



New York State Center for School Safety

School Safety for Parents & Caregivers: Understanding and Enhancing School Safety Procedures

Updated November 2024

Welcome and
thank you for
joining us!

**Focus
Areas:**

What are the emergency response terms used in New York State?

When are the emergency response actions initiated?

What drills are required in New York State?

What questions can start our conversation at home?

What tips can support my child at home?



New York State
Center for School Safety



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State

Education Law § 2801-a and Commissioner Regulations 155.17



School safety is a shared responsibility.





Many actions contribute to school safety.



Emergency Response Terms

Shelter-in-Place

Hold-in-Place

Evacuate

Secure Lockout (effective 7/1/25)

Lockdown

Shelter-in-Place



Purpose:

- Used to **shelter inside** the building.
- Students and staff remain indoors because it is **safer inside** the building than outside.

When it is used:

- Weather event
- When dismissal isn't practical

Hold-in-Place



Purpose:

- Used to **hold movement** inside the building while dealing with short term emergencies.
- Students and staff **remain where they are** until the situation is rectified.

When it is used:

- Medical emergency
- Maintenance issue
- When a situation is short term

Evacuate



Purpose:

- Used to **evacuate** students and staff.
- It is **safer outside** than inside the building.

When it is used:

- Fire
- Gas leak, water main break, power loss
- When dismissal is the safest action

Secure Lockout*



Purpose:

- Used to secure buildings and grounds during incidents that pose a **threat outside** of the school.
- It is **safer inside** the building.

When it is used:

- Police activity near the school
- When it is safest to stay inside and keep others locked out

Lockdown



Purpose:

- Used to secure buildings and grounds during incidents that pose a severe or immediate **threat inside** the school.
- It is **safer inside a locked room** within the building.

When it is used:

- Intruder
- Weapon
- Aggressive incident that could escalate
- When a time barrier is needed for emergency responders

Schools can
move from one
response to
another

Shelter-in-Place → **E**vacuate

Hold-in-Place → **E**vacuate

Secure Lockout → **L**ockdown

Situation

Wildfire smoke

Staff experiences a medical emergency

Severe road flooding

Part of roof blown off during windstorm

Severe thunderstorm

Bank robbery near the school

Report of hunting

No water in the school

Bear outside the school

Which
emergency
response
might be
initiated?

Situation	What are the CIRCUMSTANCES and nature of the incident?	Possible Emergency Response
Wildfire smoke	It is safer inside the building than outside?	Shelter-in-Place
Staff experiences a medical emergency	Hold movement while dealing with short term emergency	Hold in Place
Severe road flooding	Key decision: are roads passable? Is dismissal practical?	Shelter-in-Place or Evacuation
Part of roof blown off during windstorm	Key decision: is it safe to remain in the building? Is dismissal practical?	Shelter-in-Place or Evacuation
Severe thunderstorm	Key decision: where are we safest? Is dismissal practical?	Shelter-in-Place or Evacuation
Bank robbery near school	Incident poses a threat outside the school	Secure Lockout
Report of hunting	Incident poses a threat outside the school	Secure Lockout or Shelter-in-Place
No water in the school	It is safer outside than inside the building	Evacuation
Bear outside the school	It is safer inside the building than outside	Shelter-in-Place

Does instruction
continue?

CIRCUMSTANCES
and the nature of
the incident

Shelter-in-Place: possibly; depending on the nature of the incident

Hold-in-Place: yes, instruction can continue

Evacuate: **no**, students and staff evacuate the building

Secure Lockout: most likely yes, instruction can continue

Lockdown: **no**

Will outdoor
activities
continue?

CIRCUMSTANCES
and the nature of
the incident

Shelter-in-Place: **no**

Hold-in-Place: possibly yes, depending on
the nature and location of the incident

Evacuate: **no**

Secure Lockout: **no**

Lockdown: **no**

Will I be allowed
in the building?

CIRCUMSTANCES
and the nature of
the incident

Shelter-in-Place: **no**, not under most
circumstances

Hold-in-Place: **no**, not during the incident

Evacuate: **no**

Secure Lockout: **no**

Lockdown: **no**

How does a school practice emergency response procedures?

Drills

The school building & grounds are used to practice responding to a scenario, prepare students and staff, and test operations.

Involve students & staff

Tabletop Exercises

Small-group discussions that walk through a scenario to increase awareness of roles and responsibilities.

Do not involve students

Functional Exercises

Practicing a response with multiple partners (Drills 2.0).

Do not involve students

Full-Scale Exercises

Evaluates capability during simulated conditions with multiple partners.
Should occur outside of the school day when students are not present.

Do not involve students

Why do we
conduct drills?

Drills provide an
opportunity to
practice and prepare
staff & students.

At a minimum,
what drills are
required in New
York State?

- ❑ 8 **evacuation** drills each year
- ❑ 4 **lockdown** drills each year
- ❑ Eight drills completed by December 31st each year: 6 **evacuation** + 2 **lockdown**
- ❑ 1 **early dismissal** drill each school year, includes:
 - Notifying parents at least one week prior to the drill
 - Testing the communications and transportation system during an emergency

Note: Additional requirements for residential, summer school, after school, events

School Responsibilities for Conducting Trauma-Informed Drills

BEFORE

- Provide training & information about why we conduct drills, what will happen during the drill, and how students and staff should respond.
- Notify parents/caregivers **between one week and one day** before a drill that a drill will be conducted (e.g., evacuation and lockdown drills). Provide notification for early dismissal drills **at least one week prior**. Document parental notification procedures in districtwide safety plan.
- Document & inform students and staff of the language that will be used during a drill, such as, *"Lockdown, lockdown, lockdown. This is a drill. Lockdown, lockdown, lockdown."*

DURING

- When conducting a drill, **announce that it is a DRILL** and NOT AN EMERGENCY (except for evacuation drills).
- Use consistent language to ensure students & staff are aware it is a drill, such as, *"Lockdown, lockdown, lockdown. This is a drill. Lockdown, lockdown, lockdown."*
- Conduct the drill in a trauma-informed manner.
- DO NOT use actors, props, or frightening noises. The intent is to **practice and prepare**, not to scare.

AFTER

- Debrief the drill, answer questions, and provide support as necessary.

How can we support our students at home?



BEFORE

- Understand the emergency response terms, and when each response might be used.
- Familiarize yourself with the drill requirements and how drills practice and prepare.
- Speak with your child about the purpose of drills and their actions during a drill.
- Keep your emergency contact information and emergency dismissal location updated.
- Speak with your child about your emergency contact and dismissal location.
- Partner with your school if you want to share information about how your child might respond.
- Understand how your school will communicate during an incident.

DURING

- Understand that school staff will be practicing the response, or responding, and unable to answer questions.
- Understand your actions during an emergency, and how they may impact the response.
- Understand that the first actions at the school are to ensure safety, before communicating.
- Follow emergency dismissal procedures or other directives provided by the school.

AFTER

- If necessary, update your emergency contact information or dismissal location.
- Speak with your child about what happened, and if necessary, share information with the school.

Talking to students about school safety procedures: developmental and age-appropriate considerations



Developmental Considerations

<i>Awareness Levels</i>	<i>Developmental Levels</i>	<i>Developmentally Typical Knowledge/ Understanding</i>	<i>Developmentally Typical Capabilities</i>	<i>Developmentally Appropriate Safety Explanations/ Activities</i>
<i>Early Awareness</i>	Preschool– Kindergarten Students	Demonstrate basic understanding of “danger.”	Dependent on adult management and direction	Explain that adults at school work hard to keep school safe.
<i>Developing Awareness</i>	Early Elementary Students	Demonstrate evolving understanding of “danger.” Require some adult guidance to determine what is, and is not, dangerous.	Explain that teachers and school staff members always work to keep school safe.	Use the word safety when describing/ conducting drills

Developmental Considerations

<i>Awareness Levels</i>	<i>Developmental Levels</i>	<i>Developmentally Typical Knowledge/ Understanding</i>	<i>Developmentally Typical Capabilities</i>	<i>Developmentally Appropriate Safety Explanations/ Activities</i>
<i>Practiced Awareness</i>	Upper Elementary Students	Require limited adult guidance to determine what is, and is not, dangerous.	Need adult direction during emergencies. Able to follow all safety directions and instructions.	Teach the difference between possible dangers and common dangers.
<i>Proficient Awareness</i>	Intermediate, Junior High, and Middle School Students	Able to distinguish probable dangers from all possible dangers. Capable of understanding why school safety drills are conducted.	Benefit from adult direction, but able to perform practiced actions independently during emergencies. Can assist with most safety tasks during an emergency.	Engage in discussions regarding the need for school safety procedures. Allow students to generate examples of common dangers that school safety procedures are designed to address

Developmental Considerations

<i>Awareness Levels</i>	<i>Developmental Levels</i>	<i>Developmentally Typical Knowledge/ Understanding</i>	<i>Developmentally Typical Capabilities</i>	<i>Developmentally Appropriate Safety Explanations/ Activities</i>
<i>Independent Awareness</i>	High School Students	Have knowledge of a range of emergency safety actions and can match them to the appropriate situation	Able to help identify probable dangers confronting a school. Able to assist in the development of school safety protocols. Able to appropriately adapt safety actions to a range of dangers.	Engage in discussions regarding the need for school safety procedures and the need for different types of procedures.

What
questions can
start the
conversation?

At school, do you ever do a safety drill during which you must stay quiet and move to a certain place in the room?

Have you done an emergency drill in school?

Have you had a fire drill in school?

Questions to
start the
conversation
(continued)

What happens when
the safety drill is announced?

How do the drills happen?

How do you feel about
doing the drill?

Tips for speaking with your child

Have calm and supportive conversations.

Be open to questions.

Explain *why* we practice and prepare.

Use comparisons they will understand (seat belts, bike helmets, life jackets).

Help them understand *their* role and actions.

Tell them about *your* role and actions.

Develop some actions with your child for staying calm.

Conduct drills at home.

When you follow directions during a drill, the teachers and adults can make sure everyone stays safe, in case there is an emergency.

If you have questions about it,
you can ask me any time.

The drills are practice so that you, your teachers, and the adults know exactly what to do and how to stay calm in case there's ever an emergency.

We do safety drills at work, too.

Tips for
speaking with
your child



Lockdown Drills 101:

Preparing For, Conducting, and Assessing Your Practices

This four-part self-paced training program provides an in-depth look at the practice of lockdown drills and to how to ensure they are conducted effectively while using a trauma-informed approach.

Developed and presented by Dr. Jaclyn Schildkraut and Dr. Amanda Nickerson

WATCH NOW

LOCKDOWN DRILLS 101: Preparing For, Conducting, and Assessing Your Practices



Part 1. Preparing for Your Lockdown Drills



STANDARD RESPONSE PROTOCOL INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

Common Language

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

- Students are trained to:
 - Clear the hallways and remain in their area or room until the "All Clear" is announced
 - Do business as usual

- Adults and staff are trained to:
 - Close and lock the door
 - Account for students and adults
 - Do business as usual

SECURE LOCKOUT

"Get Inside, Lock outside doors"

- Students are trained to:
 - Return to inside of building
 - Do business as usual
- Adults and staff are trained to:
 - Bring everyone indoors
 - Lock the outside doors
 - Increase situational awareness
 - Account for students and adults
 - Do business as usual

LOCKDOWN

"Locks, Lights, Out of Sight"

- Students are trained to:
 - Move away from sight
 - Maintain silence
 - Do not open the door
- Adults and staff are trained to:
 - Recover students from hallway if possible
 - Lock the classroom door
 - Turn out the lights
 - Move away from sight
 - Maintain silence
 - Do not open the door
 - Prepare to evade or defend

EVACUATE

"To a Location"

- Students are trained to:
 - Leave stuff behind if required to
 - If possible, bring their phone
 - Follow instructions
- Adults and staff are trained to:
 - Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation)
 - Lead students to Evacuation location
 - Account for students and adults
 - Report injuries or problems using Red Card/Green Card method.

SHELTER

"State Hazard and Safety Strategy"

- Hazards might include:
 - Tornado
 - Hsamat
 - Earthquake
 - Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

- Students are trained to:
 - Appropriate Hazards and Safety Strategies
- Adults and staff are trained to:
 - Appropriate Hazards and Safety Strategies
 - Accounting for students and adults
 - Report injuries or problems using Red Card/Green Card method.



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Thank you for joining us!

