



The New York State Center for School Safety
Providing support to schools, families, and communities

Conducting Trauma-Informed Drills

Spring 2025



New York State Education Department



New York State Center for School Safety

Welcome and thank you for joining us!



New York State
Center for School Safety

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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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Agenda



- New York's drill requirements
- Newest changes to regulation
- Best practices for conducting drills in a trauma-informed manner
- Resources available to support your team



Amendments to CR §155.17 Effective July 31, 2024

A detailed explanation of all the Regulation changes is in the memo to the Board of Regents dated [July 11, 2024](#)





Amendments to Commissioner's Regulations §155.17 Effective July 31, 2024

New Definitions

Trauma

Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.

Trauma-Informed

Trauma-informed means an understanding of what trauma is and how it affects the physical, emotional, and mental health of students and adults.

Trauma-Informed Drills

Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.



Let's explore trauma-informed drills...

Avoid tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations. Avoid other tactics intended to mimic a school shooting, incident of violence, or other emergency.

Drills may not include the following:

- Fake bullets, fake blood, or simulated gunfire
- “Masked gunman” actors
- Staged scenarios involving staff and students that simulate a real emergency

This is not an exhaustive list. Districts will need to evaluate any drill in light of these requirements.



Preparing for Trauma-Informed Drills

- Provide training to students and staff in safety procedures before a drill occurs.
- Make sure that staff and students know the intent is to prepare, not scare.



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Preparing for Trauma-Informed Drills

Incorporate supports for students and/or staff as needed.

Have a plan in place for students & staff with disabilities and other physical or psychological needs.





Preparing for Trauma-Informed Drills

When talking to students about emergency procedures and drills, include the use of developmentally and age-appropriate content.

- Prepare staff to talk to students
- Help parents talk to their kids
- Engage in developing a trauma-informed community

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





Developmental Considerations

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



Developmental Considerations

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



Developmental Considerations

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



Trauma-Informed Drills

Announce Drills - means to inform students and staff at the time a drill occurs that it is a drill (not required for evacuation drills).

Parental Notification - means to inform parents in advance of drill(s) that they will occur. Parental notification is now required for all drills (including evacuation drills).

Parental Consent - for a full-scale exercise, written consent must be obtained in order for a child to participate in the exercise.



Trauma-Informed Drills

- Announce drills (except evacuation drills) as a drill.
- Remain calm and move quickly.
- Provide supports for students and/or staff as necessary.
- After the drill, talk to staff and students: What went well? What could have been done differently? How did it feel?





Creating a Trauma-Informed School

Know the signs when staff and/or students exhibit heightened stress and anxiety and have a plan in place for referral and/or support.

[*Mitigating Psychological Effects of Lockdowns*](#)

[*Coping with Traumatic Events*](#)

Place a priority on developing a supportive and nurturing environment.

[*A Supportive Classroom Environment*](#)

Be aware of and attentive to warning signs of potential violence.

[*Warning Signs of Youth Violence and What You Can Do to Help*](#)

Keep families an integral part of your school community process.

[*Impact of Family Engagement*](#)





Creating a Trauma-Informed School



[NYS CFSS: Trauma-Informed Schools](#)





Breakout Room Norms

- You will be placed into small groups for 8 minutes.
- Please begin by briefly introducing yourself.
- Identify a facilitator for your breakout group.
- Share your knowledge and experience with your colleagues!
- Tip: the timer in the breakout room will alert you when it is time to return to the main room.



Breakout Room Session 1: Share Your Good Work!

What are some trauma-informed strategies you have used to provide training to students or staff regarding emergency procedures?

How do you talk to kids about drills?

Time: 8 minutes



Welcome Back



Did you get a great idea
during the breakout?



*Use the “reactions” feature to raise your
hand, and when called on,
please unmute to briefly share
with your colleagues!*



Conducting Trauma-Informed Drills

- All Drills
- Evacuation Drills
- Lockdown Drills
- Early Dismissal Drills



NYS Requirements: ALL Drills





NYS Requirements: ALL Drills

- Drills must be conducted on **different dates**, days of the week, and during different times of the school day.
- Drills and training must be conducted in a trauma-informed, developmentally and age-appropriate manner.
- Drills may not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.
- Drills must be announced as drills, **except for evacuation drills**. For example, "This is a drill. Lockdown, Lockdown, Lockdown. This is a drill."

[Education Law - EDN § 807. Fire and emergency drills](#)

[CRR §155.17](#)



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NYS Requirements: ALL Drills

- The Chief Emergency Officer has responsibility for ensuring drills are conducted as required.
- Notice to parents/parental relation regarding drills must be made within one week before each drill (at least 1 day and no more than 7 days before the drill).
- The district-wide plan must include procedures for parental notification regarding drills.

[Education Law - EDN § 807. Fire and emergency drills](#)

[CRR §155.17](#)



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Requirements for Evacuation Drills





NYS Requirements: Evacuation Drills

- Drills at least eight times in each school year; six must be between September 1 and December 31.
- Four drills shall be through the use of the fire escapes or secondary egress
- Drills shall be conducted at different times of the school day.

[Education Law - EDN § 807. Fire and emergency drills](#)
[CRR §155.17](#)





NYS Requirements: Evacuation Drills

- Instruct students how to evacuate during lunch period/assembly, or hold a drill during the regular school lunch period or assembly.
- Four additional drills are conducted in school buildings in which students are provided with sleeping accommodations.
- At least two additional drills are conducted during summer school with one held during the first week of summer school.

[Education Law - EDN § 807. Fire and emergency drills](#)

[CRR §155.17](#)



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NYS Requirements: Lockdown Drills





NYS Requirements: Lockdown Drills

- Lockdown drills are conducted at least **four** times in each school year; **two** of the four must be between September 1 and December 31.
- Lockdown drills shall be conducted at different times of the school day.
- Instruct students how to lock down during lunch period/assembly, or hold a drill during the regular school lunch period or assembly.

[Education Law - EDN § 807. Fire and emergency drills](#)
[CRR §155.17](#)





NYS Requirements: Early Dismissal Drills





NYS Requirements: Early Dismissal Drills

- Test emergency response procedures that require early dismissal, not more than 15 minutes earlier than the normal dismissal time.
- Test communications and transportation system during emergencies.
- Notify parents and those within parental relation AT LEAST one week before each drill.
- Length of school day shall not apply because of an early dismissal drill.

[Education Law - EDN § 807. Fire and emergency drills](#)

[CRR §155.17](#)



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Amendments to Commissioner's Regulations §155.17 Effective July 31, 2024

Full-Scale Exercises

Schools and districts may participate in full-scale exercises with local and county emergency responders and preparedness officials.

- Exercises that include props, actors, simulations, or other tactics **intended to mimic** a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds.
- Such exercises cannot include students without written consent from parents or persons in parental relation.

CRR §155.17 (c)(1)(xiv)(3)





Amendments to Commissioner's Regulations §155.17 Effective July 31, 2024

Clarification

Tabletop exercises **may** be utilized by school and district safety teams as a training resource and can 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.

Tabletop exercises are intended for the adults—*students should not be included.*

CRR §155.17 (c)(1)(xiv)(2)



Parental Notification

- Parental notification is now required for ALL drills (including evacuation drills).
- Notification must be within one day to a week before a drill, and can include a general message such as “We will be conducting a lockdown drill during the week of ____.”
- It is not recommended that districts publish an annual list of drill dates. “Within one week” notification is still required.



Parental Notification: Tip

You may also wish to include in your messaging a list of ways parents can have a trauma-informed conversation about drills, reassure the child about their safety, and remind them of the guidelines the school has in place to keep them safe.



Parental Notification: Sample Language

To All Parents and Guardians:

The safety of our students and school staff is very important to us. One of the ways we stay safe is by holding school safety drills. To help us practice and learn, we will be having a safety drill next week. The safety drill we will practice is:

- ☐ Evacuation
- ☐ Lockdown
- ☐ Early Dismissal
- ☐ Other _____

Before we practice a drill, we teach students and staff what they need to do. We talk about how the drill will be announced and we always inform students and staff that it is a drill. [\[include additional information about your specific procedures\]](#).

After the drill, students and families are encouraged to ask questions. Below are resources to help you talk to your children.

If you have any questions about the drills or other safety concerns, please contact [\[include contact info here\]](#).



Tips for Parents: Talking About Drills

- Reassure your child that school is a very safe place and talk about safety procedures that are in place at your child's school.
- Practice helps keep us safe.
- Encourage your child to talk about their concerns and to express their feelings.
- Talk honestly about your own feelings.



Tips for Parents: Talking About Drills

- Validate your child's feelings.
- Recognize behavior that may indicate your child is concerned about returning to school.
- Keep the dialogue going: encourage your child to share any concerns regarding school safety in an ongoing conversation.
- Seek help when necessary.



Conducting Trauma-Informed Drills

- The number of required drills and the type of required drills remains the same.
- Training and drills are essential, so everyone knows what to do during an emergency.
- The goal is to practice and prepare, *not to scare!*
- Your team is *already rich* in resources!



Conducting Trauma-Informed Drills

- Training is an opportunity! Share information about how the drill is announced, what will happen, what to do, how the drill is released (or ended).
- Use consistent language.
- Debrief with students & staff to answer questions and identify who might need additional support.
- Use the post-drill review form to debrief with your team. Revise your plan to reflect lessons learned.



Conducting Trauma-Informed Drills

- District-specific procedures are required for **how and when** you will notify parents about drills.
- Share information in a variety of formats throughout the year.
- Consider letters, presentations, videos, webpages, social media, etc.



Breakout Room Session 2: Share Your Good Work!

What has been the response from parents and families to your school/district's notification practices regarding emergency procedures and drills?

Time: 5 minutes



Welcome Back



Did you get a great idea
during the breakout?



*Use the “reactions” feature to
raise your hand, and when called on,
please unmute to briefly share
with your colleagues!*



Best Practices: Lockdown Drills



LOCKDOWN





Best Practices for Lockdown Drills:

Resource from CFSS

BEST PRACTICES

What are the best practices for conducting LOCKDOWN Drills?

LOCKDOWN is used to secure students and staff inside locked classrooms during incidents that pose an immediate threat of violence in or around the school. LOCKDOWN means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. LOCKDOWN will only end upon physical release from the room or secured area by law enforcement.

LOCKDOWN DRILLS provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

Consider, *at a minimum*, the following:

Before the Lockdown Drill	During the Lockdown Drill	After the Lockdown Drill
<ul style="list-style-type: none"><input type="checkbox"/> Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.<input type="checkbox"/> Detailed and specific procedures for announcing, conducting, and releasing a lockdown are documented in your school's Lockdown Functional Annex and adopted as part of the Building-Level Emergency Response Plan.<input type="checkbox"/> Training is provided to students and staff on how to respond to a lockdown effectively. Training includes how the lockdown is initiated, steps to take in a lockdown, and how the lockdown will be released.<input type="checkbox"/> Consideration and planning occur for how your school will support students & staff with disabilities and other access and functional needs.<input type="checkbox"/> Communication with parents and guardians about the procedures and actions that will be taken during the drill is documented in the District-Wide School Safety Plan and disseminated.	<ul style="list-style-type: none"><input type="checkbox"/> ALWAYS inform students and staff it is a drill. Use clear language to announce the drill. For example, "This is a drill. LOCKDOWN, LOCKDOWN, LOCKDOWN. This is a drill".<input type="checkbox"/> When you hear Lockdown Drill announced, adults should model calm behavior and should move quickly to:<ul style="list-style-type: none"><input type="checkbox"/> Gather students from hallways, common areas, and restrooms adjacent/near classroom.<input type="checkbox"/> Close and lock your door.<input type="checkbox"/> Move students to a safe area in the classroom out of sight of the door.<input type="checkbox"/> Leave windows, blinds/lights as they are.<input type="checkbox"/> Remain silent. Silence cell phones.<input type="checkbox"/> Take attendance. Include additional and missing students last known location.<input type="checkbox"/> Do not allow anyone, under any circumstances, to leave your secure area.<input type="checkbox"/> Do not communicate through doors or answer the room phone.<input type="checkbox"/> Do not respond to P.A. announcements or fire alarm unless actual signs of fire are observed.<input type="checkbox"/> Stay hidden until physically released by law enforcement personnel or other designated person serving as proxy during the drill.<input type="checkbox"/> Follow your procedures for notifying parents and guardians about the drill.	<ul style="list-style-type: none"><input type="checkbox"/> Debrief the drill with students and staff to answer questions and identify who might need additional support.<input type="checkbox"/> Notify all concerned parties when a Lockdown Drill has ended.<input type="checkbox"/> Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.<input type="checkbox"/> Identify any facilities modifications that might be needed.<input type="checkbox"/> Revise your Lockdown Functional Annex to reflect lessons learned during the drill.<input type="checkbox"/> Follow the procedures documented in the District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.



Best Practices: LOCKDOWN DRILLS BEFORE the Drill

The building-level emergency response planning team determines:

- Who will fill Incident Command System roles
- Emergency procedures that are documented in the building-level emergency response plan, including procedures for announcing, conducting, and releasing a lockdown



Best Practices: LOCKDOWN DRILLS BEFORE the Drill

Training in emergency procedures must be provided to students and staff:

- Describe the procedures.
- Make sure students know the area in each classroom that is “out of sight.”
- Do students know where to go if they’re not in a classroom when the lockdown is called?
- What if there is a knock at the door?
- Who will come to the door during a drill?
- What happens after the classroom is checked?
- How will school officials announce the drill has ended?



Best Practices: LOCKDOWN DRILLS BEFORE the Drill

- Training and drills should be trauma informed; developmentally and age-appropriate; and not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.
- Determine support for students & staff with disabilities and other needs.
- The district-wide school safety plan must include procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students.
- As applicable, contact local first responders regarding their participation in the drill.
- Review drill procedures, roles, and expectations in advance.



Best Practices: LOCKDOWN DRILLS DURING the Drill

- Announce the drill using the district/school-specific procedures that are documented in the building-level plan
- Use clear language to announce the drill. For example, "This is a drill. LOCKDOWN, LOCKDOWN, LOCKDOWN. This is a drill."



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Best Practices: LOCKDOWN DRILLS DURING the Drill

When the Lockdown Drill is announced, adults should model calm behavior and move quickly to:

- Gather students from nearby hallways, common areas, and restrooms.
- Close and lock the classroom door.
- Move students to a safe area in the classroom out of sight of the door.
- Follow safety plan procedures regarding lights and blinds.
- Remain silent. Silence cell phones.
- Take attendance. Include additional and missing students' last known location.
- Do not allow anyone to leave the secure area.
- Do not communicate through doors or answer the room phone.
- Do not respond to announcements or fire alarm unless actual signs of fire are observed.
- Stay hidden until physically released by law enforcement.



Best Practices: LOCKDOWN DRILLS AFTER the Drill

- Notify all school staff and students that the Lockdown Drill has ended.
- Classroom teachers should debrief the drill with students.
- As applicable, notify parents using procedures documented in the district-wide school safety plan.
- Make time to debrief with staff about the drill; for example, at the next faculty meeting.
- Identify any facilities or procedural modifications that are needed.
- Revise your Lockdown Functional Annex, as necessary.



Best Practices: Evacuation Drills



EVACUATION





Best Practices for Evacuation Drills:

Resource from CFSS

What are the best practices for conducting EVACUATION Drills?

EVACUATION is used to move students and staff for their protection from a school building to a predetermined location in response to an emergency.

EVACUATION DRILLS provide an opportunity to practice, prepare, and test procedures that will be used during an incident.

Consider, *at a minimum*, the following:

Before the Evacuation Drill	During the Evacuation Drill	After the Evacuation Drill
<ul style="list-style-type: none"><input type="checkbox"/> Building Level Emergency Response Planning Team determines who serves in Incident Command System roles for your school.<input type="checkbox"/> Detailed and specific procedures for announcing and conducting an evacuation are documented in your school's Evacuation Functional Annex and adopted as part of the Building-Level Emergency Response Plan.<input type="checkbox"/> Evacuation routes, assembly points, attendance, and reunification processes are planned and documented.<input type="checkbox"/> Confirm that emergency equipment (e.g., alarm systems, lighted exit signs, and emergency lighting) are functioning properly and have adequate back-up power.<input type="checkbox"/> Training is provided to students and staff on how to evacuate effectively.<input type="checkbox"/> Consideration and planning occur for how your school will support students & staff with disabilities and other access and functional needs.<input type="checkbox"/> Communication occurs with parents and guardians about the procedures and actions that will be taken during the drill, as documented in the District-Wide School Safety Plan.	<ul style="list-style-type: none"><input type="checkbox"/> ALWAYS inform students and staff it is a drill. Use clear language to announce the drill. For example, "This is a drill. EVACUATE. This is a drill. EVACUATE." Consider making an announcement before the alarm sounds and strobes begin flashing.<input type="checkbox"/> When you hear Evacuation Drill announced, adults should model calm behavior and should move quickly to:<ul style="list-style-type: none"><input type="checkbox"/> Gather students from hallways, common areas, and restrooms adjacent/near classroom.<input type="checkbox"/> Remain silent. Silence cell phones.<input type="checkbox"/> Follow evacuation procedures and routes. Proceed to assembly points.<input type="checkbox"/> Take attendance. Include additional and missing students last known location.<input type="checkbox"/> Do not allow anyone, under any circumstances, to leave your secure area.<input type="checkbox"/> Follow your procedures for notifying parents and guardians.	<ul style="list-style-type: none"><input type="checkbox"/> Debrief the drill with students and staff to answer questions and identify who might need additional support.<input type="checkbox"/> Notify all concerned parties when an Evacuation Drill has ended.<input type="checkbox"/> Debrief with your staff to determine what was supposed to happen, what happened, and how to improve.<input type="checkbox"/> Revise your Evacuation Functional Annex to reflect lessons learned during the drill.<input type="checkbox"/> Follow the procedures documented in the District-Wide School Safety Plan regarding notification of parents and those in parental relation about the drill.



Best Practices: Evacuation DRILLS **BEFORE** the Drill

- The building-level emergency response planning team determines who will fill Incident Command System roles.
- Procedures for conducting an evacuation are documented.
- Evacuation routes, assembly points, attendance, and reunification processes are planned and documented.
- Confirm that emergency equipment is functioning properly and that the school has adequate backup power.
- Training is provided to students and staff.
- Consider support for students & staff with disabilities and other needs.
- Communication about procedures and actions are documented.



Best Practices: Evacuation DRILLS DURING the Drill

When the alarm is activated, adults model calm behavior and move quickly to:

- Gather students from nearby hallways, common areas, and restrooms adjacent/near classroom.
- Remain silent. Silence cell phones.
- Follow evacuation procedures and routes. Proceed to assembly points.
- Take attendance. Include additional and missing students' last known location.
- Do not allow anyone to leave the designated area.



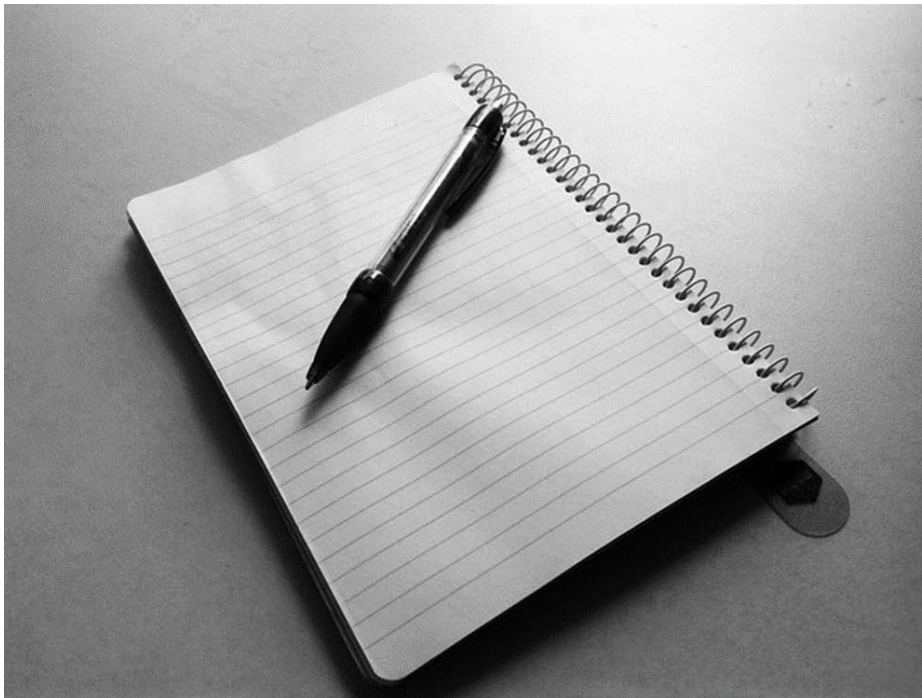
Best Practices: Evacuation DRILLS **AFTER the Drill**

- Notify all school staff and students that the drill has ended.
- Classroom teachers debrief the drill with students.
- As applicable, notify parents using procedures documented in the district-wide school safety plan.
- Debrief with staff about the drill.
- Identify any facilities or procedural modifications that are needed.
- Revise your Functional Annex, as necessary.



Wrap Up: Action Planning

What is a best practice for conducting trauma-informed drills that you will consider using in the future?





Safety & Emergency Resources for Students

[School Safety during an Emergency or Crisis: What Parents Need to Know](#)

[Tips on Talking to Children about School Safety Drills: Sesame Street Workshop](#) (PreK-2)

[Talking to Your Children about Safety](#) (Grades K-5)

[How to Talk to Kids about School Lockdown Drills: An Age-by-Age Guide](#)

[Talking to Kids about School Safety](#)

Your student services team is also a great resource!



Additional Resources



[Lockdown Drills 101: Preparing For, Conducting, and Assessing Your Practices](#)

[Conducting Trauma-Informed Drills in New York State](#)

[Plan Development Resource Packet: see Post-Drill Review Form and Tabletop Exercises](#)

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For More Information

The New York State Education Department is committed to promoting safe learning environments where students and teachers work collaboratively in pursuit of academic excellence and social and emotional growth.



Safety Plans




One of the requirements of Project SAVE is that school districts develop





Thank you for your thoughtful participation!



We would appreciate
your feedback on this
session!



<https://measurement.welcomesyourfeedback.com/cfss0325>





New York State
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