

CLARKSTOWN CENTRAL SCHOOL DISTRICT

District Wide Safety Plan School Year 2023-2024

62 Old Middletown Road, New City, NY 10956
Adopted by Clarkstown Board of Education, August 31, 2023

Redacted: Emergency Cell Phone Numbers

TABLE OF CONTENTS

CLARKSTOWN CENTRAL SCHOOL	
District Wide School Safety Plan	4
INTRODUCTION	4
GENERAL CONSIDERATIONS	4
A. Purpose	4
B. Identification of School Teams	4
C. Concept of Operations	5
D. Plan Review and Public Comment	5
RISK REDUCTION/PREVENTION AND INTERVENTION	6
A. Prevention/Intervention Strategies	6
B. Facilities Initiatives	6
C. Technology	6
D. Law Enforcement Partnership and Red Flag Law	7
E. Training, Drills, and Exercises	7
F. School Staff Safety Responsibilities	8
G. Hiring and Screening of School Personnel	9
H. Early Detection of Potentially Violent Behaviors	10
I. Hazard Identification	10
J. Hotlines	10
K. Emergency Response	10
L. Situational Responses - Multi-Hazard Response and Response Protocols	13
EMERGENCY RESPONSE PROCEDURES - FUNCTIONAL ANNEXES	14
A. Eprotection Action Options - Emergency Assistance From Local Government	15
B. Transportation - Large Scale Evacuations	17
C. Special Equipment	18
D. Emergency Remote Instruction Plan (See Appendix)	18
APPENDIX 1 - REQUIRED PLAN DEVELOPMENT PROCEDURES	19
APPENDIX 2 - LISTING OF ALL CLARKSTOWN CENTRAL SCHOOL DISTRICT BUILDINGS	20
APPENDIX 3 - BUILDING LEVEL EMERGENCY RESPONSE PLAN SUMMARY	
Commissioner's Regulation 155.17	25
APPENDIX 4 - CLARKSTOWN CENTRAL SCHOOL DISTRICT POLICY STATEMENT	29
APPENDIX 5 - LISTING OF INTERNAL RESOURCES FOR CLARKSTOWN CENTRAL SCHOOL DISTRICT	29
APPENDIX 6 - 2023-24 CPR CERTIFIED CLARKSTOWN CENTRAL SCHOOL DISTRICT EMPLOYEES	30

APPENDIX 7 - CLARKSTOWN CENTRAL SCHOOL DISTRICT VEHICLE ASSET LIST FLEET LIST 2023-2024	32
APPENDIX 8 - BOMB THREAT PROTOCOLS AND INSTRUCTION CARD	38
APPENDIX 9 - THE EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS A GUIDE FOR FAMILIES AND COMMUNITIES	40
APPENDIX 10 - COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES	45
APPENDIX 11 - CLARKSTOWN CENTRAL SCHOOL DISTRICT INCIDENT COMMAND SYSTEM ORGANIZATION	54
APPENDIX 12 - CHILD CARE PROGRAMS AT CCSD LOCATIONS	60
APPENDIX 13 – LOCAL RESOURCES AND TELEPHONE NUMBERS	63
APPENDIX 14 - ALTERNATIVE PICKUP LOCATIONS FOR CLARKSTOWN CENTRAL SCHOOL DISTRICT BUSES	65
APPENDIX 15 - CLARKSTOWN CENTRAL SCHOOL DISTRICT PUBLIC HEALTH EMERGENCY CONTINUATION OF OPERATIONS PLAN	66
APPENDIX 16 - EMERGENCY REMOTE INSTRUCTION PLAN	87

CLARKSTOWN CENTRAL SCHOOL District Wide School Safety Plan

Commissioner's Regulation 155.17 Project 14

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Clarkstown Central School District has in place a District Wide School Safety Plan designed to prevent or minimize the effects of serious, violent incidents and emergencies and to facilitate the coordination of schools with local and county resources in the event of such incidents or emergencies.

The District Wide Plan is responsive to the needs of all schools within the Clarkstown Central School District and is consistent with the more detailed emergency response plans required at the school building level.

The District Wide Plan and Building Safety Plans are in compliance with the New York State's Safe Schools Against Violence in Education (SAVE) law, enacted to address the wide variety of risks faced by schools including acts of violence and natural and technological disasters. The plans reflect a comprehensive planning effort to address risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the Clarkstown Central School District and its schools.

The District Superintendent of Clarkstown Central School District advocates on-going engagement and support of Project SAVE.

For more information on school safety in New York State please visit the New York State Center For School Safety website at <https://www.nyscfss.org/home>.

GENERAL CONSIDERATIONS

A. Purpose

The District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Clarkstown Central School District Board of Education, the District Superintendent appointed a District Wide School Safety Team and charged it with the development and maintenance of the School Safety Plan.

B. Identification of School Teams

Clarkstown Central School District has appointed a District Wide School Safety Team consisting of, but not limited to, representatives of the Board of Education, teachers, administrators, parent organizations, school safety personnel and other school personnel.

The members of the team and their positions or affiliations are listed in Appendix 1.

C. Concept of Operations

- The District Wide Safety Plan is directly linked to the individual Building Level Emergency Response Plans as a matter of protocol. The activation of a Building Level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District Wide Emergency School Safety Plan and District Wide Response Team.
- The School Safety Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration and local emergency services, the plan has been developed to address the specific needs of Clarkstown Central School District and the community.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The building principal is responsible for notifying the District Superintendent or the highest ranking person in the chain of command of any necessary building level plan activation as immediately as possible. All CCSD staff members can activate an emergency alert in immediate danger situations.
- Upon the activation of the School Emergency Response Team, the District Superintendent or his/her designee, shall be notified and where appropriate, local emergency officials shall also be notified.
- County and state resources supplement the Clarkstown Central School District emergency action planning in a number of ways:
 - Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing Building Level emergencies.
 - Local law enforcement is on the CCSD emergency alert system and is immediately notified upon an alarm.
 - A protocol exists for the Clarkstown Central School District to use certain facilities for sheltering during times of emergencies.
 - A protocol exists for the use of county mental health resources during post incident responses.

D. Plan Review and Public Comment

- Clarkstown Central School District will update the safety plan annually
- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The DISTRICT Board of Education shall adopt the School Safety Plan only after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education on or before September 1st each year.
- Full copies of the School Safety Plan and any amendments shall be submitted to the New York
- State Education Department within 30 days of adoption.

- This plan shall be reviewed periodically during the year and maintained by the DISTRICT Wide School Safety Team. The required annual review shall be completed on or before July 15th of each year.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

- **Program Initiatives**

The Clarkstown Central School District has developed a number of programs and activities to aid in risk reduction. These initiatives are run at different age groups within the Clarkstown Central School District. Examples of the topics covered:

- Character Education Programming
- Anti-bullying Programs
- Positive Behavior Intervention and Support Programs
- Yale Ruler Social Emotional Learning Program
- Erin's Law Lessons
- Peer Leadership Programs
- Drug Abuse Resistance Education Programs
- Code of Conduct (Board of Education Policy 5300)
- Crisis Response/Intervention Plans
- Middle School Foundations Program

B. Facilities Initiatives

The Clarkstown Central School District has attempted to enhance the security of its facilities through a number of initiatives, including the following:

- Sign-in procedures
- Visitor management system creates visitor ID badges after screening against sex offender registry and for any district entered system alerts such as custody, orders of protection, etc. For more information visit the [CCSD Safety webpage](#).
- Employees use faculty/staff key card ID badges to gain building access through door readers.
- Single point of access for visitors at all schools
- Interior and exterior surveillance cameras throughout the campuses.
- Classrooms doors that lock from the inside and one key to all doors within a school for emergency response (2014).

C. Technology

- Emergency Alert System (<http://www.getshare911.com/>)
- **Share911** emergency alert system in place for all employees via Smartphone and/or desktop. Facilitates immediate notice to building employees, school administrators, Clarkstown Police Department and the district safety team.
- Share911 also serves to address Alyssa's Law, which requires schools to facilitate silent

- panic alarm systems for employees.
- Anonymous Reporting System (<https://www.ccsd.edu/Page/2755>)
- **Anonymous Alerts** system allows students, staff, parents or community members to anonymously submit reports on any safety or sensitive issue to school administrators. Facilitates confidential two way communication if the submitter chooses.
- **Go Guardian and Google Filters** monitors online behavior of students on CCSD network and sends alerts related to self-harm, violence or inappropriate content to building leaders and District Safety Team members.

D. Law Enforcement Partnership and Red Flag Law

- Omnipresence Policing - Clarkstown Police Department Partnership
 - The Clarkstown Police Department (CPD) maintains a continuous presence in all CCSD schools. In addition to six School Resources Officers (SROs), two at each high school and the Felix Festa Middle School, police officers visit the schools and conduct informal walkthroughs on a daily basis as part of regular patrols. Officers use school parking lots when needed to complete paperwork or other such duties.
 - CPD conducts safety audits of each building, assists in lockdown and active shooter drills.
 - Responds and advises on threats and safety issues.
- **Extreme Risk Protection Orders (“Red Flag Law”)**

Extreme risk protection orders are court orders that restrict the ability of a person to purchase or possess firearms, rifles, or shotguns, or attempt to do so, if the individual is judged likely to engage in conduct that would result in serious physical harm to himself/herself/themselves or others.

The Superintendent of Schools or Building Principal, or their designees, may petition the The State Supreme Court for extreme risk protection orders for students currently enrolled in district school buildings, or students who were enrolled in a district school building in the six months immediately before filing the petition (referred to in this policy as “currently-enrolled” and “recently-enrolled” students, respectively) [CCSD BOE policy 8130.1](https://boardpolicyonline.com/?b=clarkstown_csd&s=1398570). (https://boardpolicyonline.com/?b=clarkstown_csd&s=1398570)

E. Training, Drills, and Exercises

The Clarkstown Central School District has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:

- An annual review of the building level emergency response plans and general employee awareness training for building employees conducted by each principal.
- The annual early go home drill to test evacuation and sheltering procedures.
- Training on Emergency Response Plans completed by September 15th of each year by all employees through the District’s online training system.
- A minimum of twelve (12) drills conducted at each school throughout the course of the

year for the purpose of familiarizing employees and students with emergency lockdown and evacuation procedures.

- Use of the Share911 system is incorporated into the drilling process. After each drill, the administrators will review and debrief with finding shared with staff.
- Optional drills including a Building Level tabletop exercise in coordination with the building principal and local law enforcement or other first responders may be run to review various emergency scenarios and appropriate responses.
- Topics for training will include general security and safety measures, intervention strategies for students with difficulties of various types, building security awareness and required reporting.
- Each building principal will forward a schedule of planned emergency drills and fire drills to the District Superintendent and Chief Emergency Officer each school year. Each principal will be required to complete a minimum number of student drills as follows:
 - (4) four lockdown drills,
 - (8) eight evacuation drills. Eight drills must be conducted by December 31 of each year, the balance must be conducted during the remainder of the school year
 - In addition, two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school. (EL §807.1-a)
 - Drills are reported to the chief emergency officer in the following format indicating date, time and duration of drill:

BUILDING	Building Level Emergency Response Team Meeting (Two Required)	Building Level Safety Plan Update Completed (Required)	ANNOUNCED LOCKDOWN One Drill Required	UNANNOUNCE D LOCKDOWN Three Drills Required	EVACUATION PRIMARY EXIT Three Drills Required	EVACUATION BLOCKED EXIT Four Drills Required	EVACUATION OFF-SITE EVAC LOCATION One Drill Required
School Name							

F. School Staff Safety Responsibilities

- **All District Staff members** - have responsibility for understanding and executing their roles in prevention, response and recovery in emergency and violent situations, and for completing all required safety training. In the execution of their duties, administrators faculty, aides and monitors shall have responsibility for:
 - Monitoring halls, lavatories, locker rooms, locker bays and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.
 - Observation of the general property, including the immediate outside

area/perimeter of the building(s), with an obligation to report suspicious activity to district or building administration.

- Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment.
- **Building principal or designee - shall serve as the School Safety Representative for the School Building.**
 - Act as building liaison in communicating building level safety issues or concerns
 - Represent the building on the District Wide Safety Committee
 - Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
 - Execute responsibilities outlined in building safety plan
 - Attend school safety meetings and professional development on safety and prevention and serve as the resource for all building employees
- **Security Personnel**
 - **Greeters and Aides (Certified Security Officers)**
 - **School Resource Officers (Clarkstown Police Officers)**
 - The Clarkstown Central School District security staff is composed of approximately fifty-five certified security officers. Most have backgrounds in law enforcement or security. In addition, in partnership with the Clarkstown Police Department, the District has six [School Resource Officers \(SROs\)](#), posted full-time in our secondary schools throughout the school year. SROs are Clarkstown Police Officers who are certified and have specialized training in policing in school environments.
- **Superintendent of Schools, District Safety Team Members, School Administrators**
 - The Superintendent of Schools is responsible for the safety and security of schools.
 - The District Safety Team members and school administrators are responsible for executing the building safety plans and serve leadership roles in planning and response to incidents.
- **Chief Emergency Officer**
 - The Chief Emergency Officer shall act as the liaison between the District and external agencies during times of emergencies as well as during plan development and maintenance.

G. Hiring and Screening of School Personnel

The following hiring and screening practices are followed for the hiring of all personnel:

- **Fingerprinting and Criminal Background Checks**
 - For all employees hired by schools, the Clarkstown Central School District completes a fingerprinting and criminal background check prior to appointment. Employees include: any person receiving compensation for work from schools;

any employee of a contracted service provider involved in direct student contact;
any worker assigned to a school under a public assistance employment program
(includes part-time employees and substitutes).

- **Reference Checks**

- References are thoroughly checked prior to extending an employment offer.

H. Early Detection of Potentially Violent Behaviors

The Clarkstown Central School District has implemented procedures related to the early detection of potentially violent behaviors. See Appendix 9 for detailed protocols and training.

I. Hazard Identification

The buildings and grounds associated with each of these facilities have the potential for a main campus or Building Level emergency or incident. Sites of potential emergency within Rockland County that have been identified by the Homeland Security task force include:

- Palisades Shopping Center
- The Shops At Nanuet
- Proximity to New York City
- The NY State Thruway
- Mario M. Cuomo Bridge
- Mirant/Bowline Generating Plant
- Mirant/Lovett Generating Plant
- Orange & Rockland Utilities
- United Water
- Major hospitals (Nyack Hospital, Good Samaritan, Helen Hayes)
- Rockland Psychiatric Center
- Rockland County Correctional Facility
- Tilcon New York Inc.
- Railroad Crossings - Congers, West Nyack

J. Hotlines

- General and Medical Emergencies: 911
- Suicide Prevention Hotline: 988
- Behavioral Response Team (BHRT) - The Behavioral Health Response Team (BHRT) provides mobile behavioral health services and [crisis intervention 24/7](#), 365 days a year. The Team will respond to the location if a mental health situation needs immediate intervention

K. Emergency Response

- **District Wide Chain of Command**

The building principal or their designated “alternate in charge” will be the incident commander for building emergencies until otherwise relieved.

Upon notification from a building principal, emergency alert or other means, the following is the Chain of Command for emergency response:

- District Superintendent - Dr. Marc P. Baiocco
- Assistant Superintendent and Chief Administrative Officer - John LaNave

- Director of Business Services/Chief Emergency Officer - Maureen Sullivan
- Director of Facilities - Anthony Valenti
- Assistant Superintendent for Personnel - Jeff Sobel
- Assistant Superintendent for Curriculum and Instruction - Julie Kotler-Snider
- Assistant Superintendent of Special Education and Pupil Personnel Services - David Carlson

- **Procedures to Coordinate the Use of School District Resources and Manpower During Emergencies**

The Clarkstown Central School District shall use the following procedure to coordinate the use of school resources and manpower during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent or his/her designee and request the necessary manpower or resources, or the DistrictWide Safety Team receives Emergency Alert.
- The District Safety Team will convene to provide support shall assess the situation and allocate personnel and resources as necessary, during and post incident:
 - Food Services
 - Security
 - Transportation
 - Facilities
 - Nurses
 - Communications
 - Mental Health
 - Additional Student Supervisory Support (Curriculum Team members)
 - Records / Student Records Access

- **Notification and Activation (Internal and External Communications)**

In cases of a seriously violent incident, the Clarkstown Central School District will utilize the procedures listed below to meet the requirements for notification and activation.

- **Internal Audiences**

- **Staff**

- Public Address System/Intercom
- Walkie Talkies (Police-grade)
- SHARE911 emergency notification app/website.
- Blackboard Mass Notification System (rapid email, phone, text and app notification)
- All employees are authorized by the Superintendent of School to issue an emergency alert over any system.

- **Students**

- Public address system/Intercom and verbally from supervising teachers
- Board of Education
- Superintendent of Schools direct call or email
- Blackboard Mass Notification System (via email, phone, text,

website, app updates)

○ **External Audiences**

New York State Police: F Troop	911
Town of Clarkstown P.D.	911 and SHARE911
Rockland Sheriff's Office	911
West Nyack Fire Department	911
Parents	<p>District Website: www.ccsd.edu, Facebook, Twitter, CCSD App</p> <p>Blackboard Mass Notification System via Phone, email text and app. Notifications sent via Blackboard are translated by the system according to home language as specified by parents.</p> <p>The district will also utilize radio frequency and radio stations:</p> <p>Radio Stations</p> <ul style="list-style-type: none">● WRCR 1300 AM● WFAS 1230 AM / 103.9 FM● WVOX 1460 AM● WHUD 1400 AM / 100.7 FM● Rockland County Emergency Services Station 1640 AM <p>Television Stations</p> <p>Cable News</p> <p>Channel 12</p>

The Superintendent, Assistant Superintendents and Chief Emergency Officer are responsible for conveying emergency information to educational facilities within the Clarkstown Central School District.

Additionally, if an event occurs at the campus where students cannot be released immediately, a parent/community public information center may be established at another campus building.

In the event that this public information center is established, parents and community members are encouraged not to report to the main campus where a building may be in crisis, but rather gather at a designated meeting place where regular public information statements will be made by the Superintendent or designee.

L. Situational Responses - Multi-Hazard Response and Response Protocols

Staff cooperation is critical when an act of violence occurs. In the event of a violent incident, the following procedures are to be followed at the **District Level**:

- The Superintendent will ensure the Building Level Safety team has adequate resources to respond to the emergency.
- The District Safety team administrators will meet to assess and provide needed support needed at the emergency location for response and recovery.
- The Assistant Superintendent of Special Education and Pupil Personnel Services who is the leader of the Clarkstown Central School District Crisis Intervention Team will coordinate plans for mental health and social emotional support post event.
- The Superintendent will develop a public information strategy to communicate necessary information to the media, parents and staff.
- The Superintendent or his assistant will notify appropriate Board of Education members of the incident.
- The Superintendent will file any necessary information with the State Education Department.

In the event of a violent incident, the following procedures are to be followed at the **School Building Level**:

- Student reports an incident to an adult or an adult observes an incident.
- Adults take appropriate action as necessary to respond to the incident.
- A written referral is forwarded to the building principal.
- School guidance counselors, social workers and nurses are involved when necessary.
- Building principal will conference with the student(s) involved to determine the problems/issues.
- If parental notification is necessary, the building principal will contact the parent(s) and may arrange a parent conference.
- Appropriate discipline will be administered following the District Code of Conduct and incident reported to the State Education Department when appropriate.

Follow-up of the violent incident should include:

- Investigation of the incident by building principal and law enforcement, as necessary.
- Preparation of written accounts of the incident by all involved.
- Review of written accounts by the building principal for any disparities.
- Appropriate disciplinary action according to the code of conduct.
- Review of the entire incident by administration for future planning.
 - What happened?
 - Where did it happen?
 - When did it happen?
 - Why did it happen?

- How did it happen?
- How many individuals were involved?
- Are the individuals associated with a group?
- How could the incident have been prevented?
- What warning signs were missed?
- What can we do to prevent a future incident?
- Counseling or other needed support for the victim(s), other students and staff involved in the incident.
- Necessary reporting and parental notification.

EMERGENCY RESPONSE PROCEDURES - FUNCTIONAL ANNEXES

Identified Emergency Response Procedures, called Functional Annexes, provide schools with a comprehensive set of guides for responding to and functioning during an emergency. These were developed using the Federal Emergency Management Administration (FEMA) Guide for Developing High Quality School Emergency Operations Plans.

Functional Annexes provide standard language and procedure and are intended to be transferable to schools statewide.

The five (5) Core Emergency Responses (Functional Annexes) are known by the acronym **SHELL** as follows:

- **Shelter-In-Place**
 - **Hold-In-Place**
 - **Evacuation**
 - **Lockout**
 - **Lockdown**
- **Shelter-In-Place - Purpose**
 - Describes courses of action when students and staff are required to remain indoors because it is safer inside the building than outside.
 - Depending on the threat, students and staff may be required to move to rooms that can be sealed (chemical or biological hazard) or rooms without windows (weather hazard).
 - **Hold-In-Place - Purpose**
 - Intended for short term emergencies to keep students and staff out of the affected area until the situation can be rectified.
 - **Evacuation - Purpose**
 - Describes the courses of action that the school will execute to evacuate school buildings and grounds. Describes courses of action when students and staff are required to vacate the buildings or grounds because it is safer outside the building than inside (fire, explosion, etc.).
 - Includes school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

- **Lockout - Purpose**
 - Describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.
 - The primary objective is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.
- **Lockdown - Purpose**
 - Describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
 - The primary objective is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.
 - A lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event.
 - Lockdown is not a stand-alone defensive strategy. In addition to hiding and staying out of sight, counterattack and escape may be safer responses.

A. Eprotection Action Options - Emergency Assistance From Local Government

Protective Action Options

In the event of an emergency including hazards, violent acts or weather related incidents, the Clarkstown Central School District may need to take protective action that requires disruption to the school environment and schedule. The decision to cancel school, to dismiss early, lockdown, shelter in place or evacuate, shall be made in cooperation with state and local emergency responders, as appropriate. The District had identified resources and partnerships with local law enforcement and government agencies to provide assistance including Clarkstown Police Dept., Rockland County Fire and Emergency Services Center personnel, local fire and emergency services units, the Red Cross, Clarkstown and Rockland County Supervisors.

- School Cancellation
- School Delay
- Early Dismissal
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
- Sheltering Sites (internal and external)
- Lockdown

The District will make every effort to provide 90 minutes notice when delaying or dismissing school, however circumstances may dictate a shorter time period.

In the event of a Lockdown or move to a Sheltering site or Evacuation location, **parents/guardians SHOULD NOT go to the site of the emergency in order to not impede buses and first responders.** The District will provide ongoing communication with detailed instructions for reunification.

Emergency Contact - The District will conduct an emergency contact audit at the start of each school year to ensure such contact is in place for each student. **Parents or guardians should immediately notify the school secretary or District registration office if they have a change of address or phone number.**

- **School Delay:**
 - Monitor any situation that may warrant school delay - Building Administrators/ Superintendent/ Safety Team
 - If conditions warrant, delay opening of school
 - Contact Transportation Supervisor to coordinate transportation issues
 - Contact local media to inform parents of delayed opening
 - Provide for safety and security of employees and students who do come to school
- **Early Dismissal:**
 - Monitor situation – Superintendent / Safety Team
 - If conditions warrant, close school – Superintendent
 - Contact Transportation Supervisor to arrange transportation
 - Contact local media to inform parents of early dismissal
 - Retain appropriate personnel until all students have been returned home
- **Evacuation**
 - Determine the level of threat – Superintendent or Designee
 - Contact Transportation Supervisor to arrange transportation
 - Clear all evacuation routes and sites prior to evacuation
 - Evacuate all employees and students to pre-arranged evacuation sites
 - Account for all student and employee population.
 - Report any missing employees or students to building principal
 - Make determination regarding early dismissal – Superintendent or Designee
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal
 - Ensure adult supervision or continued school supervision / security
 - Retain appropriate personnel until all students have been returned home
 - Students will only be released to parents or guardians as designated as emergency contacts
 - Parents will be informed of their school's reunification site
- **Sheltering Sites (internal and external)**
 - Determine the level of threat - Superintendent / Incident Commander
 - Determine location of sheltering depending on nature of incident
 - Account for all students and employees.
 - Report any missing employees or students to designee
 - Determine other occupants in the building
 - Make appropriate arrangements for human needs

- Take appropriate safety precautions
- The Superintendent or his/her designee will provide information and current
- status of the situation to parents and other inquiring parties
- Retain appropriate personnel until all students have been returned home

B. Transportation - Large Scale Evacuations

In the event of the need for a district-wide evacuation, the Clarkstown Central School District Transportation Department has emergency evacuation plans in place to provide transportation to all buildings with consideration for special needs students and those employees with mobility concerns. The District maintains a fleet of buses and other vehicles (See Appendix 7).

Transportation will work with the Clarkstown Police Emergency Services Team and Rockland BOCES to secure additional transportation resources if needed.

CCSD Transportation may also activate alternative protocols. The protocol executed will be dependent on several factors including the type and scale of the safety threat; the immediacy of the danger to students and staff, etc.

The following district locations have the potential for internal or external emergency situations:

BUILDING	EMPLOYEES	STUDENTS	TRANSPORTATION REQUIREMENTS # OF BUSES
Bardonia	56	345	11
Birchwood	58	67	4
Lakewood	56	437	12
Laurel Plains	69	349	10
Link	55	358	11
Little Tor	41	276	7
New City	69	427	11
Strawtown	55	314	8
West Nyack	56	303	8
Woodglen	66	403	13
Felix Festa Middle School	349	1859	54
Clarkstown High School North	218	1206	38

Clarkstown High School South	236	1355	39
Chestnut Grove District Offices	88	N/A	2
Transportation Offices	40 (physically in bldg)	N/A	1
Clarkstown Learning Center / Child Care Center	54	93	4

C. Special Equipment

Emergency Evacuation Chairs are available in the locations below to assist those with mobility issues in emergency evacuation situations. Staff are trained in their proper operations.

FERNO Emergency Evacuation Chairs / Contact Information: FERNO (410) 922-1911

- Current Totals
 - (4) FFMS
 - (4) SHS
 - (4) NHS
 - (1) Community Learning Center
 - SHS also has a motorized Evacuation Chair

Q. Emergency Remote Instruction Plan (See Appendix)

The Clarkstown Central School District developed an Emergency Remote Instruction Plan to provide for the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. For the purpose of the plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools.

Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

- **RECOVERY**
 - Districtwide Safety Team Support For Buildings
 - The District Wide Team will support the Building Level Emergency Response Team and the Crisis / Post – Incident Response Teams in affected schools.
 - Disaster Mental Health Services
 - A plan is in place to assist in the coordination of Disaster Mental Health Resources, in support of the Post – Incident Response Team in the affected schools. In addition to school based staff, Districtwide resources are available to include Student Assistance Counselors, Psychologists, Psychologists and outside resources.

APPENDIX 1 - REQUIRED PLAN DEVELOPMENT PROCEDURES

Clarkstown Central School District has revised the District Wide School Safety Plan in accordance with the September 2016 New York State CRR 155.17 (e) (3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement and with the New York State Police.

Committee Members - District Wide Safety Team

- Superintendent of Schools - Dr. Marc P. Baiocco (Dr. Baiocco is also a firefighter)
- Assistant Superintendent and Chief Administrative Officer - John LaNave
- Assistant Superintendent for Personnel - Jeff Sobel
- Assistant Superintendent of Curriculum and Instruction - Julie Kotler-Snider
- Assistant Superintendent of Spec. Education and Pupil Pers. Serv. - David Carlson
- Director of Business Services/Chief Emergency Officer - Maureen Sullivan
- Director of Facilities - Anthony Valenti
- Director of Transportation - Russell Carrasquillo
- Coordinator of Health Services - Sue Sherlock, F.N.P.
- Director of Athletics - Chris Serra (Dr. Serra is also a firefighter)
- Director of Food Services - Rob Preiss
- Supervisor of Pupil Personnel Services - [Erin Ginsberg](#)
- Public Information Contact - Jordana Medici
- Principal Elementary - Lisa Maher, Matthew Younghans, Annie Streif
- Principal Secondary - Deb Tarantino, Candace Reim, Mike St. John
- Principal Birchwood - Jonathan Slaybaugh
- Teachers Union President/Representative - Jonathan Wedvik
- Teaching Assistants Union President/Representative - Diane Frascone
- Clerical Union President/Representative - Maria Foiles
- District Parent (Elementary) - Julie Lent, West Nyack Elementary, Alyssa Mendys, West Nyack Elementary, Phil Rossomando, Link Elementary
- District Parent (Middle School) - Margie Jennings, Ashley Tringale FFMS
- District Parent (High School) - Angela Barry NHS, Jason Dyckman NHS, Shauna Wold, SHS, Tiffany Perciballi, SHS
- Members of Fire Districts
- Clarkstown Police Dept./School Resource Officers (SRO)/DARE Officers
Det. Lt. Thomas Ronan, Sgt. Dan Burke; SROs Officer Will Cunane- FFMS,
Officer Corey Doyle, Officer Christopher Woulfe- NHS, Officer Jay Vejnaska- NHS,
Officer Joe Caivano - SHS, Officer Thomas Rolston - SHS; DARE Officer John Mullins,
DARE Officer Kathleen Gavin)
- Members of Emergency Medical Services / Rockland Paramedics - Lt. Bernadette Frae
- Board of Education Members - David Gosman, Brian Montes, John Maltbie

APPENDIX 2 - LISTING OF ALL CLARKSTOWN CENTRAL SCHOOL DISTRICT BUILDINGS

The Clarkstown Central School District is one of 698 school districts in New York State serving a population of approximately 8,500 students, including approximately 13 percent with special education needs. The District is located in Rockland County, approximately 25 miles northwest of New York City, and covers a 31 square mile radius. It employs approximately 1,600 staff members.

Clarkstown Central School District Building Names and Locations

Bardonia Elementary 31 Bardonia Road Bardonia, NY 10954 845-639-6460 Principal Michelle Zernone	New City Elementary 60 Crestwood Drive New City, NY 10956 845-624-3467 Principal Debra Forman	Clarkstown High School South 31 Demarest Mill Road East West Nyack, NY 10994 845-624-3410 Principal Debra Tarantino
Birchwood School 214 Sickletown Road West Nyack, NY 10994 845-639-6480 Principal Jonathan Slaybaugh	Strawtown Elementary 413 Strawtown Road West Nyack, NY 10994 845-624-3473 Principal Colin Andersen	Chestnut Grove District Office 62 Old Middletown Road New City, NY 10956 845-639-6300 Superintendent Dr. Marc P. Baiocco
Lakewood Elementary 77 Lakeland Avenue Congers, NY 10920 845-639-6320 Principal Deborah Mariniello	West Nyack Elementary 661 West Nyack Road West Nyack, NY 10994 845-624-3474 Principal Annie Streiff	Clarkstown Central School District Transportation Office 30 Parrott Road West Nyack, NY 10994 Director Russell Carrasquillo (845) 639-6380
Laurel Plains Elementary 14 Teakwood Lane New City, NY 10956 845-639-6350 Principal Duane Christian	Woodglen Elementary 121 Phillips Hill Road New City, NY 10956 845-624-3417 Principal Lisa Maher	Clarkstown Learning Center 9 Lake Road Congers, NY 10920 Director Marion Arbuco (845) 639-6330 x5628
Link Elementary 51 Red Hill Road New City, NY 10956 845-624-3494 Principal Mary Bish	Felix Festa Middle School 30 Parrott Road West Nyack, NY 10994 845-624-3970 Principals Michael St. John	Clarkstown Child Care Center 9 Lake Road Congers, NY 10920 Director Sandra Condon (845) 639-5697 x 5697
Little Tor Elementary 56 Gregory Street New City, NY 10956 845-624-3471 Principal Matthew Younghans	Clarkstown High School North 151 Congers Road New City, NY 10956 845-639-6504 Principal Candace Reim	

CELL PHONE NUMBERS - SCHOOL EMERGENCIES

SCHOOL	PRINCIPAL	Cell #
Bardonia	Michelle Zernone	Redacted
Birchwood	Jonathan Slaybaugh	Redacted
Lakewood	Deborah Mariniello	Redacted
Laurel Plains	Duane Christian	Redacted
Link	Mary Bish	Redacted
Little Tor	Matthew Younghans	Redacted
New City	Debra Forman	Redacted
Strawtown	Colin Andersen	Redacted
West Nyack	Annie Streiff	Redacted
Woodglen	Lisa Maher	Redacted
FFMS	Michael St. John	Redacted
	Jacqueline Hurley	Redacted
	Max O'Casey	Redacted
	Julie Upton	Redacted
	Scott Lercher	Redacted
	Nicholas Pappas	Redacted
North HS	Candace Reim	Redacted
	Mary Patella	Redacted
	Michael Stoll	Redacted
	Angie Watt	Redacted
South HS	Debra Tarantino	Redacted
	Margaret Malloy	Redacted
	Alissa Baka	Redacted
	Julie Dahl-Jacobs	Redacted

SCHOOL EMERGENCY LEADERS AND SUPPORTING DISTRICT ADMINISTRATOR

School	Principal	Alt. In Charge	Covering Principal	Assisting Administrator	Secretary
Bardonia	Michelle Zernone	Farrah Negrin/ Alanna Otton	Colin Andersen	Jeff Sobel	Antonieta Fragias
Lakewood	Deborah Mariniello	Jean Irizarry	Deb Forman	Jeff Sobel	Theresa McCarthy
Laurel Plains	Duane Christian	Kelly Ann Kelly	Mary Bish	Jeff Sobel	Marissa Sherman
Link	Mary Bish	Lauren Fox	Duane Christian	Chris Serra	Maria Napoli
Little Tor	Matthew Youngmans	Nancy Jolly	Lisa Maher	Jeff Sobel	Jennifer Rochford
New City	Deb Forman	Evan Berardi/ Tara Prendergast	Deborah Mariniello	Erin Ginsberg	Cheryl Turkel
Strawtown	Colin Andersen	Larinda Heim	Michelle Zernone	Marianna Artale-Dougherty	Maryann Campanella
West Nyack	Annie Streiff	Nancy Gauthier	Jonathan Slaybaugh	Alexis Kearsey	Doreen Maritato
Woodglen	Lisa Maher	Marianne Strayton	Matthew Youngmans	Linda Hatfield	Helen Andromidas/Mic helle Negri
Birchwood	Jonathan Slaybaugh	March Rauch/ Chris Meyers	Annie Streiff	David Carlson	Randi Saltzman

ATHLETICS CONTACTS

Christopher Serra, Ed.D.,

Director of Health, Physical Education, Athletics, and Aquatics
Clarkstown Central School District
Felix V. Festa Middle School
30 Parrott Rd., West Nyack, NY 10994
Office: 845 624 3970 x5565 phone
Cell: Redacted

Tess Brogan

Athletics Coordinator
Clarkstown High School North
Office: 845-639-6580
Cell: Redacted

Lindsay Zekus

Athletics Coordinator
Clarkstown High School South
845-624-3490
Cell: Redacted

Transportation Contact
Russ Carrisquillo, Director
Cell: Redacted

Emil Bernardo, Asst. Director
Cell: Redacted

COMMUNICATIONS CONTACTS

Dr. Marc Baiocco
Superintendent
Jordana Medici
Assistant to the Superintendent of Schools
(845) 639-6418

Scott Saletto
Rockland BOCES
(845) 422-6209

John LaNave
Assistant Superintendent and Chief Administrative Officer
(845) 639-6472 / C: Redacted

Maureen Sullivan
Chief Emergency Officer and Director of Business Services
(845) 639-5631 / C: Redacted

Website Address : www.ccsd.edu
Twitter.com/ccsdschools
Facebook.com/ccsdschools

APPENDIX 3 - BUILDING LEVEL EMERGENCY RESPONSE PLAN SUMMARY

Commissioner's Regulation 155.17

INTRODUCTION

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Clarkstown Central School District supports the SAVE Legislation and intends to facilitate the planning process. The District Superintendent encourages and advocates on-going District Wide cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS AND GUIDELINES

A. Purpose

Each Building Level Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Clarkstown Central School District Board of Education, the principals of the schools within Clarkstown Central School District appointed Building Level Safety Teams and charged them with the development and maintenance of the Emergency Response Plan.

B. Identification of School Teams

Each Clarkstown Central School District School has developed three emergency teams:

- Building Level Safety Team
- Building Level Emergency Response Team
- Building Level Post Incident Response Team

C. Concept of Operations

- The initial response to all emergencies will be by the Emergency Response Team.
- Upon the activation of the Emergency Response Team, the District Superintendent or designee will be notified and where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by county and state resources through existing protocols.

D. Plan review and public comment

- This plan will be reviewed periodically during the year and will be maintained by the District Wide Safety Team. The required annual review will be completed on or before July 15 of each year and adopted annually by the Board of Education.
- The District Wide Safety Plan will be available for review by parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.
- Building Level Emergency Response Plans shall be confidential and shall not be 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.
- Full copies of the Building Level Emergency Response Plan will be supplied to both local and state police within 30 days of adoption.

PLAN SUMMARY

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Designation of Teams

- A Building Level Safety Team, including the members required by regulation, has been created for each building. Members of the team include: safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other personnel; and other representatives appointed by the Board of Education.
- A Building Level Emergency Response Team, including the members required by regulation, has been created for each building. Members of the team include: personnel, local law enforcement officials, representatives from local, regional, and/or state emergency response agencies; and other appropriate incident response teams.
- A Building Level Post Incident Response Team, including the members required by regulation, has been created for each building. Members of the team include: personnel; medical personnel; mental health counselors and others who can assist the community in coping with the aftermath of a serious violent incident or emergency.
- A District Behavioral Threat Assessment Team composed of the Asst. Superintendent of Special Education and Pupil Services, the Supervisor of Pupil Personnel Services, School Psychologists and other administrators meet on a regular basis to assess potential risks and intervention strategies.

B. Prevention/Intervention Strategies

- Training for emergency teams and safety officers, including de-escalation training, has been conducted as determined in the District Wide Safety Plan.
- Procedures for an annual review and the conduct of drills and exercises to test components of the buildings' plans have been developed and will be implemented.
- The District Wide Safety Plan requires annual multi-hazard training for students and staff. The building level plans describe how this training will be provided to staff and students in each building.
- At the start of each school year, the Building-Level Emergency Response Team shall identify special needs classrooms and any accommodations needed for the safe evacuation of special needs students.
- Appropriate accommodations for the school year will be incorporated into each Building-Level Emergency Response Plan.

C. Identification of Sites of Potential Emergencies

The District Wide Safety Plan requires an identification of sites of potential emergency. The Building Level Safety Teams have identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

RESPONSE

A. Assignment of Responsibilities

A chain of command consistent with the National Incident Management System

(NIMS)/Incident Command System (ICS) will be used in response to an emergency in the buildings. In the event of an emergency, the building's response team may adapt NIMS/ICS principles based on the needs of the incident.

B. Continuity of Operations

Each building will coordinate with the district safety team to plan and secure resources in order to continue operations during an emergency.

C. Access to Floor Plans

Crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the buildings' interior, grounds and road maps of the immediate surrounding area, which are included in building safety plans.

D. Notification and Activation

Internal and external communication systems have been developed that will be used in emergencies. Procedures are in place for notification and activation of the Building Level Emergency Response Plan.

E. Hazard Guidelines

The Building Level Safety Plan includes detailed multi-hazard response plans for taking actions in response to an emergency. Each building's plan includes building-specific guidelines for the following types of emergencies: Threats of Violence, Intruder, Hostage/Kidnapping, Explosive/Bomb Threat, Natural/Weather Related, Hazardous Material, Biological, School Bus Accident, Radiological, Gas Leak, Epidemic, or Others as determined by the Building Level School Safety Team.

F. Evacuation Procedures

Procedures have been developed for the safe evacuation of students, teachers, other building personnel and visitors to the buildings in the event of a serious violent incident which include at least the following:

- Evacuation before during and after hours school events (including security during evacuation)
- After hours permit holders are required to self-train on evacuation procedures.
- Evacuation routes (internal & external)
- Sheltering sites (internal & external)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students
- Other procedures as determined by the Building Level Safety Team.
-

G. Security of Crime Scene (Acronym RESPOND)

In the event of a commission of a crime on school property, procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on

school property are required by 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remains as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence. Actions are as follows:

- **Respond** - Ensure your personal safety first, then if possible, formulate a plan and make mental notes.
- **Evaluate** - Evaluate the severity of the situation, call 911 if appropriate. Identify involved parties. Be aware of weapons, hazards, and potential evidence. Don't touch anything unless absolutely necessary to preserve safety.
- **Secure** - Clear away uninvolved people. Establish a perimeter that prevents people from entering the potential crime scene.
- **Protect** - Safeguard the scene- limit and document any people entering the area. Don't use phones or bathrooms within the crime scene area. Don't eat, drink or smoke in the crime scene area.
- **Observe** - Write down your observations as soon as it is safe to do so. Record detailed information – don't rely on your memory. Notes will aid first responders upon arrival and could be utilized in court.
- **Notify** - Call 911 if not already called or police are not on scene.
- **Document** - Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture. Be prepared to provide your notes and information to the police.

H Recovery

The Building Level Emergency Response Plan will be coordinated with the statewide plan for disaster mental health services to assure that the building has access to federal, state and local mental health resources in the event of a violent incident.

Short-term actions for recovery include:

- Mental health counseling (students and staff)
- Building security
- Facility restoration
- Post-incident response critique
- Other

Long-term actions for recovery include:

- Mental health counseling (monitor for post-traumatic stress behavior)
- Building security
- Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
 - Other

APPENDIX 4 - CLARKSTOWN CENTRAL SCHOOL DISTRICT POLICY STATEMENT

POLICIES

Policies on topics related to staff/student safety and conduct can be found on the Clarkstown Central School District website: www.ccsd.edu /District Policies.

CODE OF CONDUCT

The District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a component of the District's violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures.

See: [5300 Code of Conduct https://boardpolicyonline.com/?b=clarkstown_csd&s=564512](https://boardpolicyonline.com/?b=clarkstown_csd&s=564512))

APPENDIX 5 - LISTING OF INTERNAL RESOURCES FOR CLARKSTOWN CENTRAL SCHOOL DISTRICT

Clarkstown Central School District has the following resources available during times of crisis:

- **Fuel Sources** - The Clarkstown Central School District has a number of forms of fuel sources available for emergency use. For specific information, consult building level plans.
- **Communications** - The Clarkstown Central School District has the Blackboard mass communication system for rapid email, phone, text, app, tweets and website updates. The District has a website (ccsd.edu) facebook page (facebook.com/ccsdschools), twitter feed (twitter.com/ccsdschools) and a dedicated app (download at Google Play, Apple iTunes, search "Clarkstown." Each building also has an intercom/public address system.
- **Food Service Capability** - Each building level plan lists the building's ability to provide food during times of emergencies. The Director of Food Services keeps the total number of meals available on hand at each school location, and information on how kitchen appliances are powered.
- **Vehicle List** - The list of all transportation and facilities vehicles is included in the District Safety Plan. The directors of transportation and facilities also have vehicle inventories.
- **Medical Supplies** - Each building level plan lists medical supplies available during emergencies through the health office, as well as lists of AED, Emergency Evacuation Chairs, First Aid and CPR trained staff members.
- **Gotta Go Bags** - Each Clarkstown Central School District building has Gotta Go Bags, school emergency bags that are filled with student rosters and emergency contact information. In the event of an emergency this information is also available online and accessible to building leaders and administrative district safety team members.

APPENDIX 6 - 2023-24 CPR CERTIFIED CLARKSTOWN CENTRAL SCHOOL DISTRICT EMPLOYEES

**Certification valid for 2 years*

Security - June 23, 2023

*Buckley, Dennis
Redmond, Pierce
Tracey, JoAnn
Veneziano, Connie
Dowd, Peter
O'Connor, Michael
Piacente, Tim
Kukura, Mike
Stein, Tom
Riolo, David
Tetukevich, Peter
Linehan, Gerald*

Security - June 21, 2023

*Nelson, Kim
Fiume, Michael
Alvarez, Marcos
Bacalles, Gregory
Bierker, Gerold*

Security - June 12, 2023

*Hampson, Debbie
Crespo, Concepcion
Harris, William*

Security - February 13, 2023

*Collazo, Eleuterio
Kearney, William
Mazzaro, Joseph
McTigue, Kevin
Piselli, Anthony
Rowan, Andrew
Salvador, Margie
DeCeglie, Thania
Lawrence, Andrew
Guiney, Joseph
Ronda, Anthony
Robledo, Jay
Jenkins, Milson
Guillen, Ramon
Lavore, Giuseppe
Deierlin, Craig
Cummings, Keith*

Security - June 22, 2023

*Kubanik, John
Breyfogle, Christopher
Lawson, John
Samuels, Jonathan
Squillini, John
Samuels, Robin
Beddows, Dan
Quinones, Ed
Casserly, Jill
Gonzalez, Anthony
Wysokowski, Michael
Demarco, Daren*

Security - June 20, 2023

*Davis, Jim
Lampel, Georgia
Pellechia, John
Vincente-Hackshaw, Amanda
Radice, Darlene
Rosenthal, Gail
Presotto, George
Buhler, Frank*

Security - September 28, 2022

Bennett, Chris

Buildings and Grounds - July 19, 2023

*Michael Butrico
Mark Cimino
Harold Downing
Richard Goubouth
Rodney Harty
Ashley Liz
Scott Millar
Trevor Parris
Ilvin Urena
Rodrigue Altenor
Richard DeSalvo
Bill Fitzgerald
Nestor Olang
John Sandusky
Jose Santos
Johnny Urena
Derly Lopez*

Security - July 19, 2023

*Dennis Bowman
Mario Anderson*

*Jose Caraballo
Dan Davida
Ryan Foiles
Charles Gutteridge
Stephen Hitchings
Derley Lepez
Felix Nunez
Jason Pickford
Cristal Santana
Angel Correa
Melissa Estrella
Nicholas Guglielmo
Ralph Rogue
Andy Santana
Venice Sparrow
Alvaro Vasquez*

*Gerold Bierker
Michael McCormack*

APPENDIX 7 - CLARKSTOWN CENTRAL SCHOOL DISTRICT VEHICLE ASSET LIST FLEET LIST 2023-2024

Clarkstown CSD
62 Old Middletown Road
New City, NY 10956



Policy Number: SSP CL 001

Effective Date: 07/01/2023

Expiration Date: 07/01/2024

NYSIR SCHEDULE OF VEHICLES

Seq.#	Vehicle Key	Class	Year	Make	Model	VIN	Full Glass	Rent Reimb	Tow Labo	Cost New	Comp Ded.	Coll Ded.	Annual Premium
Garage Location: 1 1: 62 Old Middletown Road, New City, NY													
1	1	69499	1986	DOOLITTLE	TRAILER	2165687	No	No	No	\$3,000	250		\$3
2	2	01479	1993	FORD	DUMP TRUCK #291	1FDXK74C6RVA06628	No	No	No	\$27,000	250		\$888
3	3	01499	1995	INTL	RACK B&G #31	1HTSCABM4SH674049	No	No	No	\$27,000	250		\$1,028
4	4	06182	2000	GMC	SW86	1GDHG31F3Y1259733	No	No	No	\$32,975	250	500	\$544
5	5	07398	2000	FORD	EXPEDITION	1FHPU16LXYL894567	Yes	Yes	Yes	\$27,795	200	500	\$1,199
6	6	01499	2001	DODGE	P/U TRUCK #22	1B7HC16XX1S206663	No	No	No	\$13,682			\$943
7	7	01499	2002	DODGE	VAN #34	2B7JB21Y92K113378	No	No	No	\$15,284	250	500	\$1,115
8	8	21479	2004	FORD	DUMP #70	1FDWF36S44EB23288	No	No	No	\$21,943	250	500	\$1,051
9	9	68499	1996	PACE	TRAILER	40LWB202OTPO31868	No	No	No	\$4,000	250	500	\$174
10	10	01499	2004	CHEV	SILVERADO	1GCEC14X34Z292884	No	No	No	\$18,231	250	500	\$1,115
11	11	06183	2005	IC	BUS # 187	4DRBUAAN45A984053	No	No	No	\$82,300	250	500	\$745
12	12	06182	2005	GMC	BUS SW 12	1GDHG31V851222891	No	No	No	\$35,918	250	500	\$544
13	13	06182	2005	GMC	BUS SW 13	1GDHG31V951223046	No	No	No	\$35,918	250	500	\$544
14	14	06182	2005	GMC	BUS SW 15	1GDHG31V151223218	No	No	No	\$35,918	250	500	\$544
15	15	06184	2006	INT	BUS #189	4DRBUAANX6B216220	No	No	No	\$86,482	250	500	\$836
16	16	06184	2006	INT	BUS #190	4DRBUAAN16B216221	No	No	No	\$86,482	250	500	\$836
17	17	06184	2006	INT	BUS #191	4DRBUAAN36B216222	No	No	No	\$86,482	250	500	\$836
18	18	06184	2006	INT	BUS #192	4DRBUAAN56B216223	No	No	No	\$86,482	250	500	\$836
19	19	06184	2006	INT	BUS #194	4DRBUAAN96B216225	No	No	No	\$86,482	250	500	\$836
20	20	06183	2006	INT	BUS #195	4DRBUAAL26B216226	No	No	No	\$99,604	250	500	\$826
21	21	06184	2007	IC	BUS #197	4DRBUAAN16B330297	No	No	No	\$83,897	250	500	\$836
22	22	06184	2007	IC	BUS #198	4DRBUAAN36B330298	No	No	No	\$83,897	250	500	\$836
23	23	06184	2005	IC	BUS #199	4DRBUAAN56B330299	No	No	No	\$83,897	250	500	\$836
24	24	06182	2006	GMC	VAN SW#18	1GDHG31V961218463	No	No	No	\$37,813	250	500	\$544
25	25	06182	2006	GMC	VAN SW#17	1GDHG31V061217458	No	No	No	\$37,813	250	500	\$544
26	26	06182	2006	GMC	VAN SW#16	1GDHG31V161217629	No	No	No	\$37,813	250	500	\$544
27	27	01499	2006	FORD	VAN	1FDWE35L06DB03593	No	No	No	\$24,709	250	500	\$1,148
28	28	06184	2007	IC	BUS #204	4DRBUAAN77A398336	No	No	No	\$87,452	250	500	\$836

Clarkstown CSD
62 Old Middletown Road
New City, NY 10956



Policy Number: SSP CL 001
Effective Date: 07/01/2023
Expiration Date: 07/01/2024

NYSIR SCHEDULE OF VEHICLES

Seq.#	Vehicle Key	Class	Year	Make	Model	VIN	Full Glass	Rent Reimb	Tow Labo	Cost New	Comp Ded.	Coll Ded.	Annual Premium
59	59	01499	2009	DODGE	Ram	3D6WH46T99G558184	No	No	No	\$24,673	250	500	\$1,148
60	60	06182	2010	Chevy	Bus SW30	1GD3G2AA5A1105278	No	No	No	\$40,720	250	500	\$609
61	61	06182	2010	Chevy	Bus SW31	1GD3G2AA8A1104819	No	No	No	\$40,720	250	500	\$609
62	62	06182	2010	Chevy	Bus SW32	1GD3G2AAXA1105311	No	No	No	\$40,720	250	500	\$609
63	63	06182	2010	Chevy	Bus SW33	1GD3G2AA9A1105459	No	No	No	\$40,720	250	500	\$609
64	64	06182	2010	Chevy	Bus SW34	1GD3G2AA7A1105458	No	No	No	\$40,720	250	500	\$609
65	65	06182	2010	Chevy	Bus SW35	1GD3G2AA7A1105122	No	No	No	\$40,720	250	500	\$609
66	66	06182	2010	Chevy	Bus SW37	1GD3G2AAXA1105101	No	No	No	\$40,720	250	500	\$609
67	67	06182	2010	Chevy	Bus SW38	1GD3G2AA6A1105211	No	No	No	\$40,720	250	500	\$609
68	68	06182	2010	Chevy	Bus SW39	1GD3G2AA6A1104818	No	No	No	\$40,720	250	500	\$609
69	69	06184	2012	International	IC Bus	4DRBUAAN2CB636775	No	No	No	\$104,574	250	500	\$917
70	70	06184	2012	International	IC Bus	4DRBUAAN4CB636776	No	No	No	\$104,574	250	500	\$917
71	71	06184	2012	International	IC Bus	4DRBUAAN6CB636777	No	No	No	\$104,574	250	500	\$917
72	72	06184	2012	International	IC Bus	4DRBUAAN8CB636778	No	No	No	\$104,574	250	500	\$917
73	73	06184	2012	International	IC Bus	4DRBUAANXCB636779	No	No	No	\$104,574	250	500	\$917
74	74	06184	2012	International	IC Bus	4DRBUAAN6CB636780	No	No	No	\$104,574	250	500	\$917
75	75	21499	2012	Chevrolet	Silverado	1GB3KZCG5CZ204981	No	No	No	\$31,495	250	500	\$1,242
76	76	06182	2012	Starcraft	Quest Bus	1GD072BA9C1146968	No	No	No	\$45,776	250	500	\$609
77	77	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BAXD1164578	No	No	No	\$40,544	250	500	\$609
78	78	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BA3D1164941	No	No	No	\$40,544	250	500	\$609
79	79	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BA9D1164961	No	No	No	\$40,544	250	500	\$609
80	80	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BA6D1165422	No	No	No	\$40,544	250	500	\$609
81	81	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BA3D1165460	No	No	No	\$40,544	250	500	\$609
82	82	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BAXD1164712	No	No	No	\$40,544	250	500	\$609
83	83	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BA5D1164858	No	No	No	\$40,544	250	500	\$609
84	84	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BA2D1163831	No	No	No	\$40,544	250	500	\$609
85	85	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BA0D1166226	No	No	No	\$40,544	250	500	\$609
86	86	06182	2013	Chevrolet	Trans Tech Bus	1GB3G2BA1D1166302	No	No	No	\$40,544	250	500	\$609
87	87	06182	2013	Chevrolet	Express Van	1GB3G2BA5D1171261	No	No	No	\$31,786	250	500	\$544
88	88	01479	2015	FORD	F350	1FTWF3D69FEA83111	No	No	No	\$38,425	250	500	\$1,165

Clarkstown CSD
62 Old Middletown Road
New City, NY 10956



Policy Number: SSP CL 001

Effective Date: 07/01/2023

Expiration Date: 07/01/2024

NYSIR SCHEDULE OF VEHICLES

Seq.#	Vehicle Key	Class	Year	Make	Model	VIN	Full Glass	Rent Reimb	Tow Labo	Cost New	Comp Ded.	Coll Ded.	Annual Premium
118	118	06182	2019	Ford	Bus #SW58	1FDES8PM6JKB35444	No	No	No	\$55,107	250	500	\$550
119	119	06182	2019	Ford	Bus #SW59	1FDES8PM8JKB35445	No	No	No	\$55,107	250	500	\$550
120	120	06182	2019	Ford	Bus #SW60	1FDES8PMXJKB35446	No	No	No	\$55,107	250	500	\$550
121	121	06182	2019	Ford	Bus #SW61	1FDES8PM1JKB35447	No	No	No	\$55,107	250	500	\$550
122	122	06182	2019	Ford	Bus #SW62	1FDES8PM3JKB35448	No	No	No	\$55,107	250	500	\$550
123	123	68499	2018	Sure Trac	Trailer	5JW1U162XJ1220159	No	No	No	\$3,960	250	500	\$174
124	124	07906	2019	Motor Electric Veh	EBB4PFF	1G9AE43G1KA493003	No	No	No	\$20,000	250	500	\$473
125	125	06182	2017	Chevrolet	Bus #SW36	1GB3GRBF0H1271701	No	No	No	\$47,067	250	500	\$527
126	126	06183	2019	CHEVROLET	Bus #256	1HA6GUBGXKN001830	No	No	No	\$73,538	250	500	\$678
127	127	06182	2018	CHEVROLET	Bus #SW63	1GB3GRBP9J1260016	No	No	No	\$53,860	250	500	\$527
128	128	06182	2018	CHEVROLET	Bus #SW64	1GB3GRBP1J1259555	No	No	No	\$53,860	250	500	\$527
129	129	06182	2018	CHEVROLET	Bus #SW65	1GB3GRBP4J1260120	No	No	No	\$53,860	250	500	\$527
130	130	06182	2018	CHEVROLET	Bus #SW66	1GB3GRBP4J1259982	No	No	No	\$53,860	250	500	\$527
131	131	06182	2018	CHEVROLET	Bus #SW67	1GB3GRBP1J1258647	No	No	No	\$53,860	250	500	\$527
132	132	06182	2018	CHEVROLET	Bus #SW68	1GB3GRBP1J1258034	No	No	No	\$53,860	250	500	\$527
133	133	06182	2018	CHEVROLET	Bus #SW70	1GB3GRBP6J1257798	No	No	No	\$53,860	250	500	\$527
134	134	06182	2018	CHEVROLET	Bus #SW71	1GB3GRBP9J1291704	No	No	No	\$53,860	250	500	\$527
135	135	06182	2018	CHEVROLET	Bus #SW72	1GB3GRBP1J1292474	No	No	No	\$53,860	250	500	\$527
136	136	06182	2018	CHEVROLET	Bus #SW73	1GB3GRBP3J1292122	No	No	No	\$53,860	250	500	\$527
137	137	06182	2018	CHEVROLET	Bus #SW74	1GB3GRBP4J1291822	No	No	No	\$53,860	250	500	\$527
138	138	06184	2019	IC CORPORATION	Bus #240	4DRBUC8N7KB346127	No	No	No	\$106,520	250	500	\$840
139	139	06184	2019	IC CORPORATION	Bus #242	4DRBUC8N0KB346129	No	No	No	\$106,520	250	500	\$840
140	140	06184	2019	IC	Bus #243	4DRBUC8N7KB346130	No	No	No	\$106,520	250	500	\$840
141	141	06184	2019	IC	Bus #244	4DRBUC8N9KB346131	No	No	No	\$106,520	250	500	\$840
142	142	06184	2019	IC	Bus #245	4DRBUC8N0KB346132	No	No	No	\$106,520	250	500	\$840
143	143	06184	2019	IC	Bus #247	4DRBUC8N4KB346134	No	No	No	\$106,520	250	500	\$840
144	144	06184	2019	IC	Bus #248	4DRBUC8N6KB346135	No	No	No	\$106,520	250	500	\$840
145	145	06184	2019	IC	Bus #249	4DRBUC8N8KB346136	No	No	No	\$106,520	250	500	\$840

Clarkstown CSD
62 Old Middletown Road
New City, NY 10956



Policy Number: SSP CL 001
Effective Date: 07/01/2023
Expiration Date: 07/01/2024

NYSIR SCHEDULE OF VEHICLES

Seq.#	Vehicle Key	Class	Year	Make	Model	VIN	Full Glass	Rent Reimb	Tow Labo	Cost New	Comp Ded.	Coll Ded.	Annual Premium
146	146	06184	2019	IC	Bus #250	4DRBUC8N7KB346144	No	No	No	\$106,520	250	500	\$840
147	147	06184	2019	IC	Bus #251	4DRBUC8N9KB346145	No	No	No	\$106,520	250	500	\$840
148	148	06184	2019	IC	Bus #252	4DRBUC8N0KB346146	No	No	No	\$106,520	250	500	\$840
149	149	06184	2019	IC	Bus #253	4DRBUC8N6KB346149	No	No	No	\$106,520	250	500	\$840
150	150	06184	2019	IC	Bus #254	4DRBUC8N2KB346150	No	No	No	\$106,520	250	500	\$840
151	151	06184	2019	IC	Bus #255	4DRBUC8N4KB346151	No	No	No	\$106,520	250	500	\$840
152	152	06184	2019	IC	Bus #235	4DRBUC8N7KB344877	No	No	No	\$106,520	250	500	\$840
153	153	06184	2019	IC	Bus #236	4DRBUC8N9KB344878	No	No	No	\$106,520	250	500	\$840
154	154	06184	2019	IC	Bus #237	4DRBUC8N0KB344879	No	No	No	\$106,520	250	500	\$840
155	155	06184	2019	IC	Bus #238	4DRBUC8N7KB344880	No	No	No	\$106,520	250	500	\$840
156	156	06184	2019	IC	Bus #239	4DRBUC8N9KB344881	No	No	No	\$106,520	250	500	\$840
157	157	06184	2019	IC	Bus #241	4DRBUC8N9KB346128	No	No	No	\$106,520	250	500	\$840
158	158	06183	2018	TRANS TECH	BUS	1GB3GRBF2H1205893	No	No	No	\$498,577	250	500	\$719
159	159	68499	2020	Integrity	Trailer	55NBE2028L1008329	No	No	No	\$3,960	250	500	\$180
160	160	01499	2020	FORD	F250	1FTBF2B63LEE37602	No	No	No	\$36,825	250	500	\$1,339
161	161	07398	2022	CHEVROLET	TRAVERSE	1GNEVLKW9NJ181800	Yes	Yes	Yes	\$34,996	200	500	\$1,408
162	162	07398	2005	CHEVROLET	SUBURBAN #SW-11	3GN GK26U75G190436	Yes	Yes	Yes	\$32,627	200	500	\$1,199
163	163	01499	2001	GMC	VAN #UV-14	1GDHG31F811207911	No	No	No	\$32,654	250	500	\$1,244
164	164	06184	2017	IC	BUS	4DRBUC8N0HB722563	No	No	No	\$106,520	250	500	\$917
165	165	06184	2017	IC	BUS	4DRBUC8N4HB722565	No	No	No	\$106,520	250	500	\$917
166	166	06184	2017	IC	BUS	4DRBUC8N6HB722566	No	No	No	\$106,520	250	500	\$917
167	167	01499	2023	CHEVROLET	BOX Truck	1HA3GTC70PN001484	No	No	No	\$62,214	250	500	\$1,680
168	168	01499	2023	CHEVROLET	BOX Truck	1HA3GTC78PN001408	No	No	No	\$62,214	250	500	\$1,680

APPENDIX 8 - BOMB THREAT PROTOCOLS AND INSTRUCTION CARD

Bomb Threat

Each school's Building Level plan lists building specific response actions including bomb threats. Guidelines and steps follow the Department of Homeland Security (DHS) guidance as illustrated in the video "[What to Do: Bomb Threat](https://www.youtube.com/watch?v=v7JUtb-YOdg)" (<https://www.youtube.com/watch?v=v7JUtb-YOdg>)

Procedures for threats made via phone include:

- Keep the caller on the line as long as possible. Be polite and show interest to keep them talking. Avoid prompting the caller by giving specific names and locations or buildings or staff.
- DO NOT HANG UP, even if the caller does.
- If possible, signal or pass a note to other staff to listen and help notify authorities.
- Write down as much information as possible - caller ID number, the exact wording of the threat, the type of voice or behavior, etc. - that will aid investigators.
- Record the call, if possible.
- Be available for interviews with facility supervisors and/or law enforcement.
- Follow administrative or law enforcement instructions. Facility supervisors and/or law enforcement will assess the situation and provide guidance regarding a lock-down, search and/or evacuation of the facility
- Complete the Bomb Threat Checklist immediately. Acceptable versions of the checklist include the [New York State Police Bomb Threat Checklist](#) and the federal [Security Bomb Threat](#).

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the
Office for Bombing Prevention at: OBP@cisa.dhs.gov



V2

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located?
(background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information:

APPENDIX 9 - THE EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS A GUIDE FOR FAMILIES AND COMMUNITIES

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. School personnel and students, as well as parents, are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

The information that follows and such other information as may be appropriate concerning Early Warning shall be made available to all employees in a form to be determined by the Superintendent. It is the policy of the Clarkstown Central School District that employees and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled Early Warning, Timely Response: A Guide to Safe Schools and is presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. They include:

- **Social Withdrawal** - In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- **Excessive Feelings of Isolation and Being Alone** - Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- **Excessive Feelings of Rejection** - In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including

violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- **Being a Victim of Violence** - Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- **Feelings of Being Picked On and Persecuted** - The youth who feels constantly picked on, teased, bullied, singled out for ridicule and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.
- **Low School Interest and Poor Academic Performance** - Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations such as when the low achiever feels frustrated, unworthy, chastised, and denigrated, acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- **Expression of Violence in Writings and Drawings** - Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional such as a school psychologist, counselor, or other mental health specialist to determine its meaning.
- **Uncontrolled Anger** - Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- **Patterns of Impulsive and Chronic Hitting, Intimidating and Bullying Behaviors** - Children often engage in acts of shoving and mild aggression; however, some mildly aggressive behaviors such as constant hitting and bullying of others which occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- **History of Discipline Problems** - Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority,

disengage from school, and engage in aggressive behaviors with other children and adults.

- **Past History of Violent and Aggressive Behavior** - Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals or include fire setting. Youths who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- **Intolerance for Differences and Prejudicial Attitudes** - All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance when coupled with other factors may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- **Drug Use and Alcohol Use** - Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- **Affiliation with Gangs** - Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students cause fear and stress among other students. Youth who are influenced by these groups, those who emulate and copy their behavior, as well as those who become affiliated with them may adopt these values and act in violent or aggressive ways in certain situations. Gang related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- **Inappropriate Access, Possession and Use of Firearms** - Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- **Serious Threats of Violence** - Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, employees, or other individuals. Usually, imminent warning signs are evident to more than one employee member--as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

Threat Assessment

Purpose - To establish procedures for conducting threat assessments in response to student threats of violence.

Definitions - A threat is an expression of intent to harm someone that may be spoken, written, or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual or prospective victim is aware of the threat existing in any fashion, whether orally, visually, in writing, or electronically. A threat assessment is a procedure to identify potentially dangerous or violent situations and resolve them.

- **A transient threat** is a threat that does not express a lasting intent to harm someone. A threat is transient only if it can be quickly and easily resolved and no longer exists.
- **A serious substantive threat** is a threat that expresses a continuing intent to assault someone.
- **A very serious substantive threat** is a threat that involves using a weapon or a threat to kill, rape, or inflict severe injury to someone.

Procedures

A threat assessment may be conducted if a student makes an explicit or implicit threat, or if the

student's behavior indicates that a threat is reasonably likely. The goal of the threat assessment is to provide assistance to the student being assessed, to support victims or potential victims, and to take appropriate preventive or corrective measures to maintain a safe and secure school environment. A threat assessment is not a disciplinary action, and is not a prerequisite to disciplinary action. Documents completed as part of a threat assessment may or may not be used in a disciplinary proceeding.

Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include the age of the child and the context of the threat or remark.

The student who communicated the threat, the recipient(s) of the threat, and witnesses shall be interviewed to obtain specific information regarding the threat, in accordance with the Threat Assessment Guidelines. The Guidelines can be found in the Model Regulations for Conducting a Threat Assessment.

When a threat is reported to the school administrator, the administrator makes a preliminary determination of the seriousness of the threat. If it can be determined that the threat is a transient threat and has been resolved, the Threat Assessment Documentation may be completed at the administrator's discretion. If the threat has not been resolved, the Threat Assessment Documentation and Threat Assessment and Response Summary Sheet forms shall be completed.

In every instance in which a threat against a student is not immediately resolved, the school administrator shall notify the parent/guardian of the student who made the threat. The school administrator shall also notify any identifiable victims or targets of the threat. If the target is a student or students, the parent/guardians shall also be notified. If the threat is not specific about the identity of the victim(s), the school administrator shall make a determination based on the circumstances of the threat whether it is appropriate to communicate a more general notification to potential victims, such as in the form of a letter to parent/guardians. In most cases, such a letter would be appropriate to address questions and concerns that might be disruptive to learning and to solicit information that would be relevant to resolving the threat. Threat assessment and disciplinary procedures are separate processes. Regardless of whether a threat is determined to be transient, serious substantive, or very serious substantive, appropriate disciplinary procedures shall be followed.

If the threat is determined to be serious substantive or very serious substantive, the Threat Assessment Documentation and Threat Assessment and Response Summary Sheet forms and other relevant documents regarding the threat shall be maintained in the cumulative file of the student's scholastic record. If the threat is determined to be transient and the forms were completed, they may be maintained in the student's scholastic record at the administrator's discretion.

APPENDIX 10 - COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES

THREAT REPORT		
<p>A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.</p> <p>The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.</p>		
Name of person reporting threat:		Date/time threat reported:
Affiliation of person reporting threat: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other:		
Name of person receiving the report:		
INCIDENT or BEHAVIOR OF CONCERN		
Name of person making threat:		Date/time threat made:
Affiliation of person making threat: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other:		Status: <input type="checkbox"/> Current <input type="checkbox"/> Former
Identification: <input type="checkbox"/> Male <input type="checkbox"/> Female Age: Grade, if student: School program, if student:		
Emergency Contact:		Relationship:
Home Address:		Phone:
Location threat occurred: <input type="checkbox"/> School Building or Grounds <input type="checkbox"/> School Bus/Other Travel <input type="checkbox"/> School-Sponsored Activity <input type="checkbox"/> Digital communication such as text or post <input type="checkbox"/> Other _____		
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?		
ASSESSMENT FINDINGS (All sources are not needed in most cases.)		
Sources of Information	Was Information reviewed?	Relevant Findings (use additional pages as needed)
Prior threats	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Prior discipline incidents	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Academic records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Special education records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Other records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from other schools	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from outside agencies (e.g., social services or mental health)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name	Refer to prior page for additional identifying information.
Person(s) Conducting Interview	Location, Date of Interview

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did you say? And what exactly did you do?
3. What did you mean when you said or did that?
4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)
5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		ID #	
Affiliation	<input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:	Status	<input type="checkbox"/> Current <input type="checkbox"/> Former Grade (if student):
School		Building/ Program	
Emergency Contact		Relation	
Home Address		Phone	
Person(s) Conducting Interview		Location, Date of Interview	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did (subject) say? And what exactly did (subject) do?
3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)
4. How do you feel about what (subject) said or did?
5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)
6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS		
These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.		
Threat is likely to be less serious:		
19. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
20. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
21. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
22. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
23. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
24. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Threat is likely to be more serious:		
25. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
26. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
27. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
28. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
29. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
30. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
31. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
32. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
33. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
34. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
35. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
36. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION				
Date of initial classification:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Date of change in classification, if any:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
7. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
19. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

<input type="checkbox"/>	1. Increased contact/monitoring of subject	
<input type="checkbox"/>	2. Reprimand or warning	
<input type="checkbox"/>	3. Parent conference	
<input type="checkbox"/>	4. Student apology	
<input type="checkbox"/>	5. Contacted target of threat, including parent if target is a minor	
<input type="checkbox"/>	6. Counseling (note number of meetings)	
<input type="checkbox"/>	7. Conflict mediation	
<input type="checkbox"/>	8. Schedule change	
<input type="checkbox"/>	9. Transportation change	
<input type="checkbox"/>	10. Mental health assessment	
<input type="checkbox"/>	11. Mental health services in school	
<input type="checkbox"/>	12. Mental health services outside school	
<input type="checkbox"/>	13. Assess need for special education services	
<input type="checkbox"/>	14. Review of Individualized Education Program (IEP) for students already receiving services	
<input type="checkbox"/>	15. 504 plan or modification of 504 plan.	
<input type="checkbox"/>	16. Behavior Support Plan created or modified	
<input type="checkbox"/>	17. In-school time out or suspension	
<input type="checkbox"/>	18. Out-of-school suspension (number days)	
<input type="checkbox"/>	19. Referral for expulsion	
<input type="checkbox"/>	20. Other disciplinary action	
<input type="checkbox"/>	21. Change in school placement (e.g., transfer, homebound instruction)	
<input type="checkbox"/>	22. Services for other persons affected by threat	
<input type="checkbox"/>	23. Law enforcement consulted	
<input type="checkbox"/>	24. Legal actions (e.g., arrest, detentions, charges)	
<input type="checkbox"/>	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan**Date**

Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.

Follow-up or Revision of Plan**Date**

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Personality Traits

Personality traits and behaviors that should be considered in assessing the likelihood of a student carrying out a threat include:

- A student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- Low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices;
- Poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- Lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationships, cannot accept or comes to term with humiliation or rejection;
- Injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- Depression manifested by lethargy, physical fatigue, morose or dark outlook on life, malaise, lack of interest in activities once enjoyed, unpredictable anger, generalized or excessive hatred to others, hopelessness about the future, psychomotor agitation, restlessness, inattention, sleep and eating disorders;
- Narcissism, self-centered, lacking insight to the needs/feelings of others, blames others for failure and disappointment, may embrace the role of victim, displays signs of paranoia, self-importance or grandiosity, masking feelings of unworthiness, notably thick or thin skinned;
- Alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- Dehumanizes others, fails to see others as humans, sees them as objects to be thwarted;
- Lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- Exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- Attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;
- Exaggerated/pathological need for attention, positive or negative, regardless of the circumstances;
- Externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- Masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a “non-entity” by peers;
- Anger management problems, manifested by consistent temper tantrums, melodramatic displays, brooding, sulking, seething silence, reacts out of proportion to cause, may direct anger to those who have no connection to triggering incident;
- Intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions;
- Inappropriate humor, macabre, insulting, belittling, or mean.

- Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Rigid and opinionated, judgemental and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic and reasoning;
- Demonstrates unusual interest in sensational violence;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, or others associated with violence and destruction;
- Manifests behavior that is relevant to carrying out a threat, spends an inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, classwork, time with friends.

Family Dynamics

Family dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Turbulent parent/child relationship, relationship is particularly difficult, can be uniquely evident following recent or multiple moves, loss of parent, addition of step-parent, dismisses parents' role in his/her life, evidence of violence in the home;
- Acceptance of pathological behavior, parents do not react to behavior that most would find disturbing' parents appear unable to recognize or acknowledge problems in their children, respond quite defensively to real or perceived criticism of child, parents appear unconcerned about, minimize or reject reports of inappropriate behavior by child;
- Access to weapons, family keeps guns, weapons, explosives materials in the home and accessible to the children, weapons treated carelessly, without normal safety precautions, parent or role model may handle weapons irresponsibly or use as device for intimidation;
- Lack of family intimacy or closeness;
- Student "rules the roost," few limits set for children, parents regularly submit to child's demands, student insists on an inordinate degree of privacy, and parents have little information about student activities, school life, friends, or other relationships.
- No limits or monitoring of TV or Internet, parents do not supervise, limit or monitor TV, Internet, computer use or access.

School Dynamics

- School dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:
-
- Student attachment to school, student appears detached from school, other students, teachers, and school activities;
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged;
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees;
- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding and insensitive to changes in society and the changing needs of newer students;
- Pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials;
- Code of silence, prevails among students, little trust between students and employees;
- Unsupervised computer access, access is unsupervised and unmonitored, students are able to play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making, etc.

Social Dynamics

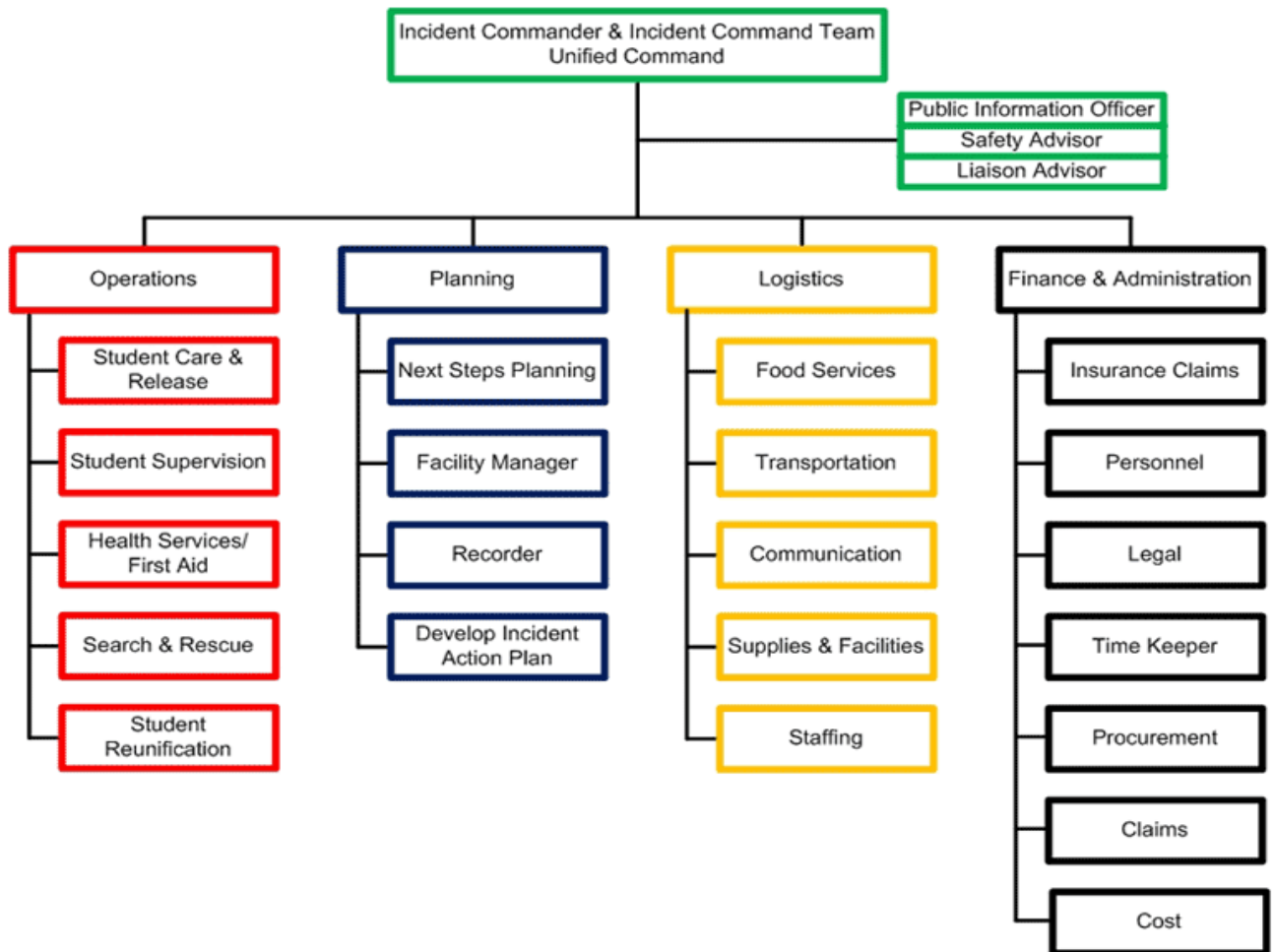
Social dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Media, entertainment and technology, easy, unmonitored access to media, entertainment and Internet sites with violent themes and images;
- Peer groups, intense and extensive involvement with a group that shares fascination with violence or extremist beliefs;
- Drugs and alcohol, knowledge of students' use of drugs or alcohol or changes in such use is important;
- Outside interests of students are important to note as they can mitigate or increase the school's level of concern in assessing a threat;
- Copycat effect, school shooting and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere, school employees should be highly vigilant in the aftermath of such incidents.

**APPENDIX 11 - CLARKSTOWN CENTRAL SCHOOL DISTRICT INCIDENT COMMAND SYSTEM
ORGANIZATION**

Title	Person Holding Position	Description of Duties
Incident Commander	Dr. Marc P. Baiocco	Person in charge at the incident and who is fully qualified to manage the incident. Sets objectives and priorities and has overall responsibility at the incident.
Operations Section Chief	John LaNave	Conducts tactical operations to carry out the plan and directs all resources. Monitors safety conditions and develops measures for ensuring the safety of personnel.
Planning Section Chief	Maureen Sullivan	Develops the action plan to accomplish the objectives and maintains resource status.
Logistics Section Chief	Anthony Valenti	Provides support to meet incident needs.
Finance/Administration Section Chief	John LaNave	Monitors costs related to incident. Provides accounting, procurement and cost analysis.
Student Section Chief	Dr. Marc P. Baiocco Julie Kotler-Snider Jeff Sobel David Carlson (Special Education)	Coordinates issues related to student care, release and reunification
Public Information Coordinators	Rockland BOCES/ John LaNave / Jordana Medici	Point of contact for the media and other organizations seeking information.
Chief Emergency Officer	Maureen Sullivan	Ensures the engagement of the District and Building Safety Team and monitors conditions to ensure all needed resources are in place and available.

Organizational Chart Template



CLARKSTOWN CENTRAL SCHOOL DISTRICT ICS TEAM ROSTER

ICS POSITION	NAME	SCHOOL TITLE	EMAIL	OFFICE PHONE	CELL PHONE
SCHOOL/SITE INCIDENT COMMANDER	Dr. Marc P. Baiocco, Jr.	Superintendent	mbaiocco@ccsd.edu	845-639-6418	Redacted
ALTERNATE	John LaNave	Assistant Superintendent	ilanave@ccsd.edu	845-639-6472	Redacted
CLARKSTOWN CENTRAL SCHOOL DISTRICT COMMUNICATIONS	Maureen Sullivan	Chief Emergency Officer	msullivan@ccsd.edu	845-639-5631	Redacted
ALTERNATE	John LaNave	Assistant Superintendent	ilanave@ccsd.edu	845-639-6472	Redacted
SAFETY ADVISOR	Maureen Sullivan	Chief Emergency Officer	msullivan@ccsd.edu	845-639-5631	Redacted
LIAISON ADVISOR	John LaNave	Assistant Superintendent	ilanave@ccsd.edu	845-639-6472	Redacted
ALTERNATE	Jordana Medici	Assistant to the Superintendent	jmedici@ccsd.edu	845-639-6418	Redacted
OPERATIONS TEAM LEADER	John LaNave	Assistant Superintendent	ilanave@ccsd.edu	845-639-6472	Redacted
ALTERNATE	Anthony Valenti	Dir of Facilities	avalenti@ccsd.edu	845-639-6434	Redacted
STUDENT CARE & RELEASE	Building Principal	See Appendix 2		845-639-6300	Redacted
ALTERNATE	Jeff Sobel	Asst. Supt.	jsobel@ccsd.edu	845-639-5616	Redacted
STUDENT SUPERVISION	Building Principal	See Appendix 2		845-639-6300	Redacted
ALTERNATE	Jeff Sobel	Asst. Supt.	jsobel@ccsd.edu	845-639-5616	Redacted
HEALTH/FIRST AID	School Nurse	Nurse	SEE LIST BELOW		Redacted
ALTERNATE	Sue Sherlock	Coordinator of Health Services	ssherlock@ccsd.edu	845-620-2016	Redacted
SEARCH & RESCUE	First Responders	Clarkstown Police/Fire	N/A	911	Redacted
ALTERNATE	Building Safety Team	Maureen Sullivan	msullivan@ccsd.edu	845-639-5631	Redacted
STUDENT REUNIFICATION	Building Principals	Principal	See Appendix 2	845-639-6300	Redacted
ALTERNATE	Jeff Sobel	Asst Supt.	jsobel@ccsd.edu	845-639-5616	Redacted

PLANNING TEAM LEADER	Maureen Sullivan	Chief Emergency Officer/Dir. of Business Services	msullivan@ccsd.edu	845-639-5631	Redacted
ALTERNATE	Anthony Valenti	Director of Facilities	avalenti@ccsd.edu	845-639-6434	Redacted
FACILITY MANAGER	Anthony Valenti	Director of Facilities	avalenti@ccsd.edu	845-639-6434	Redacted
ALTERNATE	Craig Brownsell	Facilities Supervisor	cbrownsell@ccsd.edu	845-639-6435	Redacted
RECORDER	Jordana Medici	Asst. To the Superintendent	jmedici@ccsd.edu	845-639-6418	Redacted
ALTERNATE	Colleen Weaver	Asst. to the Asst. Supt.	cweaver@ccsd.edu	845-639-6407	Redacted
DEVELOP IAP	Maureen Sullivan	Chief Emergency Officer/Dir. of Business Services	msullivan@ccsd.edu	845-639-5631	Redacted
ALTERNATE	Anthony Valenti	Dir of Facilities	avalenti@ccsd.edu	845-639-6434	Redacted
LOGISTICS TEAM LEADER	Anthony Valenti	Manager of Facilities	avalenti@ccsd.edu	845-639-6434	Redacted
ALTERNATE	Craig Brownsell	Facilities Supervisor	cbrownsell@ccsd.edu	845-639-6435	Redacted
FOOD SERVICES	Rob Preiss	Director of Food Services	rpreiss@ccsd.edu	845-639-6546	Redacted
ALTERNATE	Frank Serratore	Asst. Director of Food Services	fserratore@ccsd.edu	845-639-6546	Redacted
TRANSPORTATION	Russ Carrasquillo	Director of Transportation	rcarrasquillo@ccsd.edu	845-639-6380	Redacted
ALTERNATE	Emil Bernado	Asst. Dir. of Transportation	ebernado@ccsd.edu	845-639-6380	Redacted
SUPPLIES & FACILITIES	Tom McCormack	Maintenance Supervisor	tmccormack@ccsd.edu	845-639-6436	Redacted
ALTERNATE	Craig Brownsell	Facilities Supervisor	cbrownsell@ccsd.edu	845-639-6435	Redacted
STAFFING	Anthony Valenti	Director of Facilities	avalenti@ccsd.edu	845-639-6434	Redacted
ALTERNATE	Luisa Fiume	Conf. Secretary	lfiume@ccsd.edu	845-639-6437	Redacted

FINANCE & ADMIN TEAM LEADER	John LaNave	Asst. Supt	ilanave@ccsd.edu	845-639-6472	Redacted
ALTERNATE	N/A				Redacted
INSURANCE CLAIMS	Maureen Sullivan	Director of Business Services	msullivan@ccsd.edu	845-639-5631	Redacted
ALTERNATE	Mary Ann Reilly	Benefits Manager	Mreilly1@ccsd.edu	845-639-6432	Redacted
PERSONNEL	Jeff Sobel	Asst. Supt	jsobel@ccsd.edu	845-639-5616	Redacted
ALTERNATE	Colleen Weaver	Personnel	cweaver@ccsd.edu	845-639-6466	Redacted
LEGAL	Larry Tenenbaum	Legal Counsel	LTenenbaum@JaspanLLP.com	845-357-0036	Redacted
ALTERNATE	Tyleana Venable	Legal Counsel	tvenable@jaspanllp.com	516-746-8000 x271	Redacted
PROCUREMENT	Sabrina Alverado	Purchasing Agent	salverado@ccsd.edu	845-639-6426	Redacted
ALTERNATE	Sandra Winkler	Manager of Fiscal Services	swinkler@ccsd.edu	845-639-6443	Redacted
COST	John LaNave	Asst. Supt.	ilanave@ccsd.edu	845-639-6472	Redacted
ALTERNATE	Sandra Winkler	Manager of Fiscal Services	swinkler@ccsd.edu	845-639-6443	Redacted

Clarkstown Central School District Chain of Command

(Please Note: The chain of command is different from the Incident Command Structure)

This chain of command is meant to be a hierarchy for decision-making for normal day to day activities, not for emergencies. Should a crisis arise, the highest-ranking person in the below chain shall implement the incident command structure (ICS) on the previous page. If emergency services are necessary, Clarkstown Central School District will integrate their ICS with the municipality's ICS.

Name	Title	Office #	Cell #
Dr. Marc P. Baiocco, Jr.	District Superintendent	845.639.6418	Redacted
John LaNave	Assistant Superintendent	845.639.6472	Redacted
Jeff Sobel	Assistant Superintendent	845.639.5616	Redacted
Julie Kotler-Snider	Assistant Superintendent	845.639-6485	Redacted
Anthony Valenti	Director of Facilities	845.639.6434	Redacted
Maureen Sullivan	Chief Emergency Officer/ Director of Business Services	845.639.5631	Redacted

APPENDIX 12 - CHILD CARE PROGRAMS AT CCSD LOCATIONS

AFTER HOURS CHILD CARE FACILITIES IN CCSD BUILDINGS

The following child care facilities operate out of Clarkstown Central School District schools after school hours. With the exception of the CCSD Childcare & Early Learning Program, these are private providers and not programs sponsored by the Clarkstown Central School District.

Business Name	Address	Coordinator	Title	Cell Phone	Secondary Contact
CCSD Childcare & Early Learning Program	9 Lake Road Congers, NY 10920	Sandra Condon	Director	Redacted	845-304-0701
*JCC-Y Beyond the Bell Director	450 West Nyack Rd West Nyack, NY 10994	Rachel Appell	Special Project Coord.	Redacted	362-4400 x. 207 rachela@jccrockland.org
JCC-Y BTB @ Link Elementary School	51 Red Hill Road, New City, NY 10956	Kelli Kersh	Site Leader	Redacted	362-4400 x. 544 kellik@jccrockland.org
JCC-Y BYB@ New City Elementary School	60 Crestwood Drive, New City NY 10956	Elayna Kirschtel	Site Leader	Redacted	ncbtb@jccrockland.org
*YMCA Program Coordinator	35 South Broadway Nyack, NY 10960	Lisa Coughlin	Sr. Program Director	Redacted	643-3076 lcoughlin@rocklandymca.org
YMCA @ Bardonia Elementary	31 Bardonia Road, Bardonia, NY 10954	Rachel Goldman	Site Director	Redacted	Lisa Coughlin, Sr. Program Dir 845-642-8570
YMCA @ Lakewood Elementary	77 Lakeland Avenue, Congers, NY 10920	Sara Quituzaca	Site Director	Redacted	Lisa Coughlin, Sr. Program Dir 845-642-8570
YMCA @ Laurel Plains Elementary	14 Teakwood Lane, New City, NY 10956	Karlee Fitzpatrick	Site Director	Redacted	Lisa Coughlin, Sr. Program Dir 845-642-8570
YMCA @ Little Tor Elementary	56 Gregory Street, New City, NY 10956	Briana Price	Site Director	Redacted	Lisa Coughlin, Sr. Program Dir 845-642-8570
YMCA @ Strawtown Elementary School	413 Strawtown Rd, New City, NY 10956	Raeshawn Jemison	Site Director	Redacted	Lisa Coughlin, Sr. Program Dir 845-642-8570
YMCA @ West Nyack Elementary	661 West Nyack Rd, West Nyack, NY 10994	Lucey Rivers	Site Director	Redacted	Lisa Coughlin, Sr. Program Dir 845-642-8570
YMCA @ Woodglen Elementary	121 Phillips Hill Road, New City, NY 10956	Kenya Mclellan	Site Director	Redacted	Lisa Coughlin, Sr. Program Dir 845-642-8570
*FESTAVILLE	CLC program@ FFMS 30 Parrott Road, West Nyack, NY	Greg Mikesch	Program Director	Redacted	FestaVille@gmail.com
FESTAVILLE	CLC program@ CLC 9 Lake Road Congers, NY	Deb Mikesch	Program Director	Redacted	FestaVille@gmail.com

AFTER HOURS CHILD CARE FACILITIES IN CCSD BUILDINGS

The following child care facilities operate out of Clarkstown Central School District schools after school hours. With the exception of the CCSD Childcare & Early Learning Program, these are private providers and not programs sponsored by the Clarkstown Central School District.

Business Name	Address	Coordinator	Title	Cell Phone	Secondary Contact
CCSD Childcare & Early Learning Program	9 Lake Road Congers, NY 10920	Sandra Condon	Director	Redacted	845-304-0701
*JCC-Y Beyond the Bell Director	450 West Nyack Rd West Nyack, NY 10994	Rachel Appell	Special Project Coord.	Redacted	362-4400 x. 207 rachela@jccrockland.org
JCC-Y BTB@ Link Elementary School	51 Red Hill Road, New City, NY 10956	Kelli Kersh	Site Leader	Redacted	362-4400 x. 544 kellik@jccrockland.org
JCC-Y @ New City Elementary School	60 Crestwood Drive, New City NY 10956	Elayna Kirschtel	Site Leader	Redacted	ncbtb@jccrockland.org
*YMCA Program Coordinator	35 South Broadway Nyack, NY 10960	Lisa Coughlin	Sr. Program Director	Redacted	643-3076 lcoughlin@rocklandymc a.org
YMCA @ Bardonia Elementary	31 Bardonia Road, Bardonia, NY 10954	Rachel Goldman	Site Director	Redacted	
YMCA @ Lakewood Elementary	77 Lakeland Avenue, Congers, NY 10920	Nicole Rickli	Site Director	Redacted	
YMCA @ Laurel Plains Elementary	14 Teakwood Lane, New City, NY 10956	Karlee Fitzpatrick	Site Director	Redacted	
YMCA @ Little Tor Elementary	56 Gregory Street, New City, NY 10956	Briana Price	Site Director	Redacted	
YMCA @ Strawtown Elementary School	413 Strawtown Road, New City, NY10956	Raeshawn Jemison	Site Director	Redacted	
YMCA @ West Nyack Elementary	661 West Nyack Road, West Nyack, NY 10994	Alisa Radjabova	Site Director	Redacted	
YMCA @ Woodglen Elementary	121 Phillips Hill Road, New City, NY 10956	Kenya Mclellan	Site Director	Redacted	
*FESTAVILLE	CLC program @ FFMS 30 Parrott Road, West Nyack, NY	Greg Mikesch	Program Director	Redacted	FestaVille@gmail.com
FESTAVILLE	CLC program@ CLC 9 Lake Road Congers, NY	Deb Mikesch	Program Director	Redacted	FestaVille@gmail.com

* Contact in Blackboard "Non CCSD" Emergency Contact List

BEFORE SCHOOL CHILD CARE FACILITIES IN CCSD BUILDINGS

All elementary schools, with the exception of West Nyack, offer an “Early Riser” morning childcare program beginning at 6:45 a.m. The Early Riser Program is run by the Clarkstown Learning Center.

Emergency Contact: Marion Arbucio, Director, Community Learning Center
Cell:(845) 304-5357, marbuco@ccsd.edu

APPENDIX 13 – LOCAL RESOURCES AND TELEPHONE NUMBERS

Agency	Telephone Number	Contact Name (if applicable) and Address
Nyack Hospital	845-348-2000	160 N Midland Ave, Nyack, NY 10960
Good Samaritan Hospital of Suffern	845-368-5000	255 Lafayette Ave, Suffern, NY 10901
Clarkstown Police Dept	845-639-5800	20 Maple Ave. New City, NY 10956
Rockland County Sheriff's Department	845-638-5401	53 New Hempstead Road, New City, NY 10956
New York State Police	845-364-0200	8 Thiells Mount Ivy Road, Pomona, NY 10970
West Nyack Fire District	845-358-6377	42 Strawtown Road, West Nyack, NY 10994
Rockland County Department of Fire and Emergency Services	845-364-8800	35 Firemen's Memorial Dr. Pomona, NY 10970
BHRT MOBILE UNIT (Mental Health Emergency Response)	845-517-0400	
Rockland County Department of Mental Health	845-364-2378	Sanatorium Road, Pomona, NY 10970
Rockland County Emergency Medical Services	911 or 845-364-8922	35 Firemen's Memorial Drive, Pomona, NY 10970
Rockland County Environmental Health	845-364-2608	
Rockland County Public Health Social Work	845-364-2620	
Department of Mental Health Crisis Service	(800) 273-8255	
National Suicide Prevention Hotline	988	24 hours/7 days a week
Poison Control	1-800-222-1222	
NYS Emergency Management Office	Warning Point 457-2200 Office. 457-2222 Fax 457-9930	
Statewide School Health Services Center	Office 716-349-7632 Fax 716-352-9131	
American Red Cross	1-800-733-2767	

American Red Cross of Rockland County Chapter	1-800-272-4290	143 North Broadway, Nyack, NY 10960
Center for Disease Control	1-800-311-3435 1-404-639-3311	
NYS DEC Spill Hotline	1-800-457-7362	
Verizon	1-800-722-2300	
Orange and Rockland Utilities (Rockland Electric Co. and Pike County Light and Power Co)	1-877-434-4100 1-800-533-5325 1-877-434-4100	Customer Service Gas Emergency Hotline Power Outage
NYS Office of Victim Services	518-485-5719	Elizabeth Cronin
Clarkstown Animal Control (CPD)	845-639-5800	20 Maple Ave, New City, NY 10956

988 has been designated as the new three-digit dialing code that will route callers to the National Suicide Prevention Lifeline.

APPENDIX 14 - ALTERNATIVE PICKUP LOCATIONS FOR CLARKSTOWN CENTRAL SCHOOL DISTRICT BUSES

Each of the Clarkstown Central School District buildings, as well as the district administration office, has an identified primary and secondary emergency evacuation location. These locations are alternative sites for Clarkstown Central School District buses to pick up students and/or employees in the event that the buses cannot access a Clarkstown Central School District building/campus (i.e., due to a lockdown or police activity).

The evacuation location for each school is included in the school's building-level safety plan. Below are the locations for the Chestnut Grove District Office Building.

<u>Primary Loading Site</u>	<u>Possible Alternative Loading Site</u>
CLARKSTOWN CENTRAL SCHOOL DISTRICT 62 Old Middletown Road, New City, NY	<ul style="list-style-type: none">● Broward Drive to Jodi Lane● Hammond Place to Jodi Lane

**APPENDIX 15 - CLARKSTOWN CENTRAL SCHOOL DISTRICT
PUBLIC HEALTH EMERGENCY CONTINUATION OF OPERATIONS PLAN**

62 Old Middletown Road, New City, NY 10956

Table of Contents

Purpose, Scope, Situation Overview, and Assumptions	5
Purpose	5
Scope	5
Situation Overview	5
Planning Assumptions	6
Concept of Operations	7
Pandemic Response Leadership Team	8
Mission Essential Functions	10
Immediate Actions of the Pandemic Response Leadership Team	11
1) Activate Specific Emergency Response Procedures	11
2) Communication	11
3) Coordinate Infection Control & Increased Cleaning Measures	11
4) Coordinate Technology for Business Staff and Academic Distance Learning	11
5) Ensure District Business Operations & Key Essential Functions Continue	11
6) Personnel	12
7) Coordinate Instructional Continuity of Operations if Schools are Closed	12
8) Planning	12
9) Other Considerations	13
Social Emotional Needs	13
Athletics	13
Essential Positions	13
Reducing Risk	16
Remote Work and Staggered Shifts	16
Remote Capability Readiness	16
Meeting Capability	17
Staggered Shifts	17
PPE	18
Protocols for providing PPE include the following:	18
Identification of need for PPE based upon job duties and work location	18
Procurement	19
Storage, Access and Monitoring	19

PPE and Vendors	20
Ventilation/Water System Protocol	20
Signage	21
Staff and Visitor Exposures	23
Cleaning and Disinfecting	23
Protocols	23
Employee and Contractor Leave	25
Documentation of Work Hours and Locations	26
Housing for Essential Employees	27
Plan Definitions	28

Record of Plan Amendments

Date of Change	Description of Change	Implemented by

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requiring public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to the Clarkstown Central School District. This plan will be executed in response to a declared public health emergency in the State of New York which may impact operations; and is developed to protect the safety of CCSD employees and contractors, and to ensure the continuity of our essential operations.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was initially developed to accommodate the circumstances of the Coronavirus pandemic but has been revised to be applicable to other infectious disease outbreaks and public health emergencies.

The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees and contractors, and their families, is, as always, of utmost importance.
- There may be little or no warning that an outbreak of a highly contagious illness is about to occur.
- Vaccination production and dissemination will not occur in time to immunize significant numbers of the population. Vaccine production for a new virus is likely to take six to eight months. Antiviral medication may be in short supply.
- Illness is transmitted by human-to-human contact.
- Natural immunity to the pathogen is limited or non-existent.
- The pandemic outbreak is expected to occur in waves. The first wave is expected to last for six to eight weeks. Subsequent waves will follow with as little as 30 days between events. The impact on the school may last as long as two years.
- The disease will impact operations and all segments of the school community including students, staff, parents and suppliers of essential services and supplies.
- Impacts of a public health emergency will require planning time for appropriate response, to allow appropriate safety measures be put into place and adjustments made to operations to maximize safety.
- The community, our staff, parents and students expect CCSD to maintain a level of mission essential operations to include the provision of instruction to students.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor.
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job.

- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job.

Concept of Operations

The Superintendent of the Clarkstown Central School District, or their designee, holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation will be supported by leadership personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees and contractors of the District shall be notified by official announcement (email, mail, website, or phone) with details provided as possible and necessary, with additional information and updates provided on a regular basis. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The District will maintain communications with the public and constituents as needed throughout the implementation of this plan.

Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or their designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of the Clarkstown Central School District or their designee, will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of the Clarkstown Central School District, or their designee, will direct the resumption of normal operations or operations with modifications as necessary.

Pandemic Response Leadership Team

Upon notification of a developing pandemic or declaration of a public health emergency, the Superintendent of Schools will convene the Public Health Emergency (PHE) Response Leadership Team to serve as Incident Command, responsible for development, approval and execution of all actions and operations during the public health emergency. Pandemic Response policies and protocols will be developed in compliance with all laws, regulations and guidance issued by the State and local Departments of Health, CDC, New York State Education Department, New York State Department of Labor, state and local executives and other government agencies. The team will hold virtual planning meetings as much as practicable.

Members of the Public Health Emergency Response Leadership Team and assignments are as follows:

Superintendent of Schools	Person in charge and who is fully qualified to manage the incident. Sets objectives and priorities and has overall responsibility for handling the emergency situation.
Assistant Superintendent and Chief Administrative Officer	Conducts tactical operations to carry out the plan and directs all resources. Overall responsibility for Facilities, Transportation, Food Service, Safety, Security and Finance Office (budget, payroll, purchasing, accounts payable), monitors costs related to incident. Provides accounting, procurement and cost analysis.

Assistant Superintendent for Personnel	Responsible for safe and compliant deployment of staff. Develops staffing plans and manages employee concerns. Develops plans for emergency hiring, staffing deficiencies, needed contract MOAs.
Assistant Superintendent of Curriculum and Instruction	Develops curriculum and manages instructional delivery and issues related to student care and instruction.
Assistant Superintendent of Special Education and Pupil Personnel Services	Develops curriculum and manages instructional delivery and issues related to special needs student care. Arranges social emotional support programs and services.
Director of Business Services/Chief Emergency Officer	Ensures the development of the action plan to accomplish the objectives and coordinates with all section chiefs and field teams. Partners with the Coordinator of Health Services to develop protocols and ensure employee and staff training on safety procedures. Coordinates additional resources as needed.
Director of Facilities	Directs the facilities and maintenance operations. Develops and approves facilities emergency response, maintenance and cleaning and disinfecting protocols in compliance with health and safety guidance. Creates relevant education processes for the facilities department. Coordination of the PPE and signage stock and distribution processes.
Coordinator of Safety and Security	Provides security personnel for buildings and manages entry and exit. Ensures safety measures are followed within buildings.
Director of Transportation	Provides transportation services as needed for students, private schools, meal and tech deliveries, etc.
Asst. Director of Instructional Technology	Responsible for ensuring a successful “remote work environment.” Coordinates the inventory, deployment, and support service for districtwide student and staff technology needs.
Coordinator of Health Services	Serves as district’s chief medical officer and directs health procedures and protocols. Is the liaison to the Rockland County Department of Health (DOH) and other health agencies. Guides employees on appropriate response to illness and exposures.
Director of Athletics	Manages all activities and communications related to the district athletic programs.

Director of Food Services	Coordinates and manages provision of meal services, including during school closures as mandated, staffing and relevant employee education.
---------------------------	---

Mission Essential Functions

When confronting events that disrupt normal operations, the Clarkstown Central School District is committed to ensuring that essential functions be continued even under the most challenging circumstances.

All essential functions will operate in a manner that maintains the safety of employees, contractors, and our constituency and in compliance with CDC and New York State and Rockland County Departments of Health guidance.

The Clarkstown Central School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore full operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

- Essential functions are prioritized according to:
 - The time criticality of each essential function.
 - Interdependency of one function to others.
 - The recovery sequence of essential functions and their vital processes.

The mission essential functions for Clarkstown Central School District have been identified as outlined below.

Immediate Actions of an Public Health Emergency Response Leadership Team

1) Activate Specific Emergency Response Procedures

In accordance with our Emergency Response Plans, the team may activate the following emergency response procedures District-Wide to include:

- Shelter-in-Place
- Evacuation
- School Closure

2) Communication

- Provide notifications, status updates and any special Instructions to parents, guardians, students and staff via Blackboard Mass communication system: email, text, app, website, robo call, twitter.
- The Superintendent will be available to address media inquiries.

3) Coordinate Infection Control & Increased Cleaning Measures

Review available guidance to be informed on type, spread and symptoms of the disease.

- Create and communicate protocols to ensure essential employee safety.
- Close district buildings if necessary.
- Supply and monitor Personal Protective Equipment (PPE) for essential employees such as masks, gloves, gowns, etc..
- Ensure ample supply of tissues, waste receptacles, soap, and hand-sanitizing products.
- Prohibit or Restrict visitors to reduce facility-based transmission.
- Display notices at entry points to the buildings, advising of required preventative measures (masks, health screening, etc) and building status.

- Require health screening and collection of contact tracing information for all essential employees and contractors.
- Implement protocols for cleaning, sanitizing and disinfection with EPA-registered disinfectants that kill the specific toxin.
- Access building ventilation systems and take needed corrective actions.

4) Coordinate Technology for Business Staff and Academic Distance Learning

Be prepared to provide remote learning:

When students and staff must stay home due to a pandemic health crisis, teaching and learning will not stop. It is the district's duty to provide remote learning for students who cannot be in school for any extended period of time. The district will assess and accommodate technology needs of students and staff.

- District is 1:1 with devices for all students: K-8 Chromebooks, 9-12, Laptops.
 - IT will assess and accommodate technology needs of students and staff for connectivity, hot spots, special equipment.

5) Ensure District Business Operations & Key Essential Functions Continue

The Business Office will ensure the continuity of operations by:

- **Finance and Business Operations**
 - The continuity of business operations will be implemented in order to ensure that critical functions are maintained (i.e. payroll, accounts payable, necessary purchasing, health and safety).
- **Facilities and Safety & Security Staff**
 - Staff reports to District buildings as required to coordinate cleaning, sanitizing and disinfection operations, repairs, protection of property, and other logistics.
 - Prohibit or limit use of school facilities, cancel permits.
 - Coordinate PPE and Phone Access.
- **Food Services**
 - The District's food service will operate at staging areas to supply meals to students as required following NYS Child Nutrition guidance and NYSED guidance.
- **Transportation**
 - Staff may be required to deliver meals, technology equipment, or transport students.

6) Personnel

- Ensure sufficient staff for remote instruction and essential operations.
- Create policies for leaves and process to evaluate accommodation requests.
- Assess hiring needs.

7) Coordinate Instructional Continuity of Operations if Schools are Closed

Though not an immediate action, planning must begin as soon as possible to resume instruction remotely, including planning for services for special needs students.

8) Planning

- Develop a roadmap for decision-making moving forward.
- Reach out to Rockland BOCES for countywide planning.
- Consider reopening needs and structure workgroups to address ongoing needs:
 - Communications
 - Facilities
 - Human Relations
 - Health and Safety
 - Instruction (Elementary)/Instruction (Secondary)
 - Technology
 - Transportation
 - Food Services
 - Social Emotional Learning and Mental Health
 - Athletics

9) Other Considerations

- **Social Emotional Needs**
 - School Counselors, Student Assistance Counselors and School Psychologists should be available for students, families, staff that require crisis intervention or emotional support assistance in a confidential manner. (It is expected initially services can be provided virtually or via telephone)
- **Athletics**
 - Assess current schedules and cancel/postpone practice and events as needed.
 - Work with Section 1 to determine future scheduling.
 - Create protocols for safe engagement.

Essential Positions

Each essential function identified below requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	<ul style="list-style-type: none"> • Assistant Director of Instructional Technology • Network Administrator • Technicians 	<p>The Asst. IT Director establishes all priorities for IT tasks and organizes staff.</p> <p>The Network Administrator ensures uptime of essential equipment necessary to keep operations running and coordinates moves to secondary data centers and/or data disaster recovery in order to restore systems that may go down.</p> <p>IT staff members provide support in setting up hardware and software, network management, and help desk support and ticket escalation and resolution.</p> <p>Assesses network access needs of students and staff</p>
Facilities	<ul style="list-style-type: none"> • Director of Facilities • Facilities Supervisors • Head Custodian • Cleaners/Custodians • Maintenance Mechanics • Groundskeepers • Facilities Clerk • Mail Courier 	<p>The Director of Facilities establishes all priorities for maintenance and cleaning tasks and organizes staff.</p> <p>The Facilities Supervisors will take the lead on all directives relating to subsequent organization of staff and tasks related to building systems and will directly oversee Building Maintenance Mechanics and Ground Maintenance staff.</p> <p>The Head Custodial will take the lead on all directives relating to cleaning, sanitization, and distribution of supplies within a building and will directly oversee Cleaners and Custodians.</p> <p>The Facilities Clerk(s) will coordinate the PPE, emergency phone procedure, and signage. Ensure order and payment processes continue.</p>

Central District Office	<ul style="list-style-type: none"> • Superintendent • Asst Supt. for Business • Asst Supt of Personnel • Business Services Director • District Clerk • Treasurer • Payroll Supervisor • Payroll Clerks • Accounts Payable • Confidential Asst-Personnel 	<p>The Superintendent will oversee and coordinate all operations. He will act as the Chief Communications Officer, unless otherwise delegated. The Superintendent will work directly with the District Clerk, Asst. Supt. for Business, Emergency Services Personnel, and Building Administrators.</p> <p>The Business Office will directly oversee and coordinate all aspects of operational support services. They will work directly with the Director of Business Services, Asst. Director of Instructional Technology, Director of Facilities, Director of Transportation, Director of Food Services, Manager of Fiscal Services, and all Business Office staff in the coordination of supplies, services, payments, food services and transportation.</p> <p>Due to anticipated Board of Education actions, the District Clerk will need to coordinate agendas and virtual or onsite BOE meetings.</p>
Crisis Intervention	<ul style="list-style-type: none"> • Asst. Supt. of Special Education and Pupil Personnel Services • Student Assistance Counselors • Supervisor of Pupil Services 	<p>The Asst. Superintendent of Special Education and Pupil Personnel Services will coordinate the activation of the Crisis Intervention Team to support students, staff, and connected families regarding mental health and wellbeing as needed. It is expected that many of the counseling services can be provided remotely. Asst. Superintendent must coordinate support services for special needs students as expeditiously and safely as possible.</p>
Transportation	<ul style="list-style-type: none"> • Transportation Director • Transportation Asst. Director • Bus Drivers • Dispatchers/Clerical • Mechanics 	<p>The Transportation Director will establish priorities for transportation of students, goods, and/or services to or from student's homes or temporary places of residence. The Transportation Director and Asst. Director will coordinate drivers as necessary to accomplish the tasks as directed. Mechanics will need to continue to ensure buses are operational and meet inspection requirements. Dispatcher/Clerk may be required at times.</p>

Food Service	<ul style="list-style-type: none"> • Food Services Director • Food Service Staff • Food Service Drivers 	The Food Services Director will coordinate with vendors and the business office for supplies necessary in the event a building closure is necessary and to-go meals that may need to be provided. At all times throughout the school year, the Food Services Director will ensure at least a month's worth of supplies on hand to prepare, package, and deliver student meals.
Health Services	<ul style="list-style-type: none"> • Coordinator of Health Services • School Nurses 	The Coordinator of Health Services will serve as the chief medical advisor throughout the health crisis. Is the liaison to the Rockland County DOH and will develop and approve guidance to the field. May coordinate on-site testing with school nursing staff.
Security	<ul style="list-style-type: none"> • Coordinator of Safety and Security • Security Aides and Greeters 	The Coordinator of Safety and Security may need to arrange for security to be onsite to control entry/exit from school facilities and ensure compliance to visitor and safety protocols. Security may also assist with pick/up and drop off processes.
Instruction	<ul style="list-style-type: none"> • Asst. Superintendent for Curriculum and Instruction • Building Principals • Teachers • TAs • Pupil Services Staff 	<p>The Asst. Superintendent may need to be onsite to assess room capacity, technology needs, and other activities to ensure remote/hybrid instruction can continue.</p> <p>If directed by State officials to reopen school buildings for in-person learning, the instructional staff would be required to instruct and supervise within buildings.</p>
Clericals	<ul style="list-style-type: none"> • District Office Clericals • School Clericals 	Clerical staff may be needed onsite to assist with essential functions such as technology distribution, budget vote coordination, records requests, paperwork processing, NYSED and other reporting.

Reducing Risk

Remote Work and Staggered Shifts

The Clarkstown Central School district will seek to reduce risk during a public health emergency through multiple strategies, including assigning certain staff to work remotely and by staggering work shifts. These

efforts will promote social distancing and decrease crowding and density at work sites and on public transportation.

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so, if the public health emergency necessitates that action.

Working remotely requires:

- Remote Work Assignments
- The leadership team will identify staff who will work remotely in compliance with federal, state and local directives.
- Personnel will approve all remote work assignments.

Remote Capability Readiness

- **Electronic Equipment and Technology Devices**

Instructional Technology (IT) will deploy CCSD assets and facilitate network access to assist remote work.

IT will maintain practices and procedures that are preemptive of an emergent health emergency.

IT will install and enable the appropriate software for essential work functions.

Equipping which may include:

- a. Access to VPN and/or secure network drives
- b. Access to software and databases necessary to perform duties
- IT will maintain at all times an up-to-date inventory of devices and accessories of CCSD assets.
- IT will maintain at all times a list of vendor resources to allow for options when bulk purchasing is necessary.
- Non-essential employees can submit requests for access and support through the IT work order process.
- If an enterprise-wide solution is identified, IT will work with vendors to source the purchase, arrange for log-on credentials, and process for pick up and/or delivery of equipment in partnership with District Transportation.
- IT will ensure prior to purchase that equipment is compatible for use with student devices.
- IT will enable install and enable the appropriate software for essential work functions.
 - VPN Access to internal highly sensitive data will be provided to administrators, approved clerical, and business office staff (WinCap)
 - Web Accessible access to:
 - Google Drive/Google Suite - For all staff to access files and Google Classroom
 - eSchool - student information system
 - Blackboard - district
 - mass communication system
 - Benefits - Online access to Empire, Aetna, Delta Dental systems
 - Board Docs - Board Agenda Access to allow purchasing, hiring, emergency approvals and other actions by the Board of Education
- The Clarkstown Central School District is a “one-to-one district”, with all students in grades K-8 assigned a Chromebook, and all in Grades 9-12 a laptop.

- Alternate access to instructional material will be provided to families lacking internet access.

Telephones

- Remote access to work voicemail is available for all employees.
- Facilities will make arrangement to transfer work phone lines to mobile devices
 - Building principals will provide Facilities a list of phone and phone transfer needs by building.

Meeting Capability

- Zoom accounts (District business accounts will be established)
- Staff members will communicate and hold team meetings via Zoom.
- “Google meet” is also available for all staff who need to interact with students or other staff members remotely.

Staggered Shifts

Implementing staggered shifts for some essential personnel to alleviate overcrowding may be mandated if it is possible for certain employee groups. Regardless of changes to start and end times of shifts, assignments will be made with respect to bargaining unit contracts and agreements.

1. Department leaders will identify and prioritize work that necessitates on-site personnel. That work, where appropriate, will be divided into shifts and staggered schedules will be implemented as needed. The department director will create staggered start/end times or alternating day remote/on-site assignments assigned by priority of work function when needed. When appropriate, a shift may include both in-person and remote hours. Such arrangements may be made for:
 - a. Facilities (custodial and maintenance staff)
 - b. Payroll
 - c. Instructional Technology
 - d. Food Services
 - e. Transportation
 - f. Clerical Support (Distribution of Materials, Payroll and Accounts Payable Support, Benefits, etc.)
 - g. Security - Control of access to buildings
 - h. Other - as needed

PPE

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is another essential measure to support the health and safety of employees and contractors.

Note, that while cleaning supplies are not PPE, there may be a related need for cleaning supplies used to sanitize surfaces, and disinfect with attention paid to the ability for products to kill the pathogen causing the health emergency, as well as hand soap and hand sanitizer. Established supply chains may not be able to keep up with increased demand for these products early in the pandemic. These supplies are included in this section as they are pertinent to protecting the health and safety of employees and contractors.

Protocols for providing PPE include the following:

- Review of guidance issued by the CDC, New York State and Rockland County Departments of Health, NYSED, New York State Department of Labor and other agencies to identify PPE and cleaning needs and procedures.

Identification of need for PPE based upon job duties and work location

- A workgroup will be formed to identify PPE needs.

Members will include:

- ❖ Directors of Facilities, Business Services, Food Services and Transportation Coordinator of Health Services
- ❖ Purchasing Agent
- ❖ Asst. Superintendent for Business
- Personnel will provide a count of employees by job title.
- Data Manager will provide updated enrollment by school/grade to ensure adequate counts for student/staff PPE should in-person instruction be required during the pandemic.

Procurement

- ❖ Facilities Supervisors and Facilities Clerk

Procurement of PPE

- To mitigate supply chain disruptions in emergency situation, Facilities will maintain multiple vendor lists for key items (masks, gloves, gowns, sanitizer)
- Purchasing Agent will supply lists of vendors on state contracts, Ed Data bids, etc.
- The Facilities director will exchange information on purchasing sources with Facilities directors in Rockland County Schools.
- Outreach to third parties to aid in sourcing scarce materials:
 - [Rockland County Department of Emergency and Fire Services](#) Current Liaison - Hazardous Materials Coordinator, Emergency Rockland County Office of Fire & Emergency Services
- Fire Training Center, 35 Firemen's Memorial Dr. Pomona, NY 10970
- Phone: 845-364-8800
 - Clarkstown Police Department / Emergency Services Unit
- Current Liaison - Emergency Service Sargeant
- 20 Maple Ave., New City, NY 10956 Phone: 845-639-5800
 - Rockland BOCES
- Current Liaison - Director of Business and Operations
- 65 Parrott Road, West Nyack NY
Phone (845) 627- 4721
 - [Clarkstown Supervisor](#) (<https://www.clarkstown.gov/supervisor/>)
 - [Rockland County County Executive](#) (<https://rocklandgov.com/departments/county-executive/>)

Storage, Access and Monitoring

The district will maintain a sufficient supply of PPE to allow for immediate access in the event of an

emergency declaration.

The Facilities Department will manage and monitor stock of PPE, to ensure integrity, track usage rates, and refresh supply.

- Facilities will work with appointed PPE liaisons at all schools:
 - Facilities Head Custodians and Supervisors: Facilities and Maintenance Personnel, Vendors, District Office employees
 - Coordinator of Health Services re: PPE for school nurses
 - Directors of Transportation and Food Services
 - Building Principals (if schools are required to be in-person)
- Ordering of PPE will be based on supplying at least two pieces of each type of PPE to each essential employee during any given work shift. PPE will be supplied to contractors as agreed.
- The Director of Facilities, Facilities Supervisors and Head Custodian at the District Office will have immediate access to the PPE storage site. The Head Custodians at the school buildings control access to school inventories. The Coordinator of Health Services maintains supplies specific to the nurses and is responsible for ordering and resupply.

PPE and Vendors

- Vendors will be advised of required PPE and safety protocols to enter school buildings and do needed work.
- Facilities will ensure compliance to PPE requirements and provide access to stock if so needed.

Ventilation/Water System Protocol

1. An architecture/engineering firm completed an evaluation of the District's ventilation systems at all schools (Summer 2020) to verify systems are operational and working within NYSED guidelines.
2. All ventilation system air filters will be changed or cleaned (depending on filter type) each summer. Filters will again be serviced mid-school year.
3. HEPA filter air purifiers were purchased for each classroom, office, gym, library, music rooms and any occupied spaces within the buildings. Purifiers run continuously in all occupied classrooms and offices.
4. Water fountains will be taken out of use during a public health emergency. All schools are equipped with a bottle filling station.
5. Potable water systems are active during the summer, and all systems will be systematically flushed prior to the reopening of school.

Signage

Appropriate signage is an immediate need in a health emergency to provide guidance to essential employees and the community to prevent infection and spread of the disease.

The District will use signage developed by the CDC, NYSDOH, other public health outlets, the NYS Department of Education, and create new signs where appropriate.

Staff and Visitor Exposures

The Coordinator of Health Services will serve as the Chief Medical Officer throughout the health emergency. He or she will serve as the liaison to the Rockland County Department of Health and will consult on questions related to the public health emergency. He/she will work with school leaders to develop protocols and training materials for students and staff.

Protocols for responding to exposure or infection will be developed based on the current science and guidance from the CDC, New York State and Rockland County Departments of Health, NYSED and federal, state and local health officials.

Cleaning and Disinfecting

Protocols

In the event of a future health emergency, the Facilities Department will follow the guidance of the CDC, New York State and Rockland County Departments of Health, and the New York State Education Department. Facilities staff will be provided appropriate PPE and training on safe cleaning practices.

1. Only those disinfecting products that are approved and registered for use against the identified pathogen in NYS and identified by the EPA as effective against the identified pathogen will be used. All products will be kept out of children's reach and stored in a space with restricted access.
2. Thorough cleaning will be performed when children are not present. Spaces will be allowed to air out before children arrive, in the event schools are open.
3. A schedule for cleaning and disinfection will be developed and amended as needed. Regular input will be sought from each school to determine potential areas for additional cleaning, or needed enhancements to the cleaning program.
4. Soft and porous materials such as rugs, couches and chairs will be removed from classrooms to the greatest extent possible.
5. Single occupant desks will replace shared table spaces for students, if social distancing is required.
6. Sharing of personal items, objects, and electronic devices, toys, books, and other games or learning aids will be limited as much as possible. Students' belongings will be separated from others and in individually labeled containers or areas and ensured they are taken home and cleaned and disinfected as needed.
7. Where appropriate, schools will order supplies such as those used in Art and PE for each individual student.
8. Employees will be encouraged to self-clean individual workstations and shared spaces before and after use. Disinfecting materials will be available.
9. High touch areas on school buses will be disinfected after each run.
10. At the end of each day, all buses and vehicles will be cleaned and disinfected, from top to bottom.
11. Receptacles will be placed around the school for disposal of soiled items, including PPE.
12. Areas that were used by any sick person will be closed off and not used before cleaning and disinfection protocols are completed. To reduce the risk of exposure, facilities staff will wait 24 hours before cleaning and disinfecting, when possible. If not 24 hours, then the wait will be as long as feasible.
13. If the relevant health guidance supports the protocol, a facility that has been unoccupied for seven days or more, will only require normal routine cleaning to reopen the area.
14. CCSD will maintain cleaning and disinfection logs as required by the NYSDOH, NYSED or CDC.

The Head Custodian will be responsible for ensuring proper cleaning and disinfecting protocols are adhered to at each school location.

Employee and Contractor Leave

The Clarkstown Central School District will follow all laws, regulations and guidance issued by federal, state and local authorities regarding employee leaves, and decisions will be in keeping with bargaining unit agreements, unless modified through mutual agreement with Board approval.

Cases involving employee requests for accommodations such as remote learning assignments or extended leaves, will be reviewed on a case by case basis by the Assistant Superintendent for Personnel and the Coordinator of Health Services. Accommodations will be made based on evaluation of need and available assignments.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the Clarkstown Central School District, and as such are not provided with paid leave time, unless required by law.

In the event that non-essential employees are unable to work remotely due to federal, state or local authority directives, and no guidance is provided by such agencies regarding compensating those employees, the Superintendent of Schools will make a recommendation to the board of education for deliberation and approval. Similarly, if no guidance is given regarding compensation for leave for testing, treatment, isolation, or quarantine, the Superintendent will make a policy recommendation after consultation with the Leadership Team and area superintendents. The Assistant Superintendent for Personnel is responsible for monitoring any changes in law or regulation that impact employee compensation.

The Clarkstown Central School District leave policy will be based on New York State Law and regulation. Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor. Identification of locations shall include on-site work and off-site visits. This information would be used by Clarkstown Central School District to support contact tracing and may be shared with local public health officials.

In the event that all employees and contractors throughout the public health emergency shall be required to complete a health screening, this screening may be done through the District's Share 911 Wellness app or website, or other similar technology. Contractors would complete a paper form or google document.

Additionally, employees may be required to keep records of all locations visited throughout the workday. No person external to the employee's main work location will be permitted to enter any employee's work location without a scheduled appointment approved by their supervisor. This includes an employee of the Clarkstown Central School District who works in another location. This limits exposure and provides records of visitors and meeting locations.

Building principals must approve any visitor to a classroom, in the event schools are required to hold in-person instruction, and will keep such records.

Employees would be encouraged to work within their assigned office or work areas, and hold meetings virtually. Employee break rooms and cafeterias would be off-limits for seating, and utilized only to access food or beverages.

Contractors would be required to report to specific locations and work under the direction of a facilities or other supervisor.

Clarkstown Central School District may implement, as part of the public health emergency, additional documentation requirements for work hours, both for hourly and salaried employees, where the Clarkstown Central School District identifies the need to account for both work performed and contact tracing. This may be utilized for those employees deemed necessary to quarantine or isolate but who were not exhibiting symptoms and wish to work remotely.

The Superintendent will be responsible for making the determination as to which department or groups of employees are required to utilize such documentation and the department supervisor in partnership with Payroll and Personnel Departments, will be responsible for collecting and managing the information.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of Clarkstown Central School District's essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, Clarkstown Central School District will coordinate with the Rockland County Department of Fire and Emergency Services, Clarkstown Police Department Emergency Services Unit, Rockland BOCES, the Clarkstown Town Supervisor and the Rockland County County Executive, who can assist with this effort. The Business Official and the Directors of Business Services and Facilities will be responsible for coordinating this effort.

Public Healthcare Resource Links:

Rockland County Department of Health: <http://rocklandgov.com/departments/health/>

New York State Health Department: <https://www.health.ny.gov/>

New York State Governor: <https://www.governor.ny.gov/>

Centers for Disease Control and Prevention: <https://www.cdc.gov/>

U.S. Department of Health and Human Services: <https://www.hhs.gov/>

New York State Education Department: <http://www.nysed.gov>

New York State Department of Labor: <https://dol.ny.gov>

The World Health Organization: <https://www.who.int/>

Plan Definitions

"Personal protective equipment" ("PPE") shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

"Public employer" or "employer" shall mean the state of New York, a county, city, town, village or any other political subdivision or civil division of the state, a public authority, commission or public benefit corporation, or any other public corporation, agency, instrumentality or unit of government which exercises governmental power under the laws of this state, provided, however, that this subdivision shall not include any employer as defined in section twenty-eight hundred one-a of the education law.

"Contractor" shall mean an individual performing services as party to a contract awarded by the state of New York or any other public employer defined in paragraph b of this subdivision.

"Communicable disease" shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host."

"Essential" shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

"Non-essential" shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

APPENDIX 16 - EMERGENCY REMOTE INSTRUCTION PLAN

EMERGENCY REMOTE INSTRUCTION PLAN