threat to their safety or health, including, but not limited to riot, hostage-taking kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

3. Subdivision (b) of section 155.17 of the Regulations of the Commissioner of Education is amended by adding three new paragraphs (20), (21) and (22) to read as follows:

(20) *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.

(21) *Trauma-informed* means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

(22) *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.

4. Subdivision (c) of section 155.17 of the Regulations of the Commissioner of Education is amended to read as follows:

(c) District-wide school safety plans and building-level emergency response plans. District-wide school safety plans and building-level emergency response plans shall be designed to prevent or minimize the effects of violent incidents, declared state

disaster emergency involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

(1) District-wide school safety plans. A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

(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;

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

(iii) appropriate prevention and intervention strategies, [such as] which may include:

(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) the establishment or participation of school or district staff in a multi-disciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or district level behavioral assessment team or, if available, a county or regional threat assessment team. 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.

(c) nonviolent conflict resolution training programs;

[(c)] (d) peer mediation programs and youth courts; and

[(d)] (e) extended day and other school safety programs;

(iv) ...

(v) ...

(vi) ...

(vii) ...

(viii) ...

(ix) ...

(x) ...

(xi) ...:

(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;

(xiii) ...

(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[;]. Such procedures shall ensure that:

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

(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.

(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.

(xv) ...

(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;

(xvii) ...

(xviii) ...

(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) ...

(b) ...

(c) ...

(d) ...

(e) ...

(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the district-wide school safety plan and building-level emergency response [plan] plan(s);

(g) ensure the conduct of required evacuation and lock-down drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by Education Law section 807; and

(h) ...

(xx) ...

(xxi) ...

(2) Building-level emergency response plan. A building-level emergency response plan shall be developed by the building-level emergency response planning team, shall be kept confidential, including but not limited to the floor plans, blueprints,

schematics, or other maps of the immediate surrounding area, and shall not be disclosed except to authorized department or school staff, and law enforcement officers, and shall include the following elements:

(i) ...

(ii) ...

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

(a) floor plans shall include the school name and address; a key to define any symbols used; a compass indicating North as well as labels indicating building entrances/exits with alphabetic or numeric identifiers assigned (e.g. "Door A" or "Entrance 2"); windows, interior doors, room numbers, common areas and administrative offices labeled by use; location of water, gas and electrical shutoffs; location of fire alarm panels, fire sprinkler control valves, and if applicable fire department key boxes; and location of emergency and security equipment; and

(b) area maps shall include the school name and address; a key to define any symbols used; a compass indicating North as well as labeled buildings, outbuildings, fields, parking lots, building entrances/exits with alphabetic or numeric identifiers assigned (e.g. "Door A" or "Entrance 2"); parking area and property entrances/exits; designated fire lanes and fire apparatus access roads, evacuation routes; street names; and emergency response areas;

(iv)...

(v) ...

(vi) ...

(vii) procedures for an annual review of the building-level emergency response plan and the conduct of drills and other exercises to test components of the building-level emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state law enforcement and emergency responders and preparedness officials. The purpose of the drills is to practice staff and student actions during an emergency. At the time that drills are conducted, students and staff shall be informed it is a drill. Drills shall:

(a) 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, incident of violence, or other emergency;

(b) occur after annual training in emergency procedures has been provided to students and staff; and

(c) be completed on different days of the week and during different times of the school day;

(viii) ...

(ix) ...

(3)

(i) ...

(ii) Each board of education, chancellor, or other governing body or officer shall ensure that each building-level emergency response plan and any amendments thereto, is submitted to the appropriate local law enforcement agency and the State Police within 30 days of its adoption, but no later than October [15th for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years and] 1 for the 2020-2021 school year [and thereafter, such building-level emergency response plans must be submitted no later than October 1, 2020,] and each [subsequent] October 1st thereafter. Building-

level emergency response plans shall be confidential and shall not be subject to disclosure under Article Six of the Public Officers Law or any other provision of law.

5. Subdivisions (f) and (h) of section 155.17 of the Regulations of the Commissioner of Education are amended to read as follows

(f) *Reporting.*

(1) [Each superintendent] Whenever the building-level emergency response plan is activated and results in the closing of a school building, the superintendent or their designee shall notify the commissioner as soon as possible [whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district,] and shall provide such information as the commissioner may require in a manner prescribed by the commissioner. In addition, school districts within a supervisory district [may] shall provide [such] timely notification [through] to the BOCES district superintendent[, who shall be responsible for notifying the commissioner]. Such information need not be provided for routine snow emergency days. [Provided, however, that for the 2020-21 and 2021-22 school years, districts shall provide such notification for snow emergency days, including those days converted to remote instruction under the 2020-21 and 2021-22 snow day pilot in accordance with the provisions of this subdivision.]

(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 required pursuant to subparagraph (xxi) of paragraph (1) of subdivision (c) of this section.

(h) [*Fire and*] Evacuation, Lockdown, and Emergency Dismissal Drills. (1) Each school district and board of cooperative educational services shall practice emergency

response procedures under its district-wide school safety plan and each of its building-level emergency response plans, [at least once every school year, and] where possible in cooperation with local [county] law enforcement, 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.] and other first responders as follows:

(i) Evacuation and Lockdown drills shall be conducted with students at least twelve times in each school year, eight of which required drills shall be held between September 1 and December 31 of each such year. Eight of all such drills shall be evacuation drills, four of which shall be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors. Four of all such required drills shall be lock-down drills. Drills shall be conducted at different times of the school day. Students shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided, however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly. Four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one such drill shall be held during the first week of summer school.

(ii) One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

[(1)] (2) Parents or persons in parental relations shall be notified at least one week prior to the drill.

[(2)] (3) Such drills shall test the usefulness of the communications and transportation system during emergencies.

[(3)] (4) The provisions of section 175.5(a) of this Title regarding the length of school day for State aid purposes shall not apply to school days in which less than the minimum number of hours is conducted because of an early dismissal pursuant to this subdivision.

NO CHILD LEFT BEHIND ACT OF 2001

This federal law is designed to improve student achievement, facilitate accountability, and ensure a safe and orderly school by implementing programs that protect students and teachers. Under No Child Left Behind, states must report school safety statistics to the public on a school-by-school basis, and districts must use federal school-safety funding to establish a plan for keeping schools safe and drug-free. Having a crisis management plan for responding to violent or traumatic incidents on school grounds is a requirement.

PREVENTION/INTERVENTION STRATEGIES

Program Initiatives:

The Half Hollow Hills Central School District is committed to a positive and safe learning environment for their students and staff.

The District is committed to providing a safe orderly environment where students may receive and district personnel may deliver quality educational services.

The District has long standing expectations for the staff and students' conduct while on school property and at school functions.

These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The district has a commitment to provide programs and activities for improving communication among and between students and staff in an effort to reduce the risk of violence among students.

These programs provide peer mentoring and conflict resolution while creating a forum for students concerns.

They provide support and comfort for the students while they discover methods to strengthen their communication and helping skills and to provide support to others and services to their schools and community.

The district uses three such programs to help achieve these goals. They are:

Peer Ambassadors – High School

SAYSOMETHING – Anonymous Reporting System

The Sandy Hook Promise – District-wide

- Say Something Week
- Start with Hello
- Your Mental Health First Aid
- Safety Assessment & Intervention
- Mental Health & Violence Prevention Training

DECLARED PUBLIC HEALTH EMERGENCY

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 public health emergency involving a communicable disease**. The new legislation now constitutes New York State Labor Law Section §27-c, the following section was added to §2801-a of the Education Law that will require additions to the District Plan.

§2801-a (m) – refers to protocols for responding to a declared public health emergency involving a communicable disease that are “**substantially consistent**” with the provisions of section twenty-seven-c of the labor law. Please refer to the District-Wide School Safety Plan, District Response section, page 89.

Half Hollow Hills School District Emergency Remote Instruction Plan

The Half Hollow Hills Central School District has implemented a 1:1 device program for both students and faculty. This program ensures equitable access to technology in class and at home. Students take home their devices daily and bring them back to school each day for instruction. In an effort to ensure that all students have Internet access, the district provides hotspots to students who do not have Internet access at home. The district purchases mobile hotspots to distribute to families who are in need of connectivity. Each year, the district gathers data relating to our families access to technology and responds accordingly to ensure universal access. This is consistent with the Student Digital Resources data collection.

In the event of an emergency closing, students in Half Hollow Hills will follow their regular instructional schedule. Students at the elementary level will participate in synchronous instruction with their teachers following the master schedule. This schedule includes instructional time for special education, AIS, and all related services necessary. These services will be provided according to each individual student's IEP and educational needs. No-touch times have been incorporated into the master schedule to ensure students are not missing critical instructional time in the classroom.

Students at the secondary level will utilize our Learning Management System, Canvas, to access synchronous instruction at their regularly designated class times. All classes, including PE, special education, AIS and related services will meet according to the existing student schedule. Teachers may utilize up to 10 minutes per period for asynchronous instruction. At both the elementary and secondary levels, all teachers have been trained on the implementation of synchronous remote instruction through various professional development opportunities. Teachers also have the continued support of Canvas Coaches (current teacher-leaders) and our Instructional Technology Department.

In the event a student is not able to access curriculum remotely, or the remote instruction is not appropriate for the student, homebound instruction will be provided as needed. In special circumstances, such as a pandemic, certain identified students may have classes in-person in a school building to ensure the continuity of instruction.

Based on the plan above, the district intends to claim the same number of instructional hours per day during an emergency closing in which remote instruction is provided. At both the elementary and secondary levels, students and teachers will follow their regular schedule and receive appropriate synchronous instruction, along with

complimentary asynchronous instruction, as described in sections 175.5 and 100.1 of this Chapter and the Emergency Remote Instruction Guidance.

EMERGENCY CLOSING - ELEMENTARY INSTRUCTIONAL SCHEDULE

Kindergarten:

9:30am	Class Meeting
9:45am	Small Group Work
10:15am	Foundations
10:45am	Special
11:30am	ELA
12:30pm	Math
1:10pm	LUNCH
2:00pm	Science and Social Studies

First Grade:

9:30am	Math
10:15am	Small Group Work
10:45am	Foundations
11:20am	LUNCH
12:05pm	ELA
1:00pm	Special
1:45pm	Science and Social Studies
2:30pm	Class Meeting

Second Grade:

9:30am	Small Group Work
10:00am	Special
10:45am	ELA
11:45am	Foundations
12:15pm	Science and Social Studies
1:00pm	Class Meeting
1:10pm	LUNCH
2:00pm	Math

Third Grade:

9:15am	Special
10:00am	Math
11:00am	Class Meeting
11:30am	Science and Social Studies
12:15pm	LUNCH
1:00pm	ELA
2:00pm	Small Group Work

Fourth Grade:

9:15am	Math
10:15am	Class Meeting
10:45am	Science and Social Studies
11:30am	Special
12:15pm	Lunch
1:00pm	Small Group Work
1:30pm	ELA

Fifth Grade:

9:15am	Class Meeting
9:45am	ELA
10:45am	Small Group Work
11:20am	LUNCH
12:05pm	Math
1:05pm	Science and Social Studies
1:45pm	SPECIAL

SECURITY IMPLEMENTATION

The Half Hollow Hills Central School District uses many resources and/or procedures to ensure a safe and secure educational environment recognizing that no one single approach is a guarantee for a totally secure campus.

The combined efforts of all of our staff, and district resources are committed to promoting safety and security within our district, while maintaining an open and caring educational environment in the community.

The district maintains a closed campus during regular school hours. Persons or parents not with the district during regular school hours, or not on business related issues with the district are not permitted in the building or on the grounds during school hours without prior permission.

Any person on or in a school building during school hours and fails to properly identify themselves, may be subject to arrest under the New York State Laws of Trespass.

All visitors are required to enter **only** through the designated front entrance of the building during school hours.

All visitors are required to produce a photo ID and sign in at the front entrance of the school building during regular hours.

The district uses the following building security measures in order to promote a safe and secure school environment. The measures employed depend upon the current security situation.

- maintaining buildings in lock-out mode during the school day
- Security Guards
- No Parking Zone around school buildings
- hall monitors
- perimeter card access control system at all buildings
- employee ID badges
- student ID badges at High School Level
- photo proof of identification for all visitors
- visitor badge
- sign in procedures
- video surveillance: interior and exterior cameras
- security audits
- bomb and drug searching canines as needed
- restricted access to school buildings, property and fields
- restricted or limited access to certain buildings, sections of buildings or certain meetings in the building are at the discretion of the Superintendent or the Board of Education

HAZARD IDENTIFICATION

The Half Hollow Hills Central School District is located in a largely residential community in Western Suffolk County, Long Island, New York.

While it is true that the district is located in a residential community, with little or almost no retail businesses or commercial businesses, there are small major areas of concern that relate to emergency preparedness. The Half Hollow Hills Central School District crosses and neighbors many different lines of multiple jurisdictions.

The following is a list of some of those areas of jurisdiction or emergency response areas:

State of New York
Suffolk County
Nassau County
Town of Babylon
Town of Huntington
Town of Smithtown
Suffolk County Police (1st and 2nd Pct.)
Nassau County Police
Dix Hills Fire Department
Melville Fire Department
Huntington Manor Fire Department
Wyandanch Fire Department
Deer Park Fire Department
Wyandanch Wheatley Heights Ambulance Co. Corp.
The Huntington Community Ambulance Corp.

All of these agencies fall within the mutual aid area of response of the Half Hollow Hills Central School District.

Some hazards within the Half Hollow Hills Central School District that may directly or indirectly affect the normal operation of the school district or areas that may cause or effect the relocation or evacuation of school buildings within the district are:

- Traffic, weather, fire, hazardous spill or leak, auto accidents, evacuation on the Long Island Expressway and the surrounding roadways
- Traffic, weather, fire, hazardous spill or leak, auto accidents, evacuation on Deer Park Avenue

The most important thing parents can do is to make sure that all parent contact information is up-to-date and accurate throughout the school year.

School Emergencies

The safety and security of students and staff remain the top priority for the Half Hollow Hills Central School District. This informational brochure is an overview of the procedures that are planned and practiced at all of our schools. These procedures are put into place to better prepare for a building emergency or District crisis. School administrators work closely with community emergency service providers, police, fire/rescue, and public health officials to ensure our District's Emergency Plan reflects appropriate practices and our schools are prepared for and can respond to emergencies.

Key personnel are trained in Federally-endorsed National Incident Management Systems (NIMS) procedures and HHH takes an "all-hazards approach" to emergency preparedness. We are prepared to work in partnership with our area emergency service providers should a critical incident occur in our schools.

Our comprehensive District-wide School Safety Plan (DWSSP) and Building Emergency Response Plan (BLERP) address all types of potential incidents, not because we expect them to happen, but so that we are prepared in case they do. For District security reasons, specific information and details have been omitted from this publication.

We ask that parents review and discuss the information contained in this communication with your child, prior to the beginning of the school year, to be familiar with what to do in case of an emergency.

If you have any questions after reviewing this information, please contact the Principal at your child's school for more information.

Modified School Operations

School Closing is advised when District Administration determines students are safer at home than at school. This occurs with weather emergencies or the loss of a building utility. Parents should check the District website (www.hhh.k12.ny.us) for the most current information.

One Hour Delayed Opening or Two Hours Delayed Opening is initiated when road conditions are unsafe due to bad weather such as snow and/or ice or if there are utility concerns in a particular building. Buses use extreme caution when road conditions are unsafe. School will open one or two hours later than normal depending on area road conditions. Delayed opening means that the opening of school will be later than usual and that school dismissal time will be at the regular scheduled time.

Early Dismissal can occur due to a District weather related or utility concern and the District Administration determines it is in the best interest of students' safety to be sent home early. The District also practices this procedure annually as required under New York State Education Law. These early dismissal dates are posted on the school calendar on the District website.

Emergency Response Protocols

The Half Hollow Hills School District follows the NY State Emergency Response protocol which is often referred to as SHELL. This acronym stands for the five emergency response terms used throughout New York. These terms are: **Shelter-in-Place, Hold-in-Place, Evacuation, Lockout, Lockdown**. The SHELL document which follows provides a brief but informative summary of the conditions that must exist for the building or district to active one of these responses.

— How Can Parents Prepare Students for An Emergency? —

Parents play an invaluable role in helping prepare their children for any emergency. As a parent, take time prior to an emergency to discuss with your child why we prepare, practice and talk about fire drills, emergency phone calls and back-up plans. This will help your child understand that if an emergency does occur, having a plan and understanding what to do ahead of time makes the process go smoothly. The District's teachers and staff are trained to handle these situations. Parents should talk to their children about remaining calm and following given instructions in the event of an emergency. In these situations, it is important that children understand that parents will be contacted if necessary and that the students will be reunited with parents as soon

as school officials and/or police advise it is safe to do so.

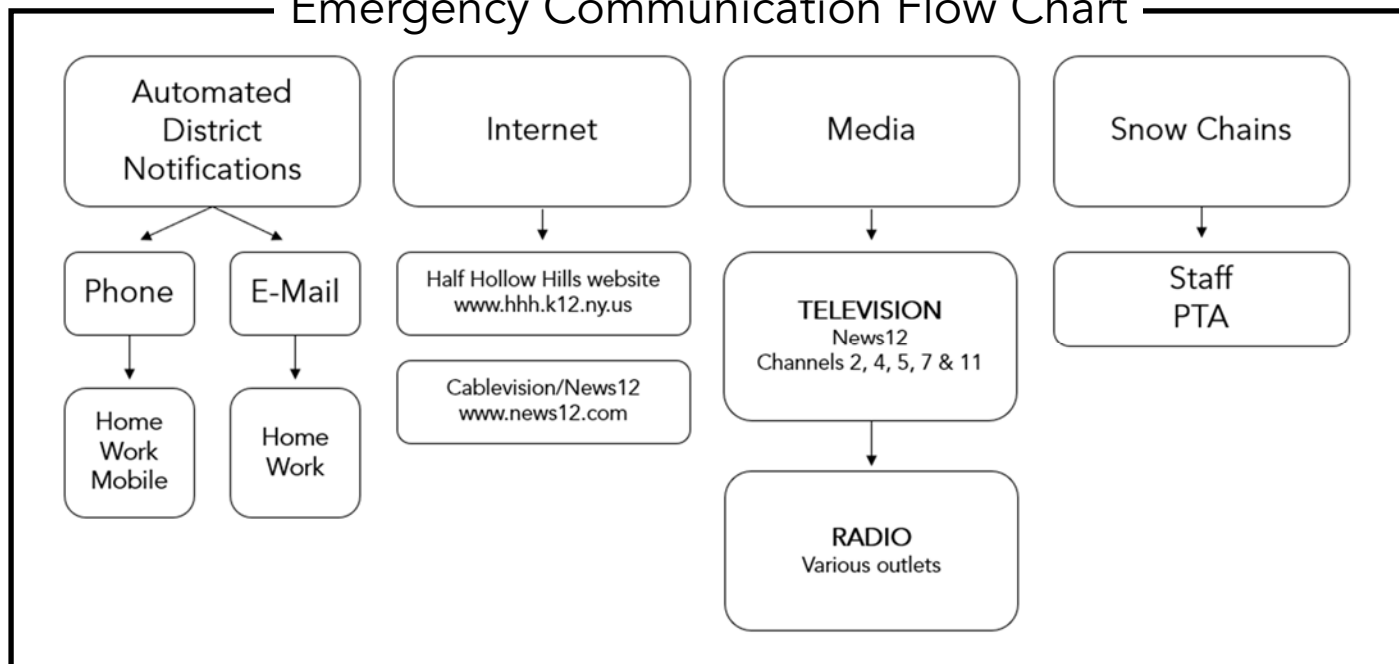
The most helpful response from parents, to any school emergency, is to remain calm and wait for follow-up information from the District Administration. The District Administration understands that it is a natural instinct for parents to want to rush to their child's aid during an emergency. It is important for all to understand that during an event, schools and emergency service providers have made provisions to deal with these incidents. Cooperation in an emergency is essential for the safe and swift resolution of the incident.

Past lessons in school emergencies have proven that the greatest challenge to emergency service providers

and school officials is parents and concerned citizens rushing to the scene to "help". By doing so they create traffic jams that delay emergency responders, adding confusion and delay for help to get to or leave the scene of the emergency. The District will contact you with current and accurate information as soon as it becomes available. For information on How, Where and When to respond to the emergency please follow instructions on the District's website www.hhh.k12.ny.us or from automated telephone or email communications.

Remember...PLEASE DO NOT GO TO THE SCHOOL UNLESS YOU ARE ADVISED TO DO SO.

Emergency Communication Flow Chart



*To subscribe to the District's automated notification system, please link to:
hhh.k12.ny.us/tools/parent/subscriptions*

..... What Parents Can Do Right Now

- Be sure that all District emergency contact information is current and correct.
- Contact your school immediately when you change work, home or cell telephone numbers.
- Make sure you have back-up people who are authorized to pick up your child if you are detained at work or are unable to respond. Understand that during an emergency, students will only be released to persons who are identified as an emergency contact.
- If your child cannot go home, make sure that he/she has another safe place to go while waiting for a family member to pick him/her up.
- Parents should not direct children via cell phone to leave a school building at anytime. Students must always be signed out of school.
- If a parent is contacted by a student during a building emergency, a parent should keep the conversation short. Advise the

student to follow the instructions of school personnel, tell the student it is going to be all right, stay calm and that the parent loves them.

- Cell phone lines are quickly overloaded during an emergency. District telephone lines become clogged with calls and this interferes with the emergency service provider's ability to communicate vital information during a building emergency.
- Review and practice your home emergency plans with your children so that they know what to do in an emergency at home and at school.
- Put your "In Case of Emergency" (ICE) contact information in your child's cell phone.
- When you are on school grounds, be alert to activity surrounding the school. Report any suspicious activity to a security guard or a building administrator.
- If you see something, say something.

Non-Emergency School Telephone Numbers

Otsego Elementary School
631-592-3600

Paumanok Elementary School
631-592-3650

Signal Hill Elementary School
631-592-3700

Sunquam Elementary School
631-592-3750

Vanderbilt Elementary School
631-592-3800

Candlewood Middle School
631-592-3300

West Hollow Middle School
631-592-3400

High School East
631-592-3100

High School West
631-592-3200

NY STATE EMERGENCY RESPONSE **S.H.E.L.L.**



SHELTER-IN-PLACE

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

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area. Stay together at all times.
- Take Attendance.
- Listen for updates.



HOLD-IN-PLACE

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

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.



EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for updates.



LOCKOUT

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

ACTIONS:

- Listen for instructions regarding the situation and your actions.
- Lock all exterior doors and windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions, listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



LOCKDOWN

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

ACTIONS:

- When you hear LOCKDOWN, LOCKDOWN, LOCKDOWN announced, move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

EMERGENCY ASSISTANCE - LOCAL GOVERNMENTS

The Superintendent/designee as the Chief Emergency Officer is responsible for making requests for additional assistance or resources not provided for by local emergency providers during a district-wide emergency.

Both the Superintendent and the Building Incident Commander may request additional help from the following emergency providers:

Town of Huntington Office of Emergency Management	631-351-3162
Town of Babylon Office of Emergency Management	631-957-7474
Suffolk County Office of Emergency Management	631-852-4900
State of New York Office of Emergency Management	518-292-5000

Any of the responding emergency service providers may declare a town wide or county wide disaster if their highest ranking official deems it necessary.

The district will obtain assistance and advice from state, county and local officials and coordinate district resources which may be made available during state, county or town-wide emergencies. District resources that will be made available are listed in the RESOURCES section of this manual.

The Half Hollow Hills Central School District has adopted the National Incident Management System (NIMS) directive and the Incident Command System (ICS) as their response approach to incident management as it is applicable at all jurisdictional and functional disciplines.

DISTRICT RESOURCES

Fire and Emergency

Police Fire Department.....911

Suffolk County Police, 2nd Precinct

Inspector Kevin Williams.....(631) 854-8201
1071 Park Ave., Huntington, NY 11743(631) 854-8200

Suffolk County Police 1st Precinct

555 Route 109, W. Babylon 11704(631) 854-8100
Inspector Brendon Forte.....(631) 854-8100

New York State Police

Troop L Headquarters 7140 Republic Airport
East Farmingdale, NY
Troop Commander Major Stephen J. Udice.....(631) 756-3300

Fire Department:

Dix Hills Fire Department
115 Deer Park Road, Dix Hills
NON EMERGENCY.....(631) 499-8836
EMERGENCY..... 911 or (631) 499-5759

Melville Fire Department
531 Sweet Hollow Road, Melville
NON EMERGENCY.....(631) 423-2635
EMERGENCY..... 911 or (631) 547-4121

Wyandanch/Wheatley Heights Ambulance Corporation
295 Merritt Ave., Wyandanch
NON EMERGENCY..... (631) 491-3234
EMERGENCY.....911

Hospitals:

Huntington(631) 351-2000
North Shore, Plainview(516) 719-3000
Good Samaritan Hospital.....(631) 376-3000

Office of Emergency Management:

Suffolk County, Office of Emergency Management(631) 852-4900
Town of Babylon (631) 957-7474
Town of Huntington..... (631) 351-3234

WEB RESOURCES

American Academy of Pediatrics, *Federal Policies to Keep Children Safe* - www.aap.org

The School Superintendents Association - www.aasa.org

American Red Cross, Masters of Disaster – www.redcross.org

Federal Bureau of Investigation - www.fbi.gov

Ready Kids, *Emergency Planning Resources for Parents, Kids and Educators* – www.ready.gov/kids/educators-organizations

Federal Emergency Management Agency (FEMA), *Hazard Mitigation Planning* - www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning

Federal Emergency Management Agency (FEMA), Emergency Management Institute (EMI) – www.training.fema.gov/

Ready √: Prepare, Respond, Mitigate Emergencies and Disasters. - www.ready.gov

National Association of School Psychologist (NASP) - www.nasponline.org

National Fire Protection Association (NFPA) - www.nfpa.org

National Oceanic and Atmospheric Administration (NOAA), Weather Education, General Information and “Cool” Sites for everyone (sections relatable to youngsters) - www.noaa.gov/education/resource-collections

National School Boards Association (NSBA) - www.nsba.org

National School Safety Center - www.schoolsafety.gov

New York State Division of Criminal Justice Services - www.criminaljustice.ny.gov

NY-Alert- Warnings, and Emergency Notifications - www.alert.ny.gov

New York State Police- School and Community Outreach Unit- Troopers in this unit have received specialized training in the area of school violence, crime prevention, conflict management, school resource officer supervision and emergency management - troopers.ny.gov/school-and-community-outreach-unit

Readiness and Emergency Management for Schools (REMS) Technical Assistance Center- Developed by the U.S. Department of Education's Office aimed at helping to manage safety, security, and emergency management programs - www.rems.ed.gov

Red Nose Response- supports the victims, responders, and communities affected by disasters and catastrophes. - www.rednoseresponse.org

Transportation Security Administration- Description of Best Practices for School Transportation- School Transportation Security Awareness (STSA) – www.tsa.gov

NEW YORK STATE OFFICE OF EMERGENCY MANAGEMENT:

The New York State Emergency Management Office (SEMO) coordinates Emergency Management Services for the State by providing leadership, mitigation measures, planning, education, and resources to protect lives, property and the environment. State OEM coordinates these activities through local government officials, specifically county emergency managers.

Region 1: Includes Nassau and Suffolk Counties, and the New York City Metropolitan area.

Office: (631) 952-6322

Email: oemregion1dl@dhses.ny.gov

Visit: www.dhses.ny.gov/citizen-preparedness-corps

SCHOOL SAFETY AND VIOLENCE PREVENTION: SPECIFIC ARTICLES

Early Warning: Timely Response: A Guide to Safe Schools

www.ojp.gov

This guide from the Departments of Justice and Education indicates what to look for and what to do to prevent violence, when to intervene and get help for troubled children, and how to respond when violent situations occur.

National Education Association: Great Public Schools for Every Student

www.nea.org/healthy/schools

School Safety and the Legal Rights of Students - Education Resources Information Center (ERIC)

www.eric.ed.gov

A database of education research and information

The School Safety Profiler

www.rippleeffects.com/needs

A tool to measure perceived safety at your school to reduce or prevent violence.

The School Shooter: A Threat Assessment Perspective

www.fbi.gov

Search: A Threat Assessment Perspective.

OTHER RESOURCE CENTERS ON SAFE SCHOOLS, YOUTH VIOLENCE:

Centers for Disease Control and Prevention Division of Violence Prevention

www.cdc.gov/Violence-Prevention

The CDC's goal is to stop violence before it begins.

Center for Schools and Communities

www.centerforschoolsandcommunities.org/schoolsafety

Help schools identify and implement effective programs and practices and maintain safe, productive learning environments.

Office of Juvenile Justice and Delinquency Prevention

www.ojjdp.ojp.gov

OJJDP sponsors a broad array of research, program, and training initiatives and disseminates accurate, up-to-date information about juvenile justice and delinquency issues.

PROJECT SAVE

(SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION ACT)

To address issues of school safety and violence prevention, the Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor George E. Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Mary O. Donohue. The Task Force consisted of a broad range of qualified people from all parts of the State including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health *professionals and local elected officials*. *From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the State and the nation. Ten public hearings were held throughout the State, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, Safer Schools for the 21st Century (October, 1999), contained a series of recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.*

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the district and at the building levels. The new District-wide School Safety Plan replaces the current school emergency management plan that is required for all districts. At the building level, a newly required Building-level Emergency Response Plan must be prepared for each school building in the State. Together, these plans are intended to define how each school district and all the buildings in the district will respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

Both the District-wide School Safety Plan and the Building-level Emergency Response Plan should be viewed as part of a comprehensive, collaborative approach required by Project SAVE. While schools are on the front lines in the effort to prevent school violence and promote school safety, schools cannot do it alone. The New York State Education Department strongly endorses and encourages broad community participation beyond the requirements in law and regulations, to improve the safety of the school environment. The Task Force states in its report that "The best solutions to improving school safety will be found at the local level. When efforts are made to include a broad representation of the community, the possibilities for success are enhanced exponentially." (1999, p. 10)

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