BYRAM HILLS
CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE SAFETY & EMERGENCY MANAGEMENT PLAN

Adopted: August 25, 2026

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State Requirements

Requirement	Required Action	Anticipated 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**:	7/14/26	☐
The District Chief Emergency Officer is[2]: Dr. Jen Lamia, Superintendent, 914-273-4082 ext. 5912; jlamia@byramhills.net	**District Chief Emergency Officer Appointed on:**	7/14/26	☐
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:**	5/11/26	☐
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 Start Date:** **Public Comment Period End Date:**	7/14/26 8/24/26	☐
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**):**	8/25/26	☐
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**):**	9/2/26	☐
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**):**	8/31/26	☐

[1]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) 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) 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]CR155.17(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.
[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.

	[ADD URL] of District-wide School Safety Plan on District Website **URL was verified/checked to be sure the link is working**		
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:**	9/5/26	☑

SECTION I GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

PURPOSE

Districts are required to develop district-wide school safety and emergency management plans designed to prevent, manage, and 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. 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.

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 incidents 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

[8] 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;

including athletic activities, and staff training aligned with nationally recognized, evidence-based guidance such as that of the American Heart Association.

Superintendent's Directive

Dr. Jen Lamia, Superintendent, will serve as the District's Chief Emergency Officer (CEO)[9] whose duties will include, but not be limited to:[10]

1. Coordination of the communication between school staff, law enforcement, and other first responders[11]
2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans[12]
3. Ensuring staff understanding of the district-wide school safety plan[13]
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building.[14] The Superintendent 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 (BERPT). The plan will provide for lockdown, lockout, sheltering, evacuation, early dismissal, fire, and other emergency planning, including sudden cardiac arrest, and notification (when necessary) to students, staff and parents, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans will be submitted to the District's Safety Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.
5. Assisting in the selection of security related technology and development of procedures for the use of such technology[15]
6. Coordination of appropriate safety, security, and emergency training for District and school staff, including required training in the emergency response plan[16]
7. Ensuring the execution of required evacuation and lock-down drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by Education Law section 807;[17]
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the Commissioner

[9] 155.17(1)(c)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:
[10] 155.17(1)(c)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:
[11] 155.17(c)(1)(xix)(a) coordination of the communication between school staff, law enforcement, and other first responders;
[12] 155.17(c)(1)(xix)(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans
[13] 155.17(c)(1)(xix)(c) ensure staff understanding of the district–wide school safety plan
[14] 155.17(c)(1)(xix)(d) ensure the completion and yearly update of building-level emergency response plans for each school building
[15] 155.17(c)(1)(xix)(e) assist in the selection of security related technology and development of procedures for the use of such technology
[16] 155.17(c)(1)(xix)(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan
[17] 155.17(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

9. Ensuring protocols for responding to a declared state disaster emergency involving a communicable disease are substantially consistent with the provisions of Section 27-C of the Labor Law.

IDENTIFICATION OF SCHOOL TEAMS

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801.a(4). 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 development and review within the District[18]. The Safety Team will include, but is not limited to, representatives of the Board of Education, teachers, administrators, parent organizations, school safety personnel, and other school personnel including bus drivers or monitors as deemed necessary. At the discretion of the Superintendent, a student may be allowed to participate on the safety team, however, no portion of a confidential building-level emergency response plan will be shared with such student nor will 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 District Safety Team should meet regularly throughout the year to conduct the following business:

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

District Safety Team:

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

Name	Title	Primary Contact #
Gina Cunningham	Asst. Superintendent	273-4082 x5950
Colleen O'Connor	Director of Special Services	273-2280 x3992
Leisa Palmer	**AP Wampus**	**273-4190 x2920**
Kelly Seibert	Asst. Superintendent	273-4082 x5930
Scott Saunders	Director of Athletics	273-9200 x4981
GenineMarie DiFalco	**AP Coman Hill**	**273-4183 x1922**
Phil Peterson	Supervisor of Transportation/Driver	273-4245 x7910
When available	Bus Monitor	273-4245

[18]155.17(c)(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 will include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, bus driver or monitors,, school safety personnel and other school personnel

Laura Coughlan	Secretary	273-4082 x5950
Angelo Ancona	**AP HCC**	**273-4250 x3922**
SRO Julia DeCrenza	Police Officer	273-9200 x4959
Mike Giaccio	Fire Chief	914-403-3974
Kevin Guidotti	Director of Technology	273-4250 x4967
John Baxter	Director School Fac.	273-4084 x6910
Jennifer Spirelli	**AP BHHS**	**273-9200 x4920**
Robert Sendlenski	Teacher	273-4250
Brian Hendrie	Security Manager	273-9200 X4972
TBD	Parent	n/a
Scott Levy	BOE President	273-4082 x5910
Carlos Cano	Asst Fire Chief	273-3292
TBD	School Nurse	TBD
Marc Beja	Director of Fine Arts	273-9200 x4501

Concepts of Operation

1. The District-wide School Safety and Emergency Management Plan will be directly aligned with the 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 incident, the Building Emergency Response Team at each school will respond.

4. Once the Superintendent and/or designees 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 will be monitored and maintained by the District Safety Team. The District Safety Team will 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.

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.[19]

3. Building-level Emergency Response Plans will be confidential and not subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.

4. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department on or before October 1st of each year or within 30 days of adoption.

5. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(3). 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 by October 1 st of each year or within 30 days of adoption.[20]

Section II Risk Reduction/Prevention and Intervention

Prevention and Intervention Strategies

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

1. Appropriate 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
    - Security Manager

2. Training is provided for school staff working in an incident control capacity.

3. 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.

[19]EL 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)

[20]155.17 (c)(3)(ii) Each board of education, chancellor or other governing body or officer shall ensure that each building-level emergency response plan and any amendments thereto, is submitted to the appropriate local law enforcement agency and the State Police within 30 days of its adoption, but no later than October 15th for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years and for the 2020-2021 school year and thereafter, such building-level emergency response plans must be submitted no later than October 1, 2020, and each subsequent October 1st thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law

4. The District Safety Team may utilize tabletop exercises to discuss their roles during an emergency and their responses to a sample emergency situation. [21]

5. Procedures relating to building security including utilization of staff and security equipment are as follows:[22]

    1. All authorized staff members are expected to wear their District photo ID and carry their classroom/office keys/swipe cards at all times.
    2. After the designated start time of the school day, each school will be appropriately secured.
    3. All visitors must report to each building's designated single point of entry before proceeding further into the building.
    4. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department prior to delivery.
    5. The District has executed Memorandums of Understanding (MOU) with Security Providers as required by NYS Regulation.[23]

6. 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.

The District maintains security measures to ensure schools are as safe as possible. Security measures include:

a. Security personnel and 2 uniformed School Resource Officers

[21]155.15(4)(1)(xiv)(2) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

[22]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;

[23]155.17(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.

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
h. Cybersecurity protocols and resources

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.[24]

Each building has established a mechanism for the anonymous reporting of school violence and harassment and has communicated this to students and parents.[25]

The District's Code of Conduct is disseminated to all students and parents at the beginning of the school year.

All staff members are trained in recognizing and effectively dealing with student 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.
drill

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. Students are instructed to report threats and acts of violence to staff members. 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.

[24]155.17(g) By October 1 of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.
[25]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;

Training, Drills and Exercises[26]

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.[27] The New York State Fire Code requires that the fire alarm be used in an evacuation 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.[28]

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 drill.[29]

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 drills. (Effective 7/31/24)[30]

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.[31] Procedures for notifying parents or persons in parental relation will include:

1. **Email/Text Messages via ParentSquare**
    - Timing: **Within one week** before the drill and will include the following information:.
        - General time frame of the drill
        - Type of drill (e.g., fire drill, lockdown drill)
        - Purpose and importance of the drill for student safety
        - Contact information for questions or concerns

[26]155.17(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.
[27] 155.17(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.
[28]155.17 (c)(2)(vii)(c) be completed on different dates, days of the week, and during different times of the school day; and
[29]401.7 New York State Fire code (pg 59)
[30]155.1 (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.
[31]155.17 (c)(2)(vii)(d) parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill.

Required Drills

Evacuation Drills: Eight (8) evacuation 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 different corridors, hallways, stairways, and exit doors.[32] [33] 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 assembly.[34]

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.[35]

Additional Evacuation 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.[36]

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

[32] 155.17(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

[33] EL §807.1 four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress

[34] 155.17(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.

[35] 155.17(h)(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

[36] 807.1-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.

within each school's confidential Building-Level Emergency Response Plan and are implemented in coordination with designated staff and program leaders.

Optional Drills

Shelter and/or Lockout Drills: While not required, each school in the District may conduct Shelter and/or 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 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.[37]

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.[38]

[37]155.17(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.
[38]155.17(h)(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

Local Emergency Responder Involvement: The appropriate Fire and Police Departments may, upon mutual agreement with the District, participate in some or all evacuation 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 will 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 lockout, 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.

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.[39]

The District will provide training for each Building-level Emergency Response Planning Team (BERPT) and District-wide Emergency Response Team annually. The training will include practices and procedures to educate, evaluate, update, and review all emergency management protocols and procedures the teams perform including, but not limited to Lockdown, Lockout, Evacuation, Shelter-In-Place, Early Dismissal and Fire. The District may involve local emergency responders as well to participate in this training. All staff, students, and parents will be informed when a school is conducting a lockdown drill. All drills will be conducted in a trauma-informed, developmentally, and age-appropriate manner and will not include props, actors, simulations, or other tactics intended to mimic an act of violence or emergency.

Additionally, staff training will include information regarding the purpose and procedures of Threat Assessment Teams and plans.

Confidential Information[40]

Information on each building's students and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan. All confidential building level plans are kept on file at the District Office.

Early Detection of Potentially Dangerous Behavior [41]

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.

2. A summary of the Code of Conduct is emailed to all parents/guardians of students in the District at the start of each school year and is disseminated at the time of registration thereafter.

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[39]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;
**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.
[40]155.17(c)(2)(h)(3)(i)Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.
[41]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, bus drivers, monitor (when available) 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;

3. All new employees will be provided with an electronic copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with an electronic copy of the Code of Conduct annually.

4. Efforts are made at 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 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, and teachers are involved in this process.

5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.

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/school counselors facilitate counseling groups for identified students around issues related to poor social skills development, anger management, and good decision-making.

Police Agencies

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

Agency	Phone Number
North Castle Police Department	914-273-9500
Westchester County Police	914-864-7600
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, Building Administrators, School Resource Officers and building custodians will locate these sites.

1. 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.

2. Potentially dangerous sites that are contained within school property and under the jurisdiction of the school District, will be checked and inspected by building safety personnel at least annually.

School Safety Personnel Assignments, Hiring, Duties, and Training[42]

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.

Security Allocations

The District has two full-time uniformed Town of North Castle Police Officers assigned to four schools. School Resource Officers have offices in the schools and receive their training from their respective department.

At all schools, there is a single point of entry that includes a secure vestibule area for visitors at each building. Visitors to the school must be buzzed into the building, sign in using a valid driver's license, and receive an identification badge and lanyard identifying them as visitors issued by a private contracted security guard. The contracted guard and school monitors share responsibilities. Staff in the building all wear District-produced identification badges and lanyards which must be worn at all times. Staff is trained to report to the main office any person they observe who is not wearing a badge and lanyard.

The interviewing and hiring of full-time school monitors follows the District's practices for hiring new staff. All new staff employed by Byram Hills Central School District must be fingerprinted in order to be employed. The privately contracted security company must hire guards that meet the minimum requirements set forth by the District in the awarded RFP package. At the discretion of the Superintendent, most guards are veteran law enforcement officers and have had CPR, AED, and First Aid training.

Duties and Training

Security and Safety Personnel: Security Guards, School Monitors, and Student Resource Officers

Security Officer duties may include:

- Door security
- Greeting visitors/distributing visitor badges and lanyards
- Directing hall traffic (check all lanyards and identification)
- Patrolling hallways, lavatories, school grounds, and cafeterias
- Alerting building administrators about altercations/situations
- Interaction/intervention as required
- Assisting law enforcement officers
- Reporting vandalism and unsecured areas to building administrators
- Traffic control during arrivals and dismissals
- Parking enforcement

[42] 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;

- Event assistance

Required training includes:

- School violence prevention and intervention training
- Right-to-know training
- Blood-borne pathogen training
- Use of Raptor license check system
- Portable radio usage

School Resource Officer:

The District has the availability of School Resource Officers through the local police department to be utilized in the District. Each day, School Resource Officers are present on school campuses. Specific training for School Resource Officers is facilitated by the North Castle Police Department.

Section III Response

Notification and Activation - External and Internal Communications

External

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

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

When an emergency requires notification of staff, the Superintendent or 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: http://www.byramhills.org/

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

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 Superintendent. 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 Superintendent on the scene (i.e. sending additional mental health resources). The Superintendent or 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.[43]

Response Protocols

School cancellation/Early Dismissal

- The Superintendent or designee will monitor any situation that may warrant a school cancellation or early dismissal and will make the determination to do so.
- The Superintendent or designee will activate use of the District's mass communication system.
- The Superintendent or designee will contact the local media, post the information on the website and social media sites utilized by the District.
- The Superintendent will communicate with the Transportation Department for students, if needed.

Evacuation

- The Superintendent or designee will determine the level of the threat.
- The Superintendent or designee will contact the Transportation Supervisor to arrange transportation. The Superintendent or designee will also arrange for student-parent reunification.
- The Student Resource Officer will clear all evacuation routes and sites prior to evacuation.
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. He/she will report to the Superintendent or designee any missing staff or students.

Sheltering Sites (internal and external)

- The Superintendent or designee, in collaboration with the Building Principal, will determine the level of the threat.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans. He/she will report to the Superintendent or designee any missing staff or students.
- The Superintendent or designee will make appropriate arrangements for human needs in the event of a long-term situation.

[43] 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;

Protocols for Responding to Emergency Situations[44]

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 threats, accidents, incidents, offenses and evacuations.

Responses to Implied or Direct Threats of Violence[45]

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 designee of any direct or implied threat of violence or actual act of violence by students, teachers, other school personnel, bus drivers, monitors, and visitors to the school, including threats by students against themselves, which will include suicide. The Principal or designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate the situation.

3. The District encourages 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. The District has access to The Westchester Threat Assessment Center (WESTAC) which evaluates threats and implements the necessary action/mitigation steps to help prevent a threat from escalation to an act of violence.

5. 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 Violence[46]

1. The Principal or 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 designee, then determine the appropriateness of directing the Building-level Emergency Response Planning Team (BERPT) to be activated.

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[44]155.17(c)(1)(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

[45]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 or monitors, and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;

[46]155.17(c)(1)(ii)policies and procedures for responding to acts of violence by students, teachers, other school personnel, including bus drivers, bus monitor (when available) and visitors to the school, including consideration of zero-tolerance policies for school violence;

3. The BERPT, consisting of trained staff and school personnel, may assist with an Evacuation, Lockout, Shelter – In – Place, 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. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident, 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.[47]

5. The Building Administrator will investigate reported threats and reported acts of violence and will make the determination of the disciplinary measure consistent with the District's Code of Conduct.

6. School administrators must keep records of serious threats and acts of violence and report them annually to the state.

7. 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 Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.

Responses to an Infectious Disease Emergency

This hazard-specific annex describes the courses of action needed to address infectious diseases in schools - before, during, and after an outbreak. These three phases are also commonly referred to as the Prevention, Response and Recovery Phases. The District will coordinate its efforts with the Westchester County Department of Health, New York State Department of Health, Centers for Disease Control (CDC), New York State Education Department, local community government and other appropriate, public health, emergency management, emergency medical services, mental health, and law enforcement representatives.

Additionally, the District adopted ***Protocols for Responding to a Public Health Emergency Involving a Communicable Disease for the Byram Hills School District*** in March 2021, per NYS law, that requires all public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease.

[47] 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

Identification of District Resources Which May Be Available for Use During an Emergency[48]

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

- Copy of District-wide School Safety Plan
- Building-level Emergency Plan
- Quick reference of 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 information

Coordination and School District Resources and Manpower During Emergencies[49]

The District will, as appropriate, utilize all available manpower during an emergency. Within each building, schools may use the Staff All Call response protocol, which 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.

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[48]155.17(c)(1)(vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

[49]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;

Chain of Command:

Superintendent:	Site Commander and Public Information Officer in case of a District-Wide emergency
Assistant Superintendent:	Coordinate and support communication with building leaders and building emergency teams. Authorized to serve as Site Commander in the absence of the Superintendent.
AND	
Assistant Superintendent:	Coordinate Transportation and Buildings and Grounds. Authorized to serve as Site Commander in the absence of the Superintendent.
Building Principals:	Site Commanders. Coordinate communication with parents, students, District Office and Transportation. The principal is authorized to implement the District Plan at the school building.
Assistant Principals:	Coordinate communications and principal's directions. Authorized to serve as Site Commander in the absence of the principal.
Building-level Safety Team:	Coordinate faculty and staff and carry out interventions and activities as per the Emergency Response Plan and training and drills. Team members' authority is delegated by the principal/Site Commander.

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.
- **Student Resource 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.

District Command Post (DCP):

Unless otherwise specified, The DCP will be located in the District Offices. If necessary, the command post may be moved to an alternate site including the transportation facility and even non-district-owned buildings.

Potential ICS EMERGENCY Sites:

Building:	Use(s):
Byram Hills Central School District District Offices	Command Center Public Information Center
Coman Hill Elementary School	Shelter-in-Place Staging Area(s)
Wampus Elementary School	Shelter-in-Place Staging Area(s)
H.C. Crittenden Middle School	Shelter-in-Place Staging Area(s)
Byram Hills High School	Shelter-in-Place Staging Area(s) Alternate Command Center

Emergency Remote Instruction

Overview

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

When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

Definitions

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

Formats and Methods of Remote Instruction

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

Instructional Options

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

Computer and Connectivity Access for Students

The District will ensure that students have the necessary equipment at home to participate in eLearning.[50] No later than June 30th of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.[51] The information received from the survey will aid in the development/updates to the detailed Continuity of Instruction Plan in each school's Building-level Emergency Response Plan.

[50] 155.17(xxi)(a) ensure computing devices will be made available to students
[51] 155.17(f)(2) Beginning in the 2022-2023 school year, each chief executive officer shall report to the Commissioner, no later than June 30 of each school year, on a form and format prescribed by the Commissioner, the results of the survey on student access to computing devices and access to internet connectivity

Minimum Instructional Hours

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

Remote Instruction Support

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

Compliance with District Policies, Procedures, and the Code of Conduct

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

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy.

Section IV Communication with Others

Obtaining assistance during emergencies from emergency service organizations and local government agencies [52]

1. The District continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the District to rely on local personnel, resources, and facilities in emergency situations.

2. The District maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The Superintendent or designee will initiate the contact when needed.

[52] 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;

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[53]

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 or designee will initiate the contact when needed.

2. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:

    1. North Castle Police Department
    2. Armonk Fire Department
    3. New York State Police
    4. Westchester County Office of Emergency Management (OEM)
    5. Westchester County Police Department
    6. The Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
    7. Armonk Fire Department EMS
    8. Red Cross

Contacting Parents, Guardians or Persons in Parental Relation to the Students of the District in the Event of an Incident or an Early Dismissal[54]

In the event of an incident or an early dismissal of students, every effort will be made to notify parents. As soon as practical, the Superintendent or designee will activate the emergency notification system (ParentSquare) that will provide relevant information.

Parental notification procedures for a student involved in disciplinary situations will be consistent with the Code of Conduct and New York State law, and will be presented clearly and concisely to staff and students each year. It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, the parent or guardian will be contacted as soon as practicable. Administration will utilize school mental health resources when necessary.[55]

[53]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;
[54]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;
[55]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 will include suicide;

Section V Recovery

Continuity of Operations

The 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 (technology), facilities maintenance, safety, security and continuity of instruction. Specific continuity plans are contained within each building emergency response plan

Continuity of Instruction

The District offers a suite of online instructional tools that can be used to support e-Learning instruction and communication. The District will provide all students a blending learning instructional approach that includes three components: synchronous instruction, asynchronous instruction, and independent learning. Each component serves a particular purpose based on the grade level, the content discipline, and the learning goals. Additional best practices in blended learning include two more considerations. First, the interaction framework is an instructional design model to maximize student learning. Second, blended learning must consider the students ability to be independent in their learning.

Support services, such as guidance and psychological services and access to school nurses, will continue during e-Learning instruction and communication.

Per a child's Individualized Education Plan, students will continue receiving related services by providers to the maximum extent possible. Special education teachers will continue to collaborate with classroom teachers to support the learning needs of students as they would normally during the regular school year.

Detailed e-Learning instructional procedures are contained within each building level emergency plan.

District Support for Buildings

The Superintendent will respond accordingly when notified that an emergency exists.

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

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

Should the incident involve multiple buildings, at the discretion of the District Emergency 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 Emergency Response 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 Superintendent in composing letters to parents following any emergency. The Superintendent will assist in sending mass communication messages to affected groups. The Superintendent will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

Mental Health Services

The Superintendent or designee 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

Byram Hills Central School District

10 Tripp Lane
Armonk, NY 10504
Phone: 914-273-4082

Coman Hill Elementary School

558 Bedford Road
Armonk, NY 10504
Phone: 914-273-4183

Wampus Elementary School

41 Wampus Avenue
Armonk, NY 10504
914-273-4190

H.C. Crittenden Middle School

10 MacDonald Avenue
Armonk NY 10504
Phone: 914-273-4250

Byram Hills High School

12 Tripp Lane
Armonk, NY 10504
Phone: 914-273-9200

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 – District Resources – Contact Information

TITLE	NAME	OFFICE PHONE
Superintendent of Schools	Dr. Jen Lamia	914-273-4082 X5910
Deputy Superintendent	Dr. Tim Kaltenecker	914-273-4082 X5920
Asst. Superintendent for Business/District Clerk	Mr. Kelly Seibert	914-273-4082 X5930
Asst. Superintendent for Human Resources/Emergency Coordinator	Dr. Gina Cunningham	914-273-4082 X5950
Transportation Supervisor	Mr. Phil Peterson	914-273-4245 X7910
Bus Dispatch Office – Head Bus Driver	Mr. Jonathan Vasquez	914-273-4245 X7906
Director of Facilities	Mr. John Baxter	914- 273 - 4084 x6912
Cafeteria Services	Ms. Vinnie Fasano	914-273-4250 Ext. 3970
Town Supervisor	Mr. Joe Rende	914-273-3000 ext. 53
North Castle Police Department	Chief Regen Huffnagle	914-497-9188
Armonk Fire Department	Chief Mike Giaccio	914-403-3974
Ambulance - Armonk Fire Department EMS		914-273-3292
Westchester County		
County Executive	Mr. Ken Jenkins	914-995-2900
Emergency Management	Mr. Richard J. Wishnie	914-231-1688
Public Safety Commissioner	Mr. Terrance Raynor	914-864-7600
County Health Dept.	Dr. Sherlita Amler, MD	914-864-7292
Red Cross Emergency Services	Mr. Stuart Betheil	914-946-6500 ext. 300

Appendix 4 – 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 district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. 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 and visitors to the school, including threats by students against themselves, which for the purposes of 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, 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 emergency response plan; (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

- **155.17(c)(2)(h)(3)(i)**Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.
- **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.

Appendix 5 – Security Personnel Contracts and Memorandum of Understandings

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