



SOMERS CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE SAFETY & EMERGENCY MANAGEMENT PLAN

UPDATED JUNE 2026

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STATE REQUIREMENTS

Requirement	Required Action	Date	Check when Completed
The District-Wide School Safety Team was appointed by the Board of Education . ¹	Appointed by the Board of Education on:	07/07/26	✓
The District Chief Emergency Officer is: ² Christopher Platania, Assistant Superintendent for Business and Operations, 914-277-2410, cplatania@somersschools.org	District Chief Emergency Officer Appointed on:	07/07/26	✓
The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan: ³	Annual Review and Updates completed on:	06/18/26	✓
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: ⁴ 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 <u>Start Date</u>: Public Comment Period <u>End Date</u>:	07/08/26 08/10/26	✓
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. ⁵	Date of Public Hearing/Adoption (by September 1st):	08/11/26	✓
District-wide plan must be submitted to the commissioner within 30 days after its adoption, and no later than October 1st . ⁶	District plan submitted in the NYSED business portal (no later than October 1st):		•

¹ 155.17(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.

² 155.17(c)(1)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer

³ 155.17(a) 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.

⁴ 155.17(c)(3)(i) 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.

⁵ 155.17(c)(3)(i) 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.

⁶ 155.17(c)(3)(i) Each district shall submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019- 2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

The date the Board Adopted District-Wide School Safety Plan was posted on District Website:⁷ Within 30 days from adoption and no later than October 1st.	Date Posted (no later than October 1st): [ADD URL] of District-wide School Safety Plan on District Website URL was verified/checked to be sure the link is working	08/11/26	✓
Date training was provided to staff on Building-level Emergency Response Plans, school violence prevention, mental health and sudden cardiac arrest, specifically covering how to recognize sudden cardiac arrest or similar life-threatening health emergencies and the procedures outlined in the Cardiac Emergency Response Plan, by September 15th, within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner.⁸	Date of Training:	09/15/26	✓

⁷ District-wide School Safety Plan Self-Assessment and Planning Tool, Within 30 days from adoption, and no later than October 1, each district must post their District-Wide Safety Plan on their district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

⁸155.17(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;

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 school emergency plans required at the building level. 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.

The Somers Central School District 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.

In July 2025, the New York State Legislature passed Desha's Law, which requires schools to develop and implement Cardiac Emergency Response Plans (CERPs) to address sudden cardiac arrest at any school site owned or operated by the District and at the location of any school-sponsored event, including athletic events. In accordance with this law, CERPs have been developed and are incorporated into each confidential Building-Level Emergency Response Plan.

The District ensures that these plans provide for the recognition of sudden cardiac arrest and similar life-threatening health emergencies, the use and accessibility of automated external defibrillators (AEDs), coordination with local emergency medical services, response at school-sponsored events including athletic activities, and staff training aligned with nationally recognized, evidence-based guidance such as that of the American Heart Association.

SUPERINTENDENT'S DIRECTIVE

The Assistant Superintendent for Business and Operations, Christopher Platania, (see [State Requirements](#)), will serve as the District's Chief Emergency Officer (CEO)⁹ whose duties shall include, but not be limited to:

1. Coordination of the communication between school staff, law enforcement, and other first responders¹⁰
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 plans¹¹
3. Ensuring staff understanding of the district-wide school safety plan¹²
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building. 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 Planning Team (BERT). The plan shall provide for lockdown, secure lockout, sheltering, evacuation, early dismissal, fire and other emergency planning, including Sudden Cardiac Arrest, 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 technology¹³
6. Coordination of appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan¹⁴
7. Ensuring 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 807¹⁵

⁹155.17(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:

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

¹¹155.17(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

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

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

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

¹⁵155.17(c)(1)(xix)(g) ensure the conduct of required evacuation and lock-down drills in a trauma informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by section 807 of the Education Law

8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner¹⁶
9. Ensures protocols for responding to a declared state disaster emergency involving a communicable disease are substantially consistent with the provisions of 27-C of the Labor Law.

IDENTIFICATION OF THE DISTRICT SAFETY TEAM

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801-a¹⁷. 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 District¹⁸. The District-wide Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, parent organizations, bus drivers and monitors, school safety personnel and other school personnel as deemed necessary.

At the discretion of the board of education, a student may be allowed to participate on the safety team.¹⁹ If the Board appoints or selects a student to participate on the safety team, in accordance with Regulation 155.17(b)(14) and EL 2801-A(4), 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 District-wide Safety Team training sessions as necessary, which will include a minimum of 2 work sessions and 1 training session.
4. Meet with, oversee, and help guide the Building-level Emergency Response Planning Teams at each school as necessary.

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

¹⁷2801-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.

¹⁸155.17(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, bus drivers and monitors, school safety personnel and other school personnel.

¹⁹155.17(b)(14)/2801-A(4) 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 share 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.

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.

DISTRICT SAFETY TEAM²⁰

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

REQUIRED MEMBERS	NAME	TITLE	OFFICE PHONE
School Board	TBD	Board of Education Members	TBD
Administrator	Dr. Adam Bronstein	Superintendent	914-277-2400 X5100
	Christopher Platania	Assistant Superintendent for Business and Operations / Chief Emergency Officer	914-277-2410 X5603
Parent Organization	Joseph Marra	Parent/Community Member	914-964-6806
School Safety Personnel	Dan Corrado	Safety and Security Coordinator	914-277-3998
Bus Driver	Gerard Esposito	Assistant Supervisor of Transportation/Bus Driver	914-277-3180 X5607

²⁰ 155.17(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 (2801-a). 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.

Bus Monitor	Rich Taylor	Bus Monitor	914-277-3180 X5609
*Student (optional)	N/A		
Other School Personnel (below)	Christopher McCartney	Director of Facilities	914-277-4884 X5606
	Dina Miller	Director of Human Resources/ Student Services Mgr.	914-277-2430 X5203
	MaryAnn Castro	District/SHS Nurse	914-248-8585 X4400
	Tara Kearns	Director of Learning- Secondary	914-277-2405 X5403
	Elizabeth Turner	Director of Learning- Elementary	914-277-2405 X5405
	Phil Kavanagh	Director of Counseling	914-248-8585 X4303
	Kim Blau	Director of IT and Learning Systems	914-277-2405 X5406
	Meghan Febbie	Director of Pupil Personnel Services	914-277-3777 X5303
	Kristen Mucciacciaro	Asst. Director of Pupil Personnel Services	914-277-3777 X5304
	SRO Matthew Laccetti	SRO	914-248-8585
	Dean Schuler	Teacher	914-248-8585
Athletic Director / PE Coordinator	Thomas Albano	Director Of Physical Education	914-248-7315

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-level Emergency Response Planning Team.
4. Once the Superintendent and/or his/her 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.²¹
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 installed these panic systems at each school building.²²
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.

²¹155.17(a) 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 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.

²²EL 2801-A(f) District-wide school safety teams shall consider, as part of its reviews of the comprehensive district-wide safety plan, the installation of a panic alarm system. For purposes of this paragraph, "panic alarm system" shall mean a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application; The New York State Register, December 2022, <https://dos.ny.gov/system/files/documents/2022/12/122822.pdf> (page 12)

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 **October 1st** of each year or within 30 days of adoption.
5. The Board of Education must formally adopt the District-wide Plan by September 1st pursuant to Commissioner's Regulation, Section 155.17(c)(3).²³ 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 appropriate local law enforcement agency and the State Police October 1st of each year or within 30 days of adoption.²⁴

SECTION II – RISK REDUCTION/PREVENTION AND INTERVENTION

PREVENTION AND INTERVENTION STRATEGIES²⁵

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

²³155.17(c)(3)(i) 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 submit its district-wide safety plan and all amendments to such plan to the commissioner, in a manner prescribed by the commissioner, within 30 days after its adoption. Commencing with the 2019-2020 school year, such district-wide plans must be submitted no later than October 1, 2019, and each subsequent October 1st thereafter.

²⁴155.17(c)(3)(iii) 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 1 for the 2020-2021 school year and each 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.

²⁵155.17(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) where applicable, the establishment and/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 such teams are utilized, the district-wide school safety plan shall describe the school, district, or county team and its purpose, and 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; (d) peer mediation programs and youth courts; and (e) extended day and other school safety programs.

1. The District utilizes trained multidisciplinary Threat Assessment Teams at each building to evaluate threats and implement the appropriate mitigation strategies.
2. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
 - Emergency Responders
 - Regional BOCES
 - District Consultants
3. Training for school staff working in an incident control capacity may include:
 - a. Individual and group de-escalation techniques
 - b. Non-violent conflict resolution skills and
 - c. Peer Mediation and Youth Court
 - d. Extended day and other school safety programs
4. 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.
5. The District Safety Team may utilize table top exercises to discuss their roles during an emergency and their responses to a sample emergency situation.²⁶
6. Training is available during staff development sessions, on conference days and via on-demand web-based training modules.
7. Procedures relating to building security including utilization of staff and security equipment are as follows:²⁷
 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. Each teacher/staff member who occupies a room or area must scan the room or area upon first entering. The principal or a designee should be notified immediately if anything looks suspicious.
 4. After the designated start time of the school day, each school will be appropriately secured.
 5. All visitors must report to each building's designated single point of entry before proceeding further into the building.

²⁶155.15(c)(1)(xvi)(3) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

²⁷155.17(c)(1)(xi)(a) policies and procedures relating to school building security, including, where appropriate: (a) the use of school safety or security officers and/or school resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct.

6. 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 Dept., prior to delivery.
7. The District has executed Memorandums of Understanding (MOU) with Security Providers as required by NYS Regulation²⁸.
8. 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:
 - To the degree possible, access to areas of the school building is limited to only those needed for activities.
 - Some buildings may use a modified point of entry.
8. The district has established a comprehensive **Before and After School Programs, Activities, and Events Safety Annex** to safely manage before- and after-school activities and events, including athletic activities and programs, ensuring a secure and welcoming environment for all attendees. These guidelines outline protocols for visitor management, crowd control, emergency preparedness, and coordination with law enforcement as needed. This detailed annex can be found in each confidential Building-level Emergency Response Plan.
9. The district has adopted a board-approved policy addressing extreme heat conditions. In addition, the district established a **Maximum Temperature in Schools Annex** within each Building-level Emergency Response Plan to guide implementation, including monitoring room temperatures, implementing heat mitigation strategies, and relocating students and staff when practicable. In the event of a heat emergency, the district will activate the protocols outlined in the Building-level Emergency Response Plans, consistent with the district's board-approved policy. The district will also address medical needs, transportation, and emergency notification of parents and guardians as outlined in the Building-level Emergency Response Plans.

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

²⁸155.17(c)(1)(xi)(a)/2801-a A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan.

- h. Assigned School Resource Officer to each building.

IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the district provides a wealth of school safety-related initiatives. These programs include peer mediation, bullying prevention, conflict resolution, social skills development, anger management 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 guidance 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.²⁹

Each building has established a mechanism for the anonymous reporting of school violence and harassment and has communicated this to students and parents.³⁰

The school district's Code of Conduct which is sent home with students, disseminated electronically through Family ID and signed off electronically, mailed to parents and/or disseminated to all students in the beginning of the school year during an assembly program, addresses bullying, violence and harassment and their consequences.

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

In addition, each school has a wide range of programs that impact school safety. Programs include a variety of clubs, small group lessons and 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 through Anonymous Alerts, which has a link on the District website, as well as each school building website.

²⁹155.17(g) Instruction. Each public school superintendent and each chief school administrator of an educational agency other than a public school shall take action to provide written information, by October 1st of each school year, to all students and staff about emergency procedures.

³⁰155.17(c)(1)(xvii) strategies for improving communication among students, between students and staff and between administration and parents or persons in parental relation regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

- 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:³¹

General Guidelines for Drills

Trauma-Informed Approach: All drills conducted during the school day with students present will be conducted in a trauma-informed, developmentally, and age-appropriate manner. Props, actors, simulations, or tactics mimicking a school shooting, incident of violence, or other emergencies are strictly prohibited.³² (Effective 7/31/24) The New York State Fire Code requires that the fire alarm be used in an evacuation (evacuate) drill, and it is not considered a prop.

Annual Training: Drills will be conducted only after annual training in emergency procedures has been provided to students and staff.

Varied Scheduling: Drills will be scheduled on different dates, days of the week, and during different times of the school day.³³

Exclusions for Unplanned Events: 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 (evacuate) drill.³⁴

Student/Staff Notification: At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation (evacuate) drills. (Effective 7/31/24)³⁵

Parental Notification: Parents or persons in parental relation will be given advance notice of each drill being conducted within one week prior to the drill.³⁶ (Effective 7/31/24) Procedures for notifying parents or persons in parental relation will include:

³¹155.17(c)(1)(xiv) procedures for review and the conduct of drills, tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At their discretion, schools and districts may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials.

³²155.17(c)(1)(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.

³³155.17 (c)(2)(vii)(c) be completed on different dates, days of the week, and during different times of the school day; and

³⁴401.7 [New York State Fire code](#) (pg 59)

³⁵155.1(c)(1)(xiv)(2) At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill. Provided, however, that students and staff shall not be informed in advance of evacuation drills.

³⁶155.17(c)(2)(vii)(d) parents or persons in parental relations shall be given advance notice of each drill being conducted within one week

1. Official Letter or Email

- Timing: **Within one week** before the drill.
- Include the following information:
 - General time frame of the drill
 - (e.g., Sometime the week of [month/date], [school name] will have a [drill type] drill
 - Type of drill (e.g., fire drill, lockdown drill)
 - Purpose of the drill
 - Importance of the drill for student safety
 - Contact information for questions or concerns

2. Automated Phone Calls and Text Messages

- Timing: **Within one week** before the drill.
- Use the school's automated messaging system to send a notification.
- Include the following information:
 - General time frame of the drill
 - a. (e.g., Sometime the week of [month/date], [school name] will have a [drill type] drill
 - Type of drill (e.g., fire drill, lockdown drill)
 - Purpose of the drill
 - Importance of the drill for student safety
 - Contact information for questions or concerns

3. Printed Notices

- Timing: **Within one week** before the drill.
- General time frame of the drill
 - (e.g., Sometime the week of [month/date], [school name] will have a [drill type] drill
- Send printed notices home with students.
- Include the following information:
 - General timeframe of the drill
 - Type of drill (e.g., fire drill, lockdown drill)
 - Purpose of the drill
 - Importance of the drill for student safety
 - Contact information for questions or concerns

4. Post-Drill Follow-Up

- Timing: Immediately after the drill.
- Send a follow-up letter or email to parents/guardians summarizing the drill, what went well, and any areas for improvement.
- Reassure parents that the drill was conducted safely and effectively.

Required Drills

Evacuation (Evacuate) Drills: Eight (8) evacuation (evacuate) drills will be conducted each year, with six (6) completed between September 1 and December 31. Four (4) of these drills must involve the use of fire escapes on buildings where fire escapes are provided or other secondary means of egress such as

preceding any such drill.

different corridors, hallways, stairways, and exit doors.³⁷ ³⁸ Students will be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. This instruction may be waived if a drill is held during the regular school lunch period or assembly³⁹

Lockdown Drills: Four (4) lockdown drills will be conducted annually, with two (2) completed between September 1 and December 31.

Emergency Dismissal Drill: One (1) emergency dismissal drill will be conducted to test early dismissal procedures, occurring 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 an evaluation of this drill. This drill also allows the District to test the usefulness of the communications and transportation system during emergencies.⁴⁰

Additional Evacuation (Evacuate) Drill Requirements

Summer School: At least two (2) additional drills are required in buildings used for summer school, with one (1) drill held during the first week.

After-School Programs, Events, and Performances: For after-school programs, events or performances conducted within a school building that include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.⁴¹

Before- and After-School Safety Planning: Consistent with guidance from the New York State Education Department, the District's emergency response planning applies to school buildings and grounds during before-school and after-school programs, extracurricular activities, and school-sponsored events. Safety planning for these periods considers differences in supervision, staffing, student movement, and building use that may occur outside of regular instructional hours. Procedures address communication, student accountability, coordination with transportation, and coordination with emergency responders, as appropriate. Detailed, site-specific procedures for before- and after-school activities are maintained within each school's confidential Building-Level Emergency Response Plan and are implemented in coordination with designated staff and program leaders.

Optional Drills

³⁷155.17(h)(i) Four drills 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. Drills shall be conducted at different times of the school day

³⁸EL §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

³⁹155.17(h)(ii) Pupils shall be instructed in the procedure to be followed if an emergency occurs during a 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.

⁴⁰155.17(h)(3) Emergency Dismissal drills shall test the usefulness of the communications and transportation system during emergencies.

⁴¹807.1-a for after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.

Shelter-in-Place/Shelter and/or Secure Lockout Drills: While not required, each school in the District may conduct Shelter-in-Place/Shelter and/or Secure Lockout drills in addition to those drills required by New York State regulation. The appropriate 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.

Full Scale Exercises: The district may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills. 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. Such exercises may not include students without written consent from parents or persons in parental relation.⁴²

The district does not plan to conduct functional exercises with emergency response agencies that involve staff, students, and parents in drills using props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency. If this policy were to change in the future, any such exercises would not be conducted on a regular school day or when school activities such as athletics are occurring on school grounds. Additionally, no students would participate in these exercises without written consent from parents or persons in parental relation.

Training and Review Processes

Training for Students: Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time, providing an opportunity for students to ask questions about any unclear procedures.

Age-appropriate student instruction shall also include awareness of Sudden Cardiac Arrest, including how to recognize a medical emergency, the importance of promptly notifying an adult, awareness of where automated external defibrillators (AEDs) are located within the building, and an understanding of which staff members are authorized to use AEDs.

Building-level Emergency Response Planning Team and District Administration Team Training: 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.⁴³

⁴²155.17(c)(1)(xiv)(4) Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.

⁴³155.17(c)(1)(xiv)(3) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

Drill Review and Protocol Updates: 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 as needed. The district-wide safety team should evaluate communications and transportation systems during emergencies.⁴⁴

Local Emergency Responder Involvement: The appropriate Fire and Police Departments may, upon mutual agreement with the District, participate in some or all evacuation (evacuate) and lockdown drills, offering feedback on the effectiveness of building evacuation during a fire and the overall effectiveness of lockdown procedures.

Sudden Cardiac Arrest: Annual training provided to staff shall include how to recognize sudden cardiac arrest or similar life threatening health emergencies and the specific procedures outlined in the cardiac-emergency response plan, in alignment with state law and nationally recognized evidence-based practices such as those recommended by the American Heart Association.

Special Provisions

Building Occupants with Special Needs: 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.

Access and Functional Needs: Building-specific procedures addressing the access and functional needs of students, staff, and visitors are maintained in each school's confidential Building-Level Emergency Response Plan. These procedures are integrated into the applicable emergency response annexes and address considerations such as mobility limitations, medical needs, medication access, medical equipment, service animals, personal assistance requirements, and other access or functional needs that may impact response actions during evacuation, shelter-in-place, hold-in-place, secure lockdown, lockdown, and other emergency conditions. Such procedures are developed, reviewed, and updated by the Building-Level Emergency Response Team in accordance with Commissioner's Regulation §155.17, district policy, and applicable privacy and civil rights requirements.

Communication

Staff Information: Information about drills will be included in the teacher's manual or handbook as mandated by Education Law §807.2.

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

⁴⁴155.17(h)(3) Emergency Dismissal drills shall test the usefulness of the communications and transportation system during emergencies.

STAFF DEVELOPMENT TRAINING:

All general staff shall receive training on District-wide procedures as well as specific procedures contained within their respective Building-Level Emergency Response Plan. Beginning in the 2025–2026 school year, this training shall also include components of Sudden Cardiac Arrest, including how to recognize the signs of Sudden Cardiac Arrest, initiate appropriate emergency response actions, and understand the location of automated external defibrillators (AEDs), consistent with Education Law §2801-a(2), as amended by Chapter 189 of the Laws of 2025. This training shall occur prior to September 15 of each school year or within 30 days of joining the District and may be conducted during a staff development day in August, online, or through a combination of both.⁴⁵

The District will provide advanced training for each Emergency Response Team (ERT) and District-wide Safety Team annually. Effective July 1, 2025, the training will include a description of the roles and responsibilities of the Building-level Emergency Response Planning Team, the building-level Incident Command System including the roles and responsibilities of designated staff, and the building level-emergency response plan procedures for implementing the following required emergency response terms: shelter, hold, evacuate, secure lockout, and lockdown. The required training shall also include the procedures for conducting drills, including whether classrooms will be released from lockdown by law enforcement or school or district administrators during drills, and the district and building policies, procedures, and programs related to safety including those which include components on violence prevention and mental health.⁴⁶

Additional training may include 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 a limited points of entry system. 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 monitors or office staff members just inside the entrance to each school in the District. These monitors ensure visitor sign-in procedures and help supervise building traffic flow. The monitors are under the supervision of the building principals.
3. Staff members are required to wear visible identification badges.

⁴⁵155.17(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;

⁴⁶**Please note, the terminology in this paragraph has been pulled directly from the law language, and therefore the terminology remains shelter, hold, evacuate, secure lockout, and lockdown.

⁴⁶155.17(2)(xiii) <https://www.regents.nysed.gov/sites/regents/files/424p12d2.pdf>

4. Visitors are required to sign in and wear visitor identification.
5. Visitor access is limited to specific areas of the school building.
6. A School Resource Officer, from the Westchester County Department of Public Safety, is assigned to each school building.
7. Security cameras are in place in the interior, as well as exterior, of each school building.
8. Security Guards are in place at the main entries of each school building during after school hours.

VITAL EDUCATIONAL INFORMATION⁴⁷

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 BEHAVIOR⁴⁸

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

1. A 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 bullying, violence, and harassment.
2. A "plain language" summary of the Code of Conduct is mailed or disseminated electronically 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. Child Study Teams or their equivalents 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, teachers, parents/guardians and students are involved in this process.

⁴⁷155.17(2)(ix) 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.

⁴⁸155.17(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 other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;

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.
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 facilitates counseling groups for identified students around issues related to poor social skills development, anger management, 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 works 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>
Somers Police Department	914-277-3651
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

SCHOOL SAFETY PERSONNEL ALLOCATIONS, HIRING, DUTIES, AND TRAINING⁴⁹

PRIVATE SECURITY AND SCHOOL RESOURCE OFFICERS

This plan includes contracts or memoranda of understanding that define the relationship between the district, personnel, students, visitors, law enforcement, and public or private security personnel. These contracts or memoranda are consistent with the Code of Conduct, and define the roles, responsibilities, and involvement in the schools of law enforcement or security personnel. The role of school discipline is delegated to school administration.

District Memorandum(s) of Understanding related to this section are maintained in the District office.

ALLOCATIONS

- 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.
- 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 all wear district-produced identification badges, which must 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 and complete reference checks in order to be employed.

⁴⁹ 155.17(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;

DUTIES AND TRAINING

Security/ Safety Personnel

Security Personnel provide a sense of smooth transition and security while students, staff and visitors move about the district school buildings. Their duties may include:

- door security
- greeting visitors/distributing passes
- directing hall traffic (check all passes)
- patrolling hallways, lavatories, school grounds, and cafeterias
- alerting building administrators about altercations/situations
- interaction/intervention as required
- assisting law enforcement officers in the performance of their duties
- reporting vandalism and unsecured areas to building administrators
- other duties specific to security purposes as determined by the building administrator

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

SECTION III – RESPONSE

NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

EXTERNAL

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

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, Google groups, and hotlines for announcements or updates as directed by the Incident Commander.

When an emergency requires notification of staff, 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.somersschools.org/>

During an emergency, all contact with the media will be handled either by the Superintendent or his/her designee. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Superintendent or his/her 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.

INTERNAL

After receiving the information from the Incident Commander at the scene, an email 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.

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 his/her 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.⁵⁰

RESPONSE PROTOCOLS

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

⁵⁰ 155.17(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;

SCHOOL CANCELLATION

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

EARLY DISMISSAL

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

EVACUATION (EVACUATE)

- The Superintendent or his/her designee will determine the level of the threat.
- The Superintendent or his/her designee will contact the transportation supervisor to arrange transportation. He/she will also arrange for student-parent reunification.
- The Superintendent or his/her designee 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. He/she will report to the superintendent or his/her designee any missing staff or students.

SHELTER-IN-PLACE/SHELTER SITES (INTERNAL AND EXTERNAL)

- The Superintendent or his/her designee (IC) 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 shelter-in-place/shelter sites as outlined in building plans. He/she will report to the (IC) any missing staff or students.
- The Superintendent or his/her designee 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 SITUATIONS⁵¹

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

- Abduction/Kidnapping

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

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

RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE⁵²

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 his / her designee of any direct or implied threat of violence or actual act 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 shall include suicide. The Principal or her/his designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.

⁵²155.17(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 as well as visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;

3. The district disseminates educational material, including but not limited to emails and formal brochures, 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 her/his 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 intervention plan, close monitoring, and/or police involvement.

RESPONSES TO ACTS OF VIOLENCE⁵³

1. The Principal or her/his 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 her/his designee then determine the appropriateness of directing the Emergency Response Team to be activated.
3. The Emergency Response Team (ERT) consisting of trained staff and school personnel may assist with an Evacuation (Evacuate), Secure Lockout, Shelter-in-Place/Shelter, Hold-in-Place/Hold, Fire 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 ERT members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.

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

5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal or emergency closure are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.⁵⁴
6. Aggressively dangerous and violent students, staff 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 and reported acts of violence and will make the determination of disciplinary measure(s) 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.
10. The district has a zero-tolerance policy for weapons, in accordance with federal and state law and the District Code of Conduct, and utilizes our Restorative Practices model and philosophy to respond to other acts of school violence.

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 Emergency Response Plan. The following information will be used as a guideline for any new state disaster emergency involving a communicable disease that emerges. The District understands that each state disaster emergency involving a communicable disease will likely vary in contagion level, veracity and duration. In all likelihood, an updated **Reentry Plan**, with updated protocols and guidelines will be developed, specifically to address the new pandemic.

⁵⁴ 155.17(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 or emergency school closure

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.

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 of Technology Network Engineers Technical Support Staff	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 & Directors	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 including Teaching Assistants and 1 to 1 Aides	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 and Assistant Director of Transportation, Support Staff including Bus Monitors & Transportation Personnel	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 Payable, Purchasing	Where necessary to ensure the continued operation of the District.

2. 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. Faculty and staff will be provided with the necessary electronic devices and the required software technology to provide non-essential employees access to any essential school required technology programs, which includes, but is not limited to school email, payroll, accounts payable, student information systems, as necessary to execute all school responsibilities. Somers Central School District Staff will be guided on this as per the **Building Level Emergency Plans** and the **SCSD Reentry Plan**.
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 drive or are driven, via personal vehicle to campus. In an effort to reduce overcrowding on public transportation systems and at worksites:
 - a. Class schedules, if scheduled to be on site, buildings will practice social distancing and mask wearing. Classrooms and spaces will spread out students to reduce the number of people in spaces. Students will be attending school using a combination of full time in, as well as a hybrid model which will stagger students by cohort, using last name and alternating days of the week for attendance. This will limit the number of persons in school and who might need to access public transportation.
 - b. Staff will arrive on campus prior to students at staggered times/work shift or/and staggered assigned days of work.
 - c. If no students are in school, staff will continue to have their work shift or assigned days of work staggered.
 - d. Visitors will not be permitted on campus, unless scheduled prior or deemed necessary by the Building Administrator.
4. Personal protective equipment (PPE) will be procured and stored:

- a. The Facilities Department will maintain a quantity sufficient to provide each type of PPE for each essential employee. Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
 - b. PPE equipment will be readily available, if needed.
5. In the event an employee, or student is exposed to a known case of a communicable disease that is subject to a state disaster emergency involving a communicable disease, exhibits symptoms of such disease, or tests positive for such disease, the District will respond as per the District's Reentry Plan, which will be developed to provide clear guidelines to direct the SCSD Community response to the event.

Management of Sick Persons

- Staff will be provided training through Global Compliance Network on how to identify signs of illness in students and staff.
- Staff who identify a student with a state disaster emergency involving communicable disease symptoms will contact their school's nurse via phone.
- The school nurse or other designated personnel in each building will determine if the child should be sent to the nurse's office or to the isolation room.
- The person will be assessed by a registered nurse at the school to determine if the child should be sent home or remain in school.
- Parents will be contacted and advised to transport the student home or to a healthcare facility.
- Areas used by a sick person will be closed off and not used before cleaning and disinfection.
- When possible, custodial staff will clean and disinfect the area in accordance with Westchester County Department of Health and NYSDOH guidelines.

In the event a person is diagnosed with communicable disease that is subject to state disaster emergency while at school, the following procedure will be followed:

- The school physician and department of health will be contacted to advise of the confirmed diagnosis and confirm which students and staff will be advised to stay home.
- Persons who had close contact with a person diagnosed with the communicable disease will be advised to stay home and self-monitor for symptoms and to follow NYSDOH guidance if symptoms develop. If a person does not have symptoms, they will be instructed to follow appropriate NYSDOH guidance for home isolation.
- Close contact will be defined in accordance with the Westchester County Department of Health.
- Sick staff members and children will be advised not to return until they have met NYSDOH criteria to discontinue home isolation.
- SCSD will consult with the Westchester health department regarding the current local hospital capacity when making decisions on school closures.
- Staff and families will be notified of a positive case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

State Disaster Emergency Involving A Communicable Disease Screener

In the event that the school is notified via a state disaster emergency involving a communicable disease screener, that an employee or student has been exposed to said public health disease and are

quarantined, or if a family member has been diagnosed with or presumed to have said disease and/or is being isolated, the following procedure will be followed:

- Personnel and students with known exposure to someone diagnosed or presumed to be diagnosed with the state disaster emergency involving a communicable disease will be instructed to follow quarantine guidelines issued by the NYSDOH.
- The custodial staff will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. Custodial staff will follow all current NYSDOH guidelines on cleaning and disinfecting school buildings.

State Disaster Emergency Involving a Communicable Disease Testing

Somers School District is not equipped to conduct testing in the event of a large-scale outbreak. We have a standing relationship with the Westchester County Department of Health and in the event that testing is required, we will defer to the WCDOH for any required or relevant information. This information will be disseminated through our communications platform.

Students, faculty and staff can also call the NYSDOH helpline at 1-866-881-2809 for assistance locating a testing site.

Contact Tracing

Contact Tracing Assessing and informing those with potential exposure is a fundamental control strategy for minimizing spread within a group or camp population. NYSDOH defines a close contact as it relates to the current state disaster emergency involving a communicable disease. Somers Central School district will notify the state and local health department immediately upon being informed of any positive state disaster emergency involving a communicable disease diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the Somers Central School District.

To assist the local health department with tracing the transmission of a state disaster emergency involving a communicable disease, Somers Central School District has developed and maintained a plan to trace all contacts of exposed individuals in accordance with protocols, training, and tools provided through the New York State Contact Tracing Program.

Districts may assist with contact tracing by:

- Keeping accurate attendance records of students and staff members.
- Ensuring student schedules are up to date.
- Keeping a visitor log that includes date and time address and phone number, and where in the school they visited.
- Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program.
- Informing the local health department of staff members testing positive regardless of county of residence.
- For all contact tracing, the WCDOH will require the name, address, and phone number as well as the name and phone number of the guardian of a student.
- If/when state disaster emergency involving a communicable disease cases are discovered, in consultation with the Westchester County Department of Health, Somers Central School District will follow WCDOH guidelines as they pertain to closing or quarantining locations of

potential exposure, cleaning and disinfecting locations and providing WCDOH with information as required.

- Ill students and staff will be assessed by the school nurse or medical director in their absence. They will be sent home for follow-up with a health care provider. A doctor's note will be required to return.
- Modified school operations may be considered prior to instituting school-wide closures to help mitigate a rise in cases.
- Confidentiality must be maintained as required by federal and state laws and regulations.
- Staff should not try to determine who is to be excluded without guidance and direction from the local health department.

Returning to School

The following procedure will be followed for allowing persons to return to school following illness or diagnosis of a confirmed case of a state disaster emergency involving a communicable disease or following quarantine.

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the NYSDOH and their return is coordinated with the Westchester Department of Health following those guidelines created specifically for the current state disaster emergency involving a communicable disease as they pertain to people in the following categories; untested persons, tested persons and tested persons with no symptoms.

6. All essential employees will have their hours and work locations documented, including off-site visits, by:
 - a. All entrances will be locked with guard staff posted.
 - b. All employees will use their access cards for entrance which documents their arrival on premises.
 - c. Payroll, attendance, and time cards will further document an employee's presence on campus.
 - d. Any other essential workers will sign in with guards, and their presence registered in the visitor log book.
 - e. No other visitors will be allowed on site.

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

7. If emergency housing is needed the Somers School District will lodge essential employees on district property. Essential employees requiring lodging will be housed at the Somers High School or Somers Middle School. This will provide access to showers and bathroom facilities. Meals will be provided as necessary.
8. Other
 - a. Any other requirements determined by the Department of Health such as contract tracing or testing, physical distancing, hygiene, and disinfectant, or mask-wearing.

IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY⁵⁵

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 students 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 EMERGENCIES⁵⁶

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 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 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.

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.

⁵⁵155.17(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;

⁵⁶155.17(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;

1. It is recommended that all administrators and Emergency Response Team members complete the incident command training level one.
2. It is recommended that all District Emergency Response Team members 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 implement Emergency Remote Instruction when emergency conditions prevent the District from providing in-person instruction. Such conditions may include, but are 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.

In the event of an emergency closure requiring remote instruction, the District will continue to update the community through our notifications systems of emails, robo-calls, and posting to the district website. All schools will operate on a 2-hour delay schedule. The typical length of school day will be maintained, with teachers reporting to work for the first two hours. Student schedules will operate as a 2-hour delay schedule.

The District will implement a modified remote instructional schedule designed to maintain continuity of learning and provide instructional time consistent with State requirements to the extent practicable during emergency conditions. Students will participate in a combination of synchronous and asynchronous instruction and maintain regular engagement with instructional staff. Asynchronous

instruction will supplement synchronous instruction and will not replace regular and substantive teacher-student interaction.

During emergency remote instruction days, the District anticipates providing and claiming for State Aid purposes the equivalent instructional hours scheduled for a regular instructional day, consistent with applicable Commissioner's regulations and emergency conditions.

On the morning of an emergency closure, principals will communicate building-specific schedules and information, and teachers will update families with class-specific information. To the extent possible, students will be reminded to bring home their district-issued device the school day prior to an anticipated emergency closure. Each fall, all faculty, staff, students and families will be provided with a review and tutorial on how to access Emergency Remote Instruction.

Device and Internet Access

Device and internet access is confirmed and secured through the district technology survey and plan. The District provides a one-to-one device program for students and teachers with access to the internet and necessary learning platforms. For students who are unable to access remote instruction through digital technology due to connectivity, device, or other barriers, the District will provide alternative instructional materials and/or individualized instructional support as appropriate.

The Emergency Remote Instruction Plan will be communicated to families annually through building Welcome Back materials, Open House events, and seasonal reminders. Building principals will send "take device home" reminders to teachers and students in the event of possible closures.

Synchronous (live) and asynchronous instruction are required components of the Emergency Remote Learning plan. Students will access learning using their district-issued device and district-supported learning platforms. While engaging in emergency remote instruction, students will follow the district's acceptable use and online classroom expectations. For more detail, please see each building's ERI page on their school's website under "Academics."

Access by Grade Level

Primrose Elementary School: Students in grades K-2 will access instruction through Seesaw, where teachers will post learning materials, assignments, and schedules. Synchronous instruction will be through a teacher-provided Microsoft Teams link accessible via Classlink. Teachers will communicate daily access directions and expectations to families.

Somers Intermediate School: Students in grades 3-5 will access instruction primarily through Schoology, where teachers will post learning materials, assignments, and schedules. Synchronous sessions will be conducted through Microsoft Teams link accessible via Classlink and/or Schoology Conferences, as determined by the building plan.

Somers Middle School and Somers High School: Students in grades 6-12 will access instruction through Schoology, including course materials, assignments, announcements, and links to live instruction. Synchronous instruction will be delivered through Microsoft Teams and/or Schoology Conferences.

DEFINITIONS

A. "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.

D. "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

Attendance and Learning Behaviors

Student attendance will be tracked in Infinite Campus following our typical district procedures. Students are expected to be online and present in synchronous instruction. Synchronous sessions will not be recorded. Expectations for online learning behaviors in the remote environment can be found on the ERI page of the district website.

Individualized Supports

Related service sessions will be provided remotely, as required by Individualized Education Plans and Section 504 plans, through a meeting link provided. Assignments, resources and/or instructions for students with an Individualized Education Plan, 504 plan, or those who are English Language Learners will be modified accordingly. General Education and Special Education teachers will work closely together to modify assignments in accordance with a student's needs.

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, Acceptable Use Policy, and Personal Learning Device Agreement, 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 ensure computing devices will be made available to students 155.17(c)(xxi)(a) 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 District-wide Safety & Emergency Management Plan 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.

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 applicable laws, regulations, and District policies. 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 equivalent technical controls that render personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

Beginning in the 2022-2023 school year, and annually thereafter, the District will report to the Commissioner, in a form and format prescribed by the Commissioner, the results of the survey regarding student access to computing devices and internet connectivity in accordance with Commissioner's regulations.

SECTION IV – COMMUNICATION WITH OTHERS

Obtaining assistance during emergencies from emergency service organizations and local government agencies⁵⁷

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 and his/her 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 Law⁵⁸

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 his/her 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:
 - a. Somers Police Department
 - b. Somers Fire Department
 - c. New York State Police
 - d. Westchester County OEM
 - e. Westchester County Police Department
 - f. Somers EMS
 - g. Red Cross

⁵⁷ 155.17(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;

⁵⁸ 155.17(c)(1)(vii) 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;

Contacting Parents, Guardians or Persons in Parental Relation to the Students of the District in the Event of a Violent Incident or an Early Dismissal⁵⁹

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 his/her 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.⁶⁰ 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.

⁵⁹ 155.17(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 or emergency school closure;

⁶⁰ 155.17(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 may include, but is not limited to, the following online services:

- Microsoft Office 365
- BrainPop
- Common Sense Education
- Discovery Education
- NewsEla
- Renaissance Learning
- Castle Learning
- McGraw Hill
- SuperTeacher Worksheets
- The Real War Math
- WebAssign
- SmartMusic
- Project Lead The Way
- Gizmo
- Brainology
- Audacity
- ABC Learn
- Zoom
- GoTo Meeting
- Schoology
- Schoology Conference
- Naviance

Detailed grade-specific remote instructional procedures are contained within the District Office.

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-level Emergency Response Planning Team, other school buildings may be called to support the Building-level Emergency Response Planning 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

250 US-202
Somers, NY 10589
Phone: 914-277-2400

Somers High School

120 Primrose Street
Lincolndale, NY 10540
Phone: 914-248-8585

Primrose Elementary School

110 Primrose Street
Lincolndale, NY 10540
Phone: 914-248-8888

Somers Intermediate School

240 US-202
Somers, NY 10589
Phone: 914-277-4344

Somers Middle School

250 US-202
Somers, NY 10589
Phone: 914-277-3399

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.

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.

Purpose of MOU: The purpose of this Agreement is to formalize and clarify the roles and responsibilities of the District and Security Consultant in Student Discipline.

Services Provided by Agency/Vendor: School Resource Officer(s), Security Guard Staffing, Safety Consultant etc.

MEMORANDUM OF UNDERSTANDING

WHEREAS, pursuant to Education Law 'S2801-a and Commissioner's Regulation S155.17, a school district that employs, contracts with, or otherwise retains law enforcement or security personnel, including school resource officers, is required to establish a written contract or memorandum of understanding: (1) defining the relationship between the school district, school personnel, students, visitors, law enforcement, and/or security personnel; (2) defining law enforcement and/or security personnel's roles, responsibilities and involvement within a school; and (3) clearly delegating the role of school discipline to the school administration; and

WHEREAS, the Somers Central School District ("District") and the County of Westchester ("County"), are parties to an agreement dated July 1, 2019 regarding the provision of police officers by the County to the District to serve as school resource officers; and

WHEREAS, pursuant to Education Law S2801-a and Commissioner's Regulation S155.17, the District and the County have entered into discussions regarding the role of the school resource officers, including, but not limited to, the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the District Code of Conduct and have received stakeholder input regarding same;

NOW, THEREFORE, IT IS HEREBY AGREED, by and between the District and the County as follows:

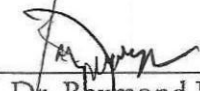
1. The school resource officers shall perform the duties and responsibilities as set forth in the Agreement between the District and the County dated July 1, 2019, which is incorporated by reference into this Memorandum of Understanding.
2. The function of the school resource officers is to provide a safe and secure campus environment for students, staff and visitors, as well as to address violations of the law and/or the District's Code of Conduct by students, staff and/or visitors. However, the school resource officer shall not be responsible for disciplining students. It is understood and agreed that the District and its administration are responsible for disciplining students. While the school resource officers may take appropriate action to prevent or stop criminal activity or violations of the District's Code of Conduct by students, any student involved in such criminal activity or violations of the District's Code of Conduct shall be escorted or reported to the school administration, which shall determine and mete out the appropriate discipline. Nothing herein shall restrict the school resource officer's ability to take appropriate legal action against students who have engaged in criminal conduct.
3. The rights, responsibilities, and expectations for behavior for students, the expectations of the District's staff (including the administration) in relation to students, and the expectations of behavior for visitors/members of the public while on District property are set forth in the District's Code of Conduct, which is incorporated by reference into this Memorandum of Understanding. The school resource officers shall be cognizant of such fights, responsibilities, and expectations in providing services to the District and shall act in accordance with the District's Code of Conduct.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their respective duly-authorized officials on the day and year as set forth below.

COUNTY OF WESTCHESTER

SOMERS CENTRAL SCHOOL
DISTRICT


THOMAS A. GLEASON DATED
ACTING COMMISSIONER-SHERIFF
DEPARTMENT OF PUBLIC SAFETY

 6.28.19
Dr. Raymond Blanch DATED
Superintendent of Schools

MEMORANDUM OF UNDERSTANDING

WHEREAS, pursuant to Education Law S2801-a and Commissioner's Regulation S155.17, a school district that employs, contracts with, or otherwise retains law enforcement or security personnel, including school resource officers, is required to establish a written contract or memorandum of understanding: (1) defining the relationship between the school district, school personnel, students, visitors, law enforcement, and/or security personnel; (2) defining law enforcement and/or security personnel's roles, responsibilities and involvement within a school; and (3) clearly delegating the role of school discipline to the school administration; and

WHEREAS, the Somers Central School District ("District") and Briger Security Services, Inc. ("Briger"), are parties to an agreement dated June 29, 2021, regarding the provision of security services by Briger to the District on a contracted basis; and

WHEREAS, pursuant to Education Law S2801-a and Commissioner's Regulation S 155.17, the District and Briger have entered into discussions regarding the role of Briger's security personnel, including, but not limited to, the areas of responsibility of school personnel, security personnel and law enforcement. In response to student misconduct that violates the District Code of Conduct and have received stakeholder input regarding same; NOW, THEREFORE, IT IS HEREBY AGREED, by and between the District and Briger as follows:

1. Briger personnel shall continue to be responsible for the provision of security in the District's schools as set forth in the agreement between the parties dated June 29, 2021, which is incorporated by reference into this Memorandum of Understanding. Such security functions include, but are not limited to, visitor control, patrol of school buildings/grounds/ fields/property, making recommendations on security needs/ security improvements/ safety concerns, detecting hazards, safeguarding District property, preventing and reporting criminal activity, preventing and reporting violations of the District code of conduct, and emergency response.
2. The function of Briger's personnel is to provide a safe and secure campus environment for students, staff, and visitors, as well as to address violations of the law and/or the District's Code of Conduct by students, staff and/or visitors. However, Briger and its personnel shall not be responsible for disciplining students, whether for violations of law Of the District's Code of Conduct. The District and

its administration are responsible for disciplining students. While Briger may be responsible for taking appropriate action to prevent or stop criminal activity or violations of the District's Code of Conduct, any student involved in such criminal activity or violations of the District's Code of Conduct shall be escorted or reported to the school administration, which shall determine and mete out the appropriate discipline.

3. The rights, responsibilities and expectations for behavior for students, the expectations of the District's staff (including the administration) in relation to students, and the expectations of behavior for visitors/members of the public while on District property are set forth in the District's Code of Conduct, which is incorporated by reference into this Memorandum of Understanding. Briger shall be cognizant of such rights, responsibilities and expectations in providing its contracted security services to the District and shall act in accordance with the District's Code of Conduct.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their respective duly authorized officials on the day and year as set forth below.

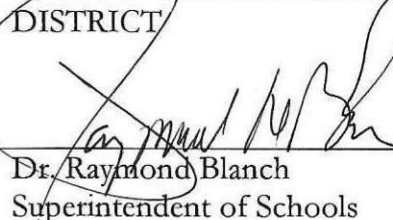
BRIGER SECURITY SERVICES INC.


Peter Moreno
President

May 6th 2022

DATED

SOMERS CENTRAL SCHOOL
DISTRICT


Dr. Raymond Blanch
Superintendent of Schools

5/10/22
DATED

Memorandum of Understanding

Between
Somers Central School District
and
Altaris Consulting Group LLC

This agreement (the "Agreement") dated May 10, 2022 is made by and between the Somers Central School District (the "District") and Altaris Consulting Group LLC. (the "Security Consultant"). This Agreement shall be annexed to the previously executed Scope of Work Agreement for 2022-23. The Chief Executive Officer of Altaris Consulting Group LLC. (the "CEO") and the Superintendent of the Somers Central School District ("the Superintendent") are each signatory to this Agreement. The provisions of this Agreement are specifically required under New York State Education Law §2801-a.

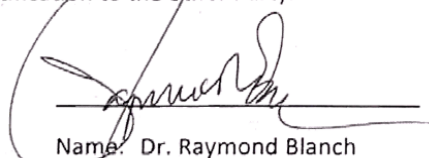
The purpose of this Agreement is to formalize and clarify the roles and responsibilities of the District and Security Consultant in Student Discipline.

The Parties agree that school officials and the Security Consultant play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the Security Consultant shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of school-based mental health providers. It shall be the responsibility of the District to make teachers and other school staff aware of the distinct roles of school administration and the Security Consultant in addressing student misbehavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The Security Consultant shall read and understand the student code of conduct for the District.

This Agreement shall be effective as of the date of signing for the 2022-23 school year. This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.



Name: Dr. Raymond Blanch

Superintendent of Schools

Somers Central School District

Date: May 10, 2022



Name: Mr. John LaPlaca

Chief Executive Officer

Altaris Consulting Group LLC

Date: 5-22, 2022

APPENDIX 4 – DISTRICT RESOURCES – CONTACT INFORMATION

TITLE	NAME	OFFICE PHONE
Superintendent of Schools	Dr. Adam Bronstein	914-277-2403
Asst. Superintendent for Business and Operations	Christopher Platania	914-277-2410
Asst. Superintendent of Human Resources and Student Services	Dina Miller	914-277-2432
Director of Pupil Personnel Services	Meghan Febbie	914-277-3777
Asst. Director of Pupil Services	Kristen Mucciacciaro	014-277-3777
Director of Learning - Secondary	Tara Kearns	914-277-2402
Director of Learning - Elementary	Elizabeth Turner	845-2767629
Asst. Director of Transportation	Gerard Esposito	914-277-2412
Bus Dispatch Office Manager	Elisa Arians	914-243-3032
District Clerk	Nancy Corrado	914-277-2403
Public Information	Dina Miller	914-277-2432
Director of Facilities	Christopher McCartney	914-277-2441
Athletic Director	Thomas Albano	914-248-7315
Food Services Operation	Jill Weisman	914-248-8585
Town Supervisor	Robert Scorrano	914-277-3637
Somers Fire Department	Chief Greg Lucia	914-248-7422 x 105
Ambulance - Somers EMS	Chief Greg Lucia	914-248-7422 x105
Westchester County		
County Executive	Kenneth W. Jenkins	914-995-2000
Emergency Management	Susan Spear	914-231-1696
Public Safety Commissioner	Terrance Raynor	914-864-7900
County Health Dept.	Dr. Sherlita Amler	914-864-7292
Red Cross Emergency Services	203-869-8444	

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)(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;
- 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)(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: (a) the use of school safety or security officers and/or school resource officers. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan; and (b) security devices or procedures. District-wide school safety teams shall consider, as part of their review of the comprehensive district-wide safety plan, the installation of a panic alarm system;
- 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 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(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 or emergency school closure;
- 155.17(c)(1)(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 districtwide school safety plan and building-level emergency response plan(s) (g) ensure the conduct of required evacuation and lock-down drills in a trauma informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by section 807 of the Education Law; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.
- 155.17(h)(1)(3) 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.
- 155.17(c)(1)(xx) ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law; and
- 155.17(c)(1)(xii) beginning with the 2023-2024 school year and every school year thereafter, an emergency remote instruction plan. For purposes of this subparagraph remote instruction shall have the same meaning as defined in section 100.1(u) of this Chapter. Emergency remote instruction plans shall include: (a) policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. Each chief executive officer of each educational agency located within a public school district shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity to inform the emergency remote instruction plan; (b) expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction; (c) a description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate; (d) a description of how special education and related services will be provided to students with disabilities, as defined in section 200.1(zz) of this Chapter, and preschool students with disabilities, as defined in section 200.1(mm) of this Chapter, as applicable, in accordance with their individualized

education programs to ensure the continued provision of a free appropriate public education; and (e) for school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.