

CATSKILL CENTRAL SCHOOL DISTRICT

**DISTRICT WIDE SAFETY
PLAN**

**PROJECT SAVE SAFE SCHOOLS
AGAINST VIOLENCE IN EDUCATION**

2022-2023

CATSKILL CENTRAL SCHOOL DISTRICT

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Ms. Lissa Jilek
School Business Official

Dr. Dan Wilson
Assistant to the Superintendent for Special Education

Mr. William Muirhead
Director of Transportation and Food Services

Legal Counsel
Hogan, Sarzynski, Lynch, DeWind & Gregory, LLP

BE IT RESOLVED, that the following individuals be appointed to the SAVE Committee for the 2022-23 school year, as recommended by the Superintendent:

TBA	Board Member
TBA	Board Member
Mr. Thomas Bongiovi	Interim Superintendent of Schools
Ms. Gina Berzal	CSEA President
Ms. Heather Bradt	Assistant Principal at CHS
Ms. Stacy Connor	Assistant Principal at CES
Chief David Darling	Catskill Police Department
Ms. Stacy Hallam	Kindergarten Teacher
Ms. Holly Hebb	Nurse
Mr. John Holt	Catskill Fire Department
Mr. Paul Irvis	Math Teacher
Ms. Lissa Jilek	School Business Official
Mr. Eric Joyce	Athletic Director/ Phys. Ed. Teacher
Ms. Tammi Kellenbenz	President of the Teachers Association
Mr. Don Marino	Technology
Mr. Bill Muirhead	Director of Food Service and Transportation
Mr. Don Osborn	Monitor
Ms. Kerry Overbaugh	Catskill Middle School Principal & President of the Administrators Association
TBA	Questar III Health and Safety Liaison
Mr. Michael Provenzano	Director of Facilities and Operations
Mr. Chris Quinn	Catskill Security LLC
Mr. John Rivers	Catskill Elementary Principal
Mr. Junait Shah	Catskill High School Principal
Mr. Dave Taylor	Social Studies Teacher
Ms. Payge DiMasi	Parent
Ms. Lisa Van Dyke	Reading Specialist
Dr. Dan Wilson	Assistant to the Superintendent for Special Education
Ms. Annie Coager	Assistant Principal at CMS

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INTRODUCTION

School districts are at risk of acts of violence, natural and manmade disasters, and other emergencies that must be addressed in an expeditious and effective manner. To address these emergencies 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, intervention, response, and recovery with respect to a variety of emergencies in schools. Pursuant to the Project SAVE legislation and regulation 155.17 of the New York State Commissioner, the Catskill Central School District Superintendent and Board of Education convened a District-wide SAVE Committee of school community stakeholders and charged it with the development and maintenance of the District-wide School Safety Plan and Building-level Emergency Response Plans for each building.

The District-wide School Safety Plan outlines the implementation of steps to be taken in order to ensure the safety of students, staff, and visitors in each building. This Plan includes the recommendations of the Catskill Police Department and is based on information, guidelines, and recommendations contained in the following documents:

TITLE	AGENCY
<i>New York State Homeland Security System for Schools</i>	The New York State Office of Homeland Security
<i>The New York State School Safety Guide</i>	The New York State Police
<i>Early Warning, Early Response: A Guide to Safe Schools</i>	The United States Education Department
<i>The Guidance Document for School Safety Plans</i>	The New York State Education Department
<i>Best Practices for School Safety and Security</i>	The New York State Office of Homeland Security; The New York State Police; The New York State Education Department; State Emergency Management Office

The District-wide School Safety Plan includes all Building-level Emergency Response Plans and is the guiding factor for responding to all emergencies. All emergency response procedures will be implemented as necessitated by the circumstance at hand. The most important component of preparedness is ongoing drills and practices in order to optimize the efficient and effective implementation of emergency response procedures.

SECTION I: PLAN GUIDELINES

District-wide School Safety Plan Review and Comments

This Plan will be reviewed and updated annually by July 1st of each school year and will be maintained by the Superintendent. Copies will be kept in the Superintendent's Office as well as in the School Business Office, the Director of Special Education and with the Catskill Police Department, and the New York State Police.

The District-wide School Safety Plan will be formally adopted by the Board of Education pursuant to Regulation 155.17 and will be made available for public comment at least thirty days prior to its adoption by the Board of Education. At least one public hearing will be held prior to adoption of the plan and will provide for the participation of school personnel, parents, students and any other interested parties. The plan will be filed with the Commissioner of Education no later than thirty days after its adoption.

A complete copy of the District-wide School Safety Plan will be given to both the local emergency responders and the State Police within 30 days of adoption by the Board of Education. The District's Chief Emergency Officer will forward local and state police copies of the District-Wide and Building Level Emergency Response Plans following adoption and/or modifications.

The District shall take action to provide written information by September 15th of each school year to all students and staff about emergency procedures.

Purpose

The District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17 by the District SAVE Committee which is responsible for developing and maintaining the plan.

Concept of Operations

All emergency response procedures will be implemented as necessitated by the circumstance at hand. The most important component of preparedness is ongoing drills and practices in order to optimize the efficient and effective implementation of emergency response procedures.

All initial responses at the school will be by the Building-level School Emergency Response Team. Emergencies may include fire, explosions, chemical spills, medical emergencies, severe weather, building safety situations, school emergencies, civil disturbances, evacuations, and other threats to the safety of the school community.

- The Superintendent will be notified immediately when the school emergency response team has been activated.

- During an emergency, the school emergency response team will immediately mobilize, provide needed assistance or report to the school command post and coordinate with school incident commander (or coordinate by radio if necessary).
- The Automated External Defibrillator (AED) Team will respond to medical emergencies as needed.
- Response efforts may be supplemented by local, county, and state resources (i.e. police, fire department, EMS, County Sheriff and the State Police) as needed.
- The Building-level School Post Incident Response Team will assist the school community in dealing with the aftermath of a violent, traumatic, or tragic incident, and will coordinate with the Greene County Department of Mental Health and Hygiene, BOCES, the New York State Center for School Safety, and New York State Mental Health Services.

Chief Emergency Officer

On May 19, 2016, an amendment was made to Education Law § 2801-a: School Safety Plans. The amendments require district-wide safety plans to include the designation of a chief emergency officer who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district-level safety plan. The chief emergency officer shall also be responsible for ensuring completion and yearly update of building-level emergency response plans. The designated chief emergency officer is:

CHIEF EMERGENCY OFFICER

Name	Phone Number	Email Address
Mr. Thomas Bongiovi	(518) 943-4696	tbongiovi@catskillcsd.org

A copy of the District-Wide Safety Plan can be found at www.catskillcsd.org.

ARMED SECURITY AND SCHOOL RESOURCE OFFICERS

Are contracted by the Superintendent of Schools and the Board of Education

- Reports directly to the Superintendent of Schools and Board of Education.
- Works directly with the Superintendent to ensure that all students, staff and visitors are safe at all times.
- Not responsible for day to day discipline situations.

SECTION II: RISK REDUCTION, PREVENTION, AND INTERVENTION

The District-wide School Safety Plan includes strategies for prevention, intervention, and recovery initiatives designed to improve communication among students and between students and staff. Using Early Warning Timely Response: A Guide to Safe Schools, by the US Department of Education, the District will support activities, establish programs, and implement training initiatives that are based on identifying the early warning signs of school violence. Such programs may include youth-run programs, peer mediation, conflict resolution, and mentoring. Strategies for student management as well as ongoing training and practice for school emergencies are essential components of risk reduction and emergency response preparedness.

PART 1: Early Detection and Prevention of Potentially Violent Behaviors

Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports (PBIS) is a systems change method that promotes positive behaviors in students in classroom settings and outside of classroom settings. It is an all-encompassing system of behavior management where all parties involved agree upon desirable and undesirable school-based behaviors, so that behavior management is not produced in an isolated manner. Instead, all students in a school are accountable, with support, to behave in ways that positively affect them personally, academically, socially, and from a health perspective. PBIS is also designed to positively affect student behavior and student quality of life.

The US Department of Education and Office of Special Education Programs have identified PBIS as a required technique for identifying, adapting, and sustaining effective school-wide disciplinary practices. Research has shown that schools that establish PBIS practices:

- Are less reactive, aversive, dangerous, and exclusionary
- Are more engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues
- Improve supports for students who are at risk or identified as requiring more specialized assistance
- Maximize academic engagement and achievement for all students

The Catskill Central School District is developing PBIS plans for each school building.

Functional Behavior Assessments and Individual Behavior Intervention Plans

Sections 200.1, 200.4 and 200.22 of the Regulations of the Commissioner of Education establish standards for assessment of student behaviors, behavior intervention plans, and the use of emergency intervention. These regulations require school districts to conduct individual Functional Behavior Assessments (FBA) for students who have a routine pattern of undesirable behaviors or single significant behavioral events that identify them as at risk of classification or a more restrictive environment.

The FBA process requires a multidisciplinary team of professionals to identify why the undesirable behavior is occurring and what in the environment is sustaining or contributing to the behavior. The process leads to the development of a Behavior Intervention Plan (BIP) which prescribes an intervention that is disseminated to all individuals working with the student and a timeline for monitoring progress.

The FBA process is conducted by the Instructional Support Team (IST) and may involve the parents, student, and any member of the faculty who has knowledge that would contribute to the development of an effective intervention.

PART 2: Student Management

Hall Sweeps Process - Catskill High School

Hall Sweeps can be effective in removing students from the hall and identifying repeated offenders who require additional support. As needed, building administration and hall monitors will identify students found in the hall without a pass after the bell. These students will be assigned a consequence for lateness. Additional intervention may be provided as necessary.

Teacher Removal Process

The In-School Suspension (ISS) room will be used to house students removed by the classroom teacher through the Teacher Removal Process until a building administrator is able to review the disciplinary event leading to the removal and determine a follow-up course of action. The follow-up action may be determined to be supportive in nature and treated as an opportunity to counsel and teach pro-social skills or may be determined to require a more punitive consequence or restitution based response.

Removal of a Student from the Classroom

The District has determined that certain acts of misconduct interfere with instruction and/or the safety and welfare of students and staff. Although some incidents of misconduct may require removal from the classroom or suspension from school, effort will be made to deal with misconduct without removal from the classroom or suspension from school. However, no child will be allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students and visitors. Early in the academic year, teachers will make every effort to familiarize themselves with all available information and records about the program placement of every student in their classes. A wide range of behavior modification interventions and time-honored management techniques should support students in all of the educational programs, and teacher removal of a disruptive student should only be done following application of these interventions. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques.

A classroom teacher may remove a disruptive student for up to two days from his/her classroom when the student substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. "Substantially disruptive" shall mean that the course of instruction has to be discontinued such that it significantly breaks the continuity of the lesson, in order to address the disruptive conduct of the student. "Substantially interferes" with the teacher's authority over the classroom shall mean that the student has been insubordinate to the teacher in the presence of the class and has failed to obey the teacher's directives to cease and desist.

If the teacher finds that the pupil's continued presence in the classroom does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption to the academic process, the teacher shall, prior to removing the student from the classroom, provide the student with an explanation of the basis for the proposed removal and allow the pupil to informally present the pupil's version of relevant events.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain within 24 hours to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events.

The teacher must immediately notify a building administrator or designee and complete a district-established disciplinary removal form.

The principal or designee must inform the student's parent of the removal and the reasons therefore within 24 hours of the student's removal. Upon request, the student and or his/her parent must be given an opportunity for an informal conference with the Principal or designee to discuss the reasons for removal. If the parent, upon notification by the authorized administrator, requests an informal conference, the teacher is obliged to be present at the conference, provided the teacher is given reasonable advance notice and the conference takes place during the regular work day.

If, at the informal meeting, the student denies the charges, the building administrator or designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. Parent(s) and/or the student have an opportunity to disagree. The informal conference must be held within 48-hours of the student's removal. If such 48-hour period were to terminate on a day in which school is not in session, such meeting shall be scheduled as soon as possible on the next school day. The timing of the informal meeting may be extended by mutual agreement of the parent and building administrator. The authorized administrator must decide to uphold or reverse the removal before the end of the following school day. The authorized administrator must notify the teacher and parent(s) of this decision in writing.

The Principal may overturn the removal of the student from class if the authorized administrator finds any one of the following:

- the charges against the student are not supported by substantial evidence
- the student's removal is otherwise in violation of law, including the District's Code of Conduct
- the conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed

The building administrator or designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by teacher will be permitted to return to the classroom until the building administrator makes a final determination, or the period of removal expires, whichever is sooner.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. In the event of teacher removal of a disruptive student in accordance with the Code of Conduct, continued educational programming will be provided as soon as practical.

Each teacher must keep a record for all cases of removal of students from his or her class. The building administrator must also keep records of all removals of students from class.

In-School Suspension

In-School Suspension (ISS) is a consequence for undesirable school based behavior that allows the student to continue to receive academic instruction in the education environment. When a student receives In School Suspension, he or she is removed from the mainstream classroom environment and put into the ISS room, which is supervised by a teacher and/or a teaching assistant. For the duration of the suspension, the student reports to the ISS room, where he or she is expected to complete assignments provided by classroom teachers.

Unlike the consequence of Out-of-School Suspension (OSS), a disciplinary consequence of ISS provides appropriate supervision of the student during the school day and allows the student to maintain an academic routine. It also allows the building-level support staff, faculty, and administration the opportunity to debrief, provide counseling and support to the student and family, or to develop plans for restitution related to the disciplinary event. It is important to note that some behaviors automatically warrant OSS.

General Emergency Response Planning

The District-wide School Safety Plan will provide the framework for the Building-Level Emergency Response Plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses will be used to assist school employees, students, parents and emergency responders in learning one system that can be used in any of the **Catskill Central Schools**. This is particularly beneficial as students move from elementary to the middle-senior high school, and as full-time, part-time and substitute employees travel between the schools.

A. Identification of Sites of Potential Emergency:

- The district-wide school safety team in conjunction with local officials has identified areas outside of school property that may impact a district facility during an emergency. Factors that were considered include population, presence of hazardous materials, potential for emergency based on national trends and proximity to district property.
- A list of areas has been identified as having the potential to impact within the district. This list has been created for reference and awareness. This list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the Building-level Emergency Response Plans.
- The district team has recognized that there are many factors that could cause an emergency in our schools and facilities within the district. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the Building-level Emergency Response Plans.

B. The district has developed multi-hazard response guides. These guidelines are located in the Building-level Emergency Response Plans and are in ICS (Incident Command System) format. Plans for taking the following actions in response to an emergency where appropriate are, including but not limited to:

- Initial Actions
- Command Post Location (primary and secondary)
- School Cancellation
- Early Dismissal
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes) * Evacuation/Relocation Sites (internal and external)
- Shelter in Place
- Lockdown
- Relocation
- Duck & Cover

Emergencies include, but are not limited to:

Air Pollution	Fire Alarm	Activation
Anthrax/Biological	Flood	Severe Weather Emergency
Aviation Crash	Heating System Failure	Threats of Violence
Bldg. Structural Failure	Hostage Situation	Water Emergency
Bomb Threat	Intruder Situation	Epidemic
Civil Disturbance	Loss of Building	Explosion
Crimes Against People	Loss of Buses	School Bus Accident
Earthquake	Mass Casualty	Radiological
Elec. System Failure	Medical Emergency	Roof Leak/Failure
Energy Supply Loss	Natural Gas Leak	

C. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.

D. Using the ICS (Incident Command System) the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.

E. The district has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. The following procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, lockdown drills, table top exercises and Incident Command System training.

F. The district will conduct drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials. A debriefing will conclude after each test to determine if changes to the plan are necessary.

Responding to Threats and Acts of Violence

A. Schools will refer to their Crisis Intervention Plans via the Post-Incident Response Team and the Multi-Hazard Emergency Response Guides located in their Building-level Emergency Response Plans. These are reviewed by the District-wide School Safety Team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The following types of procedures are addressed in the plan:

- The use of staff trained in de-escalation or other strategies to diffuse the situation. Training is and will be offered through the NYS Police Safe Schools Program and the Questar III BOCES.
- Informing the building principal of implied or direct threats.
- Determining the level of threat with the Superintendent or designee.
- Contacting appropriate law enforcement agency, if necessary.
- Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the Emergency Response Team.
- Communication with parent/guardian.

B. The Multi-Hazard Emergency Response Guides in the Building-level Emergency Response Plans provide guidance on the District's policies and procedures for responding to direct acts of violence (i.e. Crimes Against Persons, Hostage Taking, Intruder and Kidnapping) by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plan:

- Inform the building principal and Superintendent.
- Determine the level of threat with principal and Superintendent/designee.
- If the situation warrants, isolate the immediate area.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed, if needed.
- Contact appropriate law enforcement agency.

NOTE: The **Catskill Central School District's** "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

C. Response protocols are identified in the Building-level Emergency Response Plan in the ICS format along with renditions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threat, intruders, hostage takings and kidnapping.

D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:

- Identification of decision-makers.
- Plans to safeguard students and staff.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to notify media.
- Debriefing procedures.

E. The District has established policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Catskill Central School District, the following communication methods will be taken:

EXAMPLES:

For small-scale incidents, school personnel will directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians will receive an informational letter. The Crisis Intervention Plans and Post-incident Response Team will be activated and available. If needed, community meetings will be scheduled in a timely manner for further discussion.

- For any major incident, the district will be working with the media to relay pertinent school related information (i.e., how and where can parents be reunited with children, etc.) It is unfortunate, but important to remember that major emergencies can quickly tie up phone lines with incoming and outgoing calls and roads can be quickly blocked by the traffic of emergency vehicles, concerned parents and community members. School personnel will directly call the parents/guardians of all students directly impacted by any act of violence. All other parents/guardians will receive an informational letter. Community meetings will be scheduled in a timely manner for further discussion to include the Crisis Intervention Plans and Post-incident Response Team.

Communication with Others

The District-wide School Safety Plan will provide the framework for the Building-level Emergency Response Plan.

A. The Catskill Central School District is fortunate to have substantial ties to the community of Catskill as well as to Greene County. If there were to be an emergency within our facility, that facility would call 911 for emergency assistance. If involvement is needed from other local government agencies, then the Superintendent or designee would act as that contact person. Additional procedures for communications can be found in the Building-level Emergency Response Plans including local emergency contacts and phone numbers, and the NYS/BOCES Communication Flow Chart. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local government.

The following examples are the types of arrangements that could be used by the district:

- Principal (Building-level IC or backup IC) or Superintendent (District-wide IC or backup IC) in an emergency would contact the county dispatch center for fire, EMS, or police by calling 911.
- Principal (Building-level IC or backup IC) or Superintendent (District-wide IC or backup IC) contacts the highest-ranking local government social for coruscation and/or assistance.

B. Arrangements for obtaining advice and assistance from local government officials including the county or village officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in the NYS/BOCES Communication Flow Chart. The following are examples of the types of arrangements that could be used by the district during county-wide emergencies:

- Superintendent (District-wide IC or backup IC) in an emergency will contact the County Emergency Management Coordinator and/or the highest ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency from the following agencies: County Civil Defense Office, American Red Cross, County Emergency Services Office, New York State Police, County Sheriff, County Mental Health office and the Questar III BOCES Health & Safety Office.
- If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee will notify the appropriate village officials (i.e. Mayor, Highway Dept., Town Administrator, and/or Public Safety). The District would contact the Village of Catskill, as needed. Likewise, should there be an emergency within the community that has the potential to impact the facilities of the school district, the Superintendent should be noticed immediately.

C. If there is a disaster within the District that has the potential to impact other educational agencies within the district boundaries; the School Emergency Coordinator will activate a phone tree to inform all necessary parties. The phone tree will be located in the Building-level Emergency Response Plan

D. Along with the phone tree, the district will also maintain the following information about each educational agency located in the school district:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each such educational agency

Prevention and Intervention Strategies

The District-wide School Safety Plan will provide the framework for the Building-level Emergency Response Plan.

A. The district has developed policies and procedures related to school building security, including, where appropriate: visitor sign-in and badge procedures, the use of security personnel, security devices and procedures, and random locker searches.

B. The district has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.

Appropriate prevention and intervention strategies such as:

- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations
- Non-violent conflict resolution training
- Peer leadership
- Extended day and other school safety programs

The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents such as the establishment of:

- Peer Leadership
- Staff Development on conference days relating to violence prevention
- Other based on District's need

The **Catskill Central School District** has descriptions of duties, hiring and screening process, and requirements for the training of hall monitors and other school safety personnel.

APPENDIX A: The following is a listing of all school buildings covered by the District-wide School Safety Plan along with addresses of buildings, contact names and telephone numbers for building administrators:

BUILDING	ADDRESS	CONTACT NAME	PHONE
Catskill Elementary	770 Embought Rd. Catskill, NY 12414	Mr. John Rivers	518-943-0574
Catskill Middle School	345 West Main Street Catskill, NY 12414	Ms. Kerry Overbaugh	518-943-5665
Catskill High School	341 West Main Street Catskill, NY 12414	Mr. Junait Shah	518-943-2300

**APPENDIX B:
IDENTIFICATION OF POTENTIAL HAZARDOUS SITES**

COMMUNITY BASED LIST: A list of areas have been identified as having the potential to impact within the district. This list has been created for reference and awareness. This list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on District facilities or District boundaries should they have or create an emergency and are located in Greene County:

- **Airports:** NA
- **Bridges:** Rip Van Winkle
- **Commercial Treatment, Storage & Disposal Facilities:** Waste Treatment Plant
- **Major Local Intersections:** NYS Thruway (87) Exit 21, Route 9W, Route 23, Route 23A
- **Central Hudson High Pressure Gas Regulator Stations:** 9W/W. Main St, Allen St.
- **Central Hudson Low Pressure Gas Regulator Stations:** Water St., Grandview Ave.
- **Primary Routes of Hazardous Materials Cartage in Greene County:** Railroad and all routes listed above
 - Accidents involving flammable, explosive, noxious and radiological substances are possible. The high volume of traffic on the interstate highways presents the possibility of multiple vehicle accidents.
- **Railways:** CSX
- **SARA Title 111 Locations of Hazardous Materials:** Fuel Storage Facility, Catskill Point
- **Waterways, Rivers, Dams:** Catskill Creek, Hudson River

APPENDIX B: IDENTIFICATION OF POTENTIAL HAZARDOUS SITES

DISTRICT BASED LIST: The District team has recognized that there are many factors that could cause an emergency in our schools and facilities within the District. There are also factors that need to be considered when responding to an emergency. The list of potential internal and external hazards or emergency situations is as follows:

- Residential Gas Lines throughout the District
- Chemicals, science labs, technology, custodial, maintenance, grounds, transportation

SUGGESTED APPENDICES (Not required to be filed with the Commissioner of Education.)

- Appendix 1:
 - Copies of all Building-level Emergency Response Plans
 - **NOTE:** This data, if included in this appendix, 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. This data should be kept in such a way as to protect the intent of the confidentiality of the Building-level Plans and in such a way that they cannot be interpreted as the District-wide Plan.
 - Identification of local and state law enforcement agencies where Building-level Plans are filed:

AGENCY	CONTACT NAME	ADDRESS	PHONE
1. Catskill Police Dept.	Chief David Darling	422 Main Street	(518) 943-2244
2. New York State Police	Sgt. James Fitzmaurice	SP Catskill	(518) 622-8600
3. Greene County Sheriff	Sheriff Pete Kusminsky	411 Main Street	(518) 943-3300

- Appendix 2:
Memoranda of Understanding or agreements relevant to implementation of the district-wide plan and, where appropriate, building-level emergency response plans.

NOTE: This data, if included in this appendix, **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. This data should be kept in such a way as to protect the intent of the confidentiality of the Building-level Plans and in such a way that they cannot be interpreted as the District-wide Plan.

Any Memoranda of Understanding would be specific to a school's evacuation/relocation plan and should not be made public knowledge.

Protocols and Training of Personnel

The State Department of Education mandates annual training to ensure that school safety officers are adequately trained, including being trained to deescalate potentially violent situations, and are effectively and fairly recruited.

On September 6-7, 2022, (Superintendent's Conference Day), Mr. Craig Hansen, Questar III BOCES, Mr. Thomas Bongiovi, Interim Superintendent of Schools and Dr. Dan Wilson provided training in the areas of Blood Borne Pathogens, Hazardous Communications, Annual Mandated School Safety Training, Mental Health and Sexual Harassment in the Workplace. The District will continue to provide training in these areas for all staff and students. The District will also continue to collaborate with state and local police for future trainings in mental health and addressing violent situations.

Annual training for staff

All newly hired staff will receive the appropriate multi-hazard and specific incident response team training within 30 days of hire.

District Protocols

The following safety protocols are used to secure the District:

- School Monitors stationed at main entrance of all schools
- Building access to visitors limited to the main entrance
- Staff access entrances secured after entry
- Designated staff parking
- Designated visitor parking
- Vehicles prohibited on school property during arrival and dismissal
- All visitors required to sign in/out, affix sticker on clothing, and report to main office
- All district employees wear ID badges

Coordination with Emergency Services and Community Resources

The Building-level Emergency Response Teams conduct exercises and drills to test their response protocols in the event of a crisis to include the following:

- Management of emergency situation
- Post-incident response
- Building-level safety drills

Training of Personnel

- All staff drills annually on emergency response procedures
- All building-level teams receive annual training in emergency management procedures

- All BERT team members receive annual training in CPR, AED, and First Aid
- Administrators receive training in crime scene security
- CPR/AED Responders receive recertification training every 2 years; AED updates, when necessary, training yearly

Preparation, Practice, and Drills

- **Comprehensive Emergency Drill** **Fall** **State Required**
According to 155.17 Sec J of the Commissioner’s regulations, school districts must complete a test of Building-level School Safety Plans including sheltering or early dismissal. Such drills must test the usefulness of the communication and transportation systems during emergencies.
- **Early Dismissal Drill** **Fall** **District Required**
In cooperation with local county emergency-preparedness-plan officials, if possible, students are dismissed no earlier than 15 minutes before normal dismissal. The drill also must test the transportation systems during emergencies and the usefulness of the communication systems.
- **Evacuation Drill** **Fall** **District Required**
This procedure is for the evacuation of a building for a non-fire emergency using notification other than the fire alarm system. This procedure may be combined with the Early Dismissal Drill to satisfy CR 155.17j.
- **Fire Drills** **12 times per year** **State Required**
Eight drills must be conducted between September 1st & December 31st. These drills include: Practice and instruction in the location, use, and operation of fire extinguishers, first-aid equipment, and windows as a means of escape in case of fire or accident.
- **Hold-in-Place Drill** **Fall** **District Required**
This procedure is used when students are held in class, and hallways are cleared due to a temporary emergency or if buses are delayed. A Hold-in-Place Drill should be instituted when the AED Team is activated. Exterior doors are not locked.
- **Lockdown** **Fall and Spring** **District Required**
This procedure is used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in, and no one is allowed to leave until the situation has been curtailed. All exterior doors are locked and secured. This procedure is most commonly used when a building has an intruder. One drill should take place in the Fall semester and one drill should take place in the Spring semester. The District will conduct at least 4 lockdown drills each year. This is required by Education Law 807.

Annual Multi-Hazard Training

Annual multi-hazard training for students and staff will take place as part of the following agendas:

- Superintendent Conference Days
- Faculty Meetings
- Student Orientations
- Substitute Orientations

Training will be conducted by school personnel, law enforcement agencies and staff members of the Questar III BOCES Health and Safety Office. Topics will include:

- Incident Command Systems
- First Aid
- CPR/AED
- Safety Planning and Crisis Intervention
- Blood-borne pathogens
- Emergency Response Procedures
- School Violence Prevention
- Mental Health

PART 4: Hazard Identification

The Hazardous Material List and sites of potential hazard for each building are listed in each Building Emergency Response Plan in Section II: Risk Reduction/Prevention, and Intervention. The lists include, but are not limited to, locations of chemical storage areas and underground tanks. For example:

Boiler Room
Underground Oil Tank
Electrical Service Lines
Parking lots
Driveways/roadways
Custodial closets
Mechanical Rooms
Exterior doorways
Science Storerooms
Windows and glass areas
Storage Rooms
Stairways
Outside recess areas
Gym/Physical Education Classes/Athletic Fields
Home and Careers and Science Classrooms

SECTION III: RESPONSE TO EMERGENCY SITUATIONS

PART 1: Communications

The Superintendent's Office will be the central point of communication for the District. Information about emergencies will be determined by the Superintendent or his designee and will be relayed to Senior Staff, Directors, Principals, and/or outside agencies as necessary. The Superintendent and his/her Clerical Staff will be integral to conveying communications as appropriate.

Communication systems are essential for effective response to emergencies, establishing and functioning within the Incident Command System, and working in a Unified Command Structure. Communication systems may be internal (within the school) or external (going to or from the school). It is expected that if high-tech communication systems methods fail, low-tech methods must be utilized.

The internal and external communication systems used in emergencies:

Devices:

- Cell phones
- Hand-held portable radios
- Building intercom
- Megaphones
- Phone system
- Fax machines
- Weather radio
- Written communications

Notification of Parents and All Educational Agencies

As necessary, emergencies informed will be transmitted to all parents and to all educational agencies via school message and District website. It is mandatory that the building principal and his/her designee contact the parent of the individual student in the event of an implied or direct threat of student violence by a student or against his or herself.

Emergency /Unscheduled Dismissals

As you know, there may be occasions or emergency situations in which we must close school once it is in progress. This is not necessarily limited to weather related closings. Emergency closings may also be necessary for other reasons out of our control, such as water main breaks, no electricity, gas leaks, telephone outage, etc. We are hopeful that this will never occur, but we would like to be proactive in case an emergency does arise.

AN EMERGENCY DISMISSAL PLAN MUST BE IN PLACE FOR ALL STUDENTS. IN CASES OF EMERGENCY DISMISSALS, PHONE CALLS CAN NOT BE MADE TO YOU.

We recognize that all parents would like to receive a call in this event. However, phone lines must be kept open for contact to and from our central office, emergency personnel, and other related calls. We do not have sufficient phone lines to make out-going calls. In fact, the reason for closing early may be because the phone lines are down!

We need to know that your child is going to a safe environment; therefore, all parents are responsible for making emergency plans for their children in the event of an unexpected dismissal. For this reason, an emergency dismissal drill is held each year in November. Unfortunately, most people consider this only an early dismissal and do not make plans with their children.

The attached emergency plan form must be filled out and returned by all parents. It will be kept in your child's classroom for easy reference by the teacher. We are concerned about the safety of all of our students, and your development of this plan is essential to ensuring this. This plan will be in effect for all unscheduled early closings, regardless if they are due to weather conditions or other emergency. We would like to have a plan on file for every student, however, if a plan is not submitted your child will be sent home by his/her normal form of transportation.

We appreciate your cooperation in developing a plan and completing this form as soon as possible.

*** EMERGENCY DISMISSAL PLAN ***
THIS INFORMATION IS TO BE USED
ONLY IN THE EVENT OF AN EMERGENCY DISMISSAL.

IT IS NOT TO BE CONFUSED WITH REGULAR EMERGENCY INFORMATION ALREADY ON FILE.

STUDENT NAME: _____ GRADE: _____

TEACHER: _____

In the event of an emergency or early closing, my child should:
(Please check one)

_____ walk home [(s)he knows what to do in the event no one is home]

_____ ride the bus home [(s)he knows what to do in the event no one is home]
(Indicate bus route #: _____)

_____ ride the bus to where (s)he would normally ride on that day (sitter, other residence)

_____ ride an alternate bus and go home with _____
(Name of student)
(Indicate bus route #: _____)

Everyone must select one of the above options.

In the event of an emergency closing, some people do hear about it. If you wish your child to go home with another adult, please provide their names below. Please know that this is not in place of the above since there is not guarantee the adults listed will know of the emergency dismissal.

My child may go home with the following people if they arrive at the school:

_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTE: There are no after school activities on emergency dismissal days; all after school activities are cancelled.

DURING AN EMERGENCY, NO PHONE CALLS WILL BE PERMITTED FROM SCHOOL.

VIOLENT INCIDENT PROTOCOL #1

For purposes of this protocol, a violent incident is defined as:

- ◆ An intentional form of behavior in which one person threatens, attempts to harm, or does harm to another.
- ◆ An act of violence upon a teacher, administrator or other school employees, a student or other person lawfully on school district property, at school functions or on a school vehicle.
- ◆ Possession of a weapon (including but not limited to firearms, knife, explosive or incendiary device, or other dangerous instrument capable of causing physical injury or death) while on school property, at school functions or on a school vehicle.
- ◆ Display of a weapon or what appears to be a weapon (as defined above) on school property, at school functions or on a school vehicle.
- ◆ The threat to use any instrument that appears to be capable of causing physical injury or death while on school property, at school functions or on a school vehicle.
- ◆ Knowingly and intentionally damaging or destroying the personal property of a teacher, administrator or other school district employees, a student or any person lawfully on school property.
- ◆ Knowingly and intentionally damaging or destroying school district property.

These procedures are to be implemented by the principal and/or his/her designee:

1. Isolate student(s) who made the threat.
2. Assign an adult, using a security officer if available, to remain with the student(s).
3. Isolate students and/or staff who have reported the threat and separate from each other to minimize contamination of memory of the event through conversation.
4. Assign a staff member to interview the students and to make a written record or audiotape of their comments.
5. Notify parents/guardians of all students involved regardless of age.
6. If “crisis control” is necessary (hysterical students/staff) assign staff to deal with this issue; the school nurse, school psychologist, social worker, etc. are good resources.
7. Notify local police.
8. Notify central administration.
9. If the student is reported to have a weapon
 - Provide support for the staff member who is with the student(s).
 - Conduct a search of the student’s locker, backpack, desk, and other storage areas accessible to the student. This should be done by two staff members working together. If a weapon is found, leave it where it is and do not touch it. If a weapon is found upon the person, pat down the student if you reasonably believe that it is possible that the student has a weapon on the person. If possible, wait to do this until the parent has arrived. Conduct a search of the person with two staff members present; person of the same gender should conduct a search of the student(s). If a weapon is found, secure it.
10. If the threat involves a bomb or other incendiary device similar to a bomb follow identified district procedures for a bomb threat. Isolate the student in a secure area

but do not remain in the immediate vicinity. Relocate students from joining classrooms or hallway areas to a safe location in accordance with district procedures. Have the police assess the situation upon their arrival.

11. When parent/guardian arrives, advise them that:
 - Student will be examined at the local hospital
 - Child Protective Services (CPS) has to be notified about the incident for students up to age sixteen.
 - CPS will be informed too if the child is not taken to the hospital.
 - Student has been suspended for five days due to the serious nature of such activities and may be subject to a Superintendent's Hearing and if a weapon is involved, a Superintendent's Hearing will be held and a possible one year suspension.
12. Notify the local hospital emergency department to expect the student and parent/guardian. Give them available details of the event. Establish a time to check back with the hospital to ensure that the student has arrived.
13. Produce a discharge record from the hospital and also have the student meet with an identified member of the school staff (school psychologist, social worker, guidance counselor, etc.)
14. Develop a process to monitor the student's performance as necessary through a period of time to be determined by the staff member, based on both the discharge summary information and his/her knowledge of the student's history and/or current state of being. Following the reentry meeting, the staff member should escort the student to his/her next class and notify the student's teachers and counselors, AP, etc. of his/her reentry status and any special needs or alerts.
15. Notify appropriate staff of the event, either in an emergency meeting or by written summary in mailboxes. Attempt to alert such staff the day of the event or not later than the morning after the event.
16. Notify all parents of the event either in writing or by telephone hotline as appropriate. The letter should go home the day of the event, if possible, or the immediate following day. Alert your PTA/PTO president (but not the identity of the student) on the day it occurs so that they may support you through the rumor mill.
17. If the press contacts you, refer them to the Public Information Officer (PIO) in your district who will meet with them and provide appropriate details.
18. Keep a detailed written record of events, including names and times contact is made with parents/guardians, the witnesses, police, hospital, etc.
19. An Incident Report Form must be completed by the principal. One copy is forwarded to the Superintendent and the other copy remains on file in the Principal's Office.

VIOLENT INCIDENT PROTOCOL #2

Includes: Building Level Response and District Plan: **Violent Incident Procedures**

This plan has been developed for the protection of the students and staff in the Catskill Central School District.

When the behavior of a student poses a threat to the safety of him/herself, other students or staff, the following plan will take effect:

1. Teacher buzzes main office saying “I need assistance in my classroom with a violent student.”
2. Main office will:
 - a) announce over the PA "plain language + room number". This is to alert staff to keep students away from this area.
 - b) telephone the student's home/work and request parents to come to school immediately.
3. Crisis team reports immediately to the room/area of the incident.
4. All efforts will be made to remove the violent student from the room. If this is not feasible or would cause harm, all other students are immediately removed to another classroom or area.
5. At least 2 adults will remain with the affected student at all times.
6. All attempts will be made to calm the student. If a physical threat for the safety of the student, other students or staff members is posed, the student will be contained (i.e. movement will be restricted.)
7. If the situation becomes too dangerous and staff members are unable to provide a safe environment for students or staff, upon authorization of building administrator, **Columbia Memorial Hospital** or **Catskill Police Department** may be called for assistance.
8. The violent student will be removed from school by the parent or other authorized adult in a timely manner (1 hour) following notification. A re-entry conference will be required to return to school.
9. The main office will maintain regular contact with the crisis team throughout the incident.
10. If a student leaves the building without authorization, the **Catskill Police Department** and the Chief Emergency Officer will be contacted immediately for assistance.

Emergency Numbers:
Catskill Police Department: 518-943-9557
Catskill Fire Department: 518-943-2520
Columbia Memorial Hospital 518-828-7601

Internal Communications

Communications within the District may be affected in the following manner: Telephone, fax, Internet, email, District website, cell phone, courier, school district hand-held radios, bus portable radios, NOAA weather radio, local media, signage, memo/letter/notice, emergency phone chain. Reference cards, flipbooks, or other guides may also be a part of this emergency plan.

Portable radios are carried and/or monitored by: All monitors, principals, designated custodial staff and nurses.

External Communications

In the event of an emergency, the Superintendent or his designee will provide pertinent information to employees, parents, and to the public by the following means:

- Telephone
- Fax
- District School Messenger automatic phone service, which has the capacity to deliver a message by telephone and email to parents, faculty, and staff.
- The District website, www.catskillcsd.org
- Local media

Response Procedures for Parents

The Appendix includes recommended procedures for parents to follow during an emergency.

Notification of Law Enforcement

Whenever any criminal action is suspected, potential criminal action is suspected, potential terrorist action is suspected, potential child predator is suspected, a crime scene is suspected, or any other circumstances giving cause for concern is suspected, law enforcement will be notified.

A law enforcement agency will be contacted in the event of:

- The possession of any firearm or other illegal weapon or dangerous instrument on school property or at any school sponsored function.
- Acts or threats of severe or serious bodily harm made to anyone on school property or at a school sponsored function.
- Any person acting unusual in or on school grounds (such as asking questions about the school day, photographing the property, loitering on or near and/or suspicious vehicles on school property).

- Individuals suspected of, found to be, or admitting to be under the influence of drugs while on school district property or at a school sponsored function.
- The illegal or life-threatening use of prescription or over-the-counter drugs while on school property or at a school sponsored function.
- Possession of illegal drug paraphernalia on school property or at a school sponsored function.
- Possession of any illegal drugs or prescription drugs without a valid prescription (including look-alikes, designer drugs, or other illegal substances).
- Possession and/or use of alcohol by any person under twenty-one on school property or at a school sponsored function.
- If a registered Sex Offender is seen on or near school property or students.

Contact Information

Contact information for the District will be updated on a quarterly basis. The information will be kept on external flash drives, which will be included in the District-wide Safety Plan as well as in every Building-level Emergency Response Plan. The following contact information is contained in a separate section of the Appendix and on the flash drives:

- Contact information for local and state emergency response agencies
- Contact information for each building in the district
- Phone/Intercom numbers
- Staff Directory

PART 2: Assignment of Responsibilities

National Incident Management System (NIMS) Incident Command System (ICS)

Pursuant to the regulation of the Commissioner of Education 155.17 and Homeland Security Presidential Directive 5, all plans, procedures, and guidelines will follow the provisions of the Incident Command System (ICS) and the National Incident Management System (NIMS).

An Incident Commander (or person in charge) who is onsite will be designated. A chain of command consistent with the Incident Command System (ICS)/National Interagency Incident Management System (NIMS) will be used in response to an emergency in the building. In the event of an emergency, the building's response team may adapt ICS/ NIMS principles based on the needs of the incident.

ICS Positions:

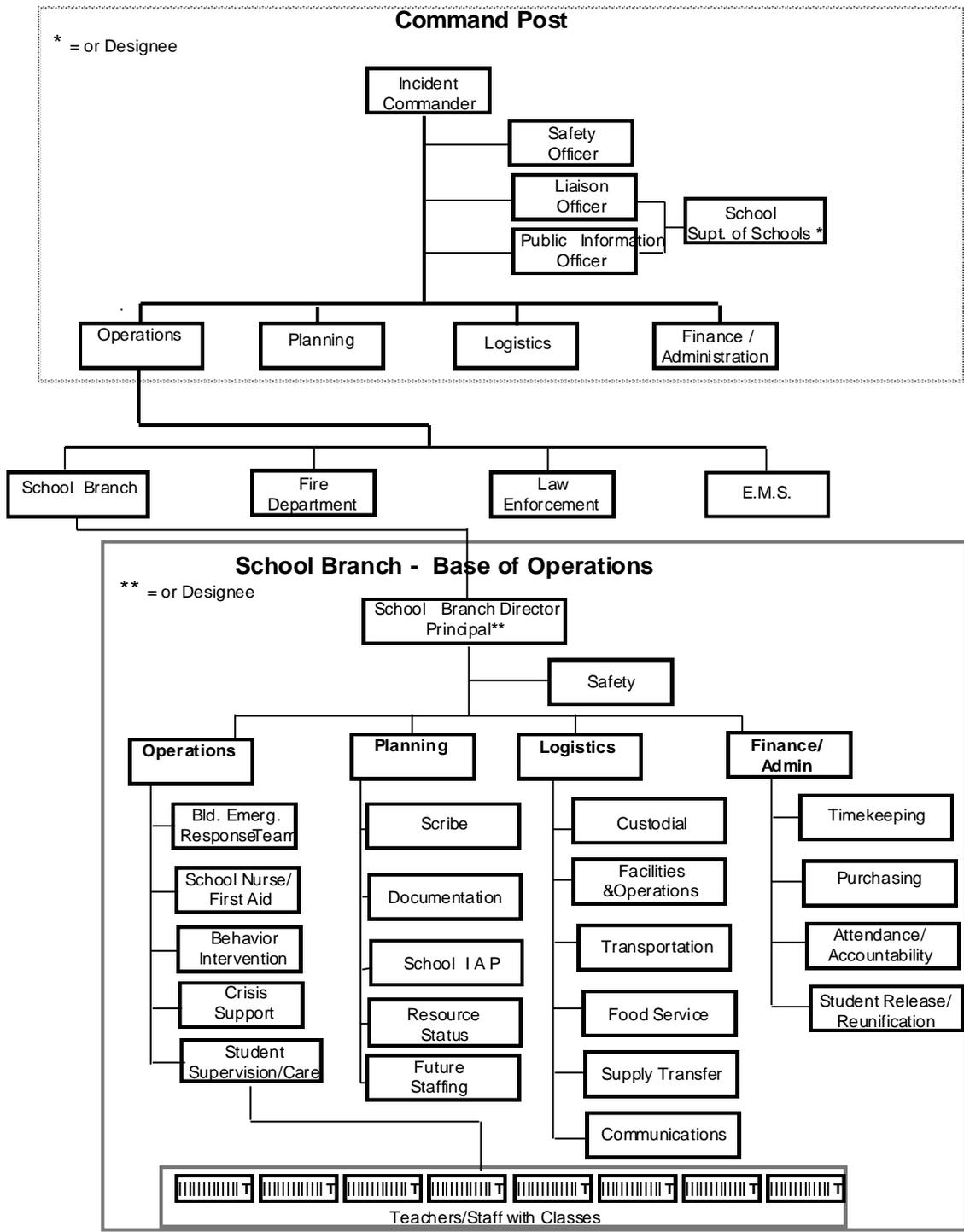
- *Command Staff:*
 - Incident Commander (IC) - Person in charge
 - Safety Officer - Overall responsibility for safety; reports directly to the IC
 - Public Information Officer - Communicates to the media (Superintendent or designee only)
 - Liaison Officer - Communicates to agencies/organizations (Senior Staff involvement)

- *General Staff (Organizational Units):*
 - Operations - Does the site work; “Worker Bees”
 - Planning - Writes plans and documents incident; writes Incident Action Plan (IAP); tracks staffing assignments
 - Logistics - Responsible for equipment, supplies, transportation
 - Finance/Administration - Timekeeping, payment, purchasing, records

- *Functional Unit Staff:*
 - Branch Director - Person with supervisory responsibility for an ICS Branch (functional or geographic).
 - School Branch Director - Person with supervisory responsibility for organizational ICS level responsible school operations and/or functions.

In the event of an emergency, the Building Principal (or designee) will serve as an interim Incident Commander. Command will be transferred to a member of an emergency response agency upon their arrival and transfer of command, as necessary.

After transferring command, the Building Principal (or designee) will serve in a support role as School Branch Director as part of the Incident Command System with responsibility for school-related matters, students, and staff.



ICS Diagram

ICS Glossary

ICS	Incident Command System
NIMS	National Incident Management System
Span of Control	Number of Persons You Supervise
Chain of Command	Designation of next in charge.
Unity of Command	One Person Is In Charge
Unified Command	Multiple Agencies Functioning Together at an Incident.
Transfer of Command	Command Transferred from one person to another
IC	Incident Commander
SO	Safety Officer
PIO	Public Information Officer
CP	Command Post
IAP	Incident Action Plan
Staging Area	Location to Assemble Resources (People, Vehicles, Supplies)
Rally point	A predetermined location to which persons evacuate in an emergency
Accountability = Attendance	
IAP	Incident Action Plan
School Branch Director	Person with supervisory responsibility for organizational ICS level responsible school operations and/or functions
School Base of Operations	Location where school operations and functions will be directed and/or controlled.

Continuity of Operations

What follows is the chain of command:

Senior Staff	Position	District Level	Position
1) Mr. Bongiovi	Interim Superintendent	6) Mr. Shah	CHS Principal
2) Ms. Jilek	Business Official	7) Mr. Joyce	Director of Athletics
3) Dr. Wilson	Assistant to the Superintendent		
4) Mr. Muirhead	Dir. Transportation and Food Service		
5) Mr. Hoffman	Interim Head Custodian		

If the lead person is not on-site, is unavailable, or cannot otherwise be reached, the next in succession will assume command.

Assignment of personnel to assist in maintaining necessary school and District operations will be from available staff as designated by the Superintendent or his designee. Coverage will be arranged by the principal for Building Emergency Response Team members to mobilize and provide services.

The National Interagency Incident Management System (NIMS)/Incident Command System (ICS) will be used in response to an emergency including the role of the Building-level Emergency Response Team. In the event of an emergency, the building principal or his/her designee will act in the role of the Incident Commander. A member of the emergency response agency (police/fire/medical) may replace him/her when they arrive on the scene.

After being debriefed by responding emergency agency, the Incident Commander will serve in a support role as part of the unified incident command system, if system is established by local emergency response agency.

PART 3: Multi-hazard Response

Responses to Acts of Violence: Implied or Direct Threats

The District-wide School Safety Plan includes multi-hazard response plans for taking action in response to an emergency. This section describes the building-specific guidelines to follow in these types of emergencies.

Acts of Violence

The plan includes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

- Inform Building Principal/Superintendent.
- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Emergency Response Procedures are located in the Appendix.

Arrangements for Obtaining Emergency Assistance from Local Government

Assistance during emergencies from emergency services organizations and local government agencies are as follows:

- In an emergency, the Superintendent or designee contacts 911 center for fire or EMS response.

- Superintendent or designee contacts highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The District will use the following procedures for obtaining advice and assistance from local government officials including the county or village officials:

- In an emergency, the Superintendent or designee will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The District has identified resources for an emergency from the following agencies: (e.g. Red Cross, fire department, police, private industry, private individuals, religious organizations, and others).

District Resources Available for Use in an Emergency

The Plan includes an identification of District resources which may be available for use during an emergency. Lists of various District resources are listed in the Appendix.

Procedures to Coordinate the Use of School District Resources and Personnel During an Emergency

The Plan includes a description of procedures to coordinate the use of school district resources and personnel during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies. See sections on the Incident Command System (ICS): Continuity of Operations (above).

Protective Action Options

The following actions are responses to school cancellation, early dismissal, evacuation, and sheltering:

- School cancellation – Decision Maker: Superintendent
 - Monitor any situation that may warrant a school cancellation
 - Make determination
 - Contact local media
 - Contact parents through School Messenger and the Internet
- Early dismissal – Decision Maker: Superintendent
 - Monitor situation
 - If conditions warrant, close school
 - Contact Transportation Supervisor to arrange transportation
 - Contact local media and utilize School Messenger to inform parents of early dismissal
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate District personnel until all students have been returned home

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes) – Decision Maker: Superintendent
 - Determine the level of threat
 - Contact Transportation Supervisor to arrange transportation
 - Clear all evacuation routes and sites prior to evacuation
 - Evacuate all staff and students to pre-arranged evacuation sites
 - Account for all student and staff population. Report any missing staff or students to administration.
 - Contact parents through School Messenger and the Internet

- Principal
 - Make determination regarding early dismissal in consultation with the Superintendent
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal
 - Ensure adult supervision or continued school supervision/security
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate District personnel until all students have been returned home
 - Contact parents through School Messenger and the Internet

- Sheltering sites (internal and external)
 - Determine the level of threat – Decision Maker: Superintendent/Incident Commander/Designee
 - Determine location of sheltering depending on nature of incident
 - Account for all students and staff
 - Report any missing staff or students
 - Determine other occupants in the building
 - Make appropriate arrangements for human needs
 - Take appropriate safety precautions
 - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
 - Retain appropriate District personnel until all students have been returned home
 - Contact parents through School Messenger and the Internet

Part 4: Activation of Building-level Emergency Response Plan

The report of an incident or a hazardous development will be reported to the Building Principal or his/her designee as soon as possible following its detection. In the event of an emergency, the Building Principal or his/her designee will notify all building occupants to take the appropriate protective actions. Further district notification procedures will be addressed as outlined.

IV. EMERGENCY RESPONSE PROCEDURES

Building Level Response Plans contain Emergency Response Procedures for the following emergencies:

- AED
- After Hour Trespassing
- Bomb Threat*
- Evacuation/Fire Emergency
- Evacuation Relocation
- Fire or Fire Alarm Activation
- Hazardous Materials
- Hold-in-Place
- Hostage/Kidnapping
- Intruder
- Lockdown
- Lockout
- Missing Student
- Missing Student Transportation
- Political Procedure
- School Bus Accident
- Shelter-in-Place

Please Note:

- The implementation of all emergency response procedures requires the notification of the Superintendent.
- Although this list of emergency response procedures is comprehensive, it could not possibly include all types of emergencies.
- Each emergency is unique and may require unpredicted response procedures. Responders are expected to use common sense.
- Emergency response procedures listed for the Incident Command are not necessarily to be done in chronological order; rather, they should be done as simultaneously as the ability to designate responsibilities allows.
- The conclusion of all emergency responses should include a debriefing of the incident with the Superintendent, the Principal, and the Building Emergency Response Team.
- As necessary, provide a written report to the Superintendent and, as necessary, to law enforcement.
- As necessary, debrief the incident with faculty at a voluntary faculty meeting before or after school.
- As necessary, provide a message to parents and/or staff about the incident. The message should be approved by the Superintendent or his designee. Use protocols for external communications located in Section III of this plan.

CATSKILL CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SCHOOL SAFETY PLAN

DRAFT FOR PUBLIC COMMENT

BOMB THREAT

A bomb threat procedure is the response to a report of a bomb or incendiary device in or near the building. This procedure may involve a combination of emergency responses as they relate to the Bomb Threat policy. In general, principals are not expected to evacuate their buildings every time a bomb threat is made. Principals are urged to continue to use good common sense in dealing with these types of situations that may be the result of a prankster. All decisions relative to a bomb threat are to be approved by the Superintendent in consultation with law enforcement.

Bomb Threat Objectives

- To minimize injury and death
- To neutralize the threat
- To minimize disruption to the instructional program

Incident Command Procedures

- Contact the Superintendent and share all pertinent information regarding the threat
- Contact the Head Custodian
- Activate School Building-Level Safety Team. The principal and the Team should scan common areas for anything unusual specific to the nature of the incident
- Activate a lockout procedure
- Identify the locations of all visitors
- If a suspicious packet is identified in the building, the police and bomb squad should be notified immediately

Bomb Threat Building Procedures

- Follow the direction of the building principal
- Scan areas for anything unusual specific to the nature of the incident, and report findings as requested

CATSKILL CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SCHOOL SAFETY PLAN

DRAFT FOR PUBLIC COMMENT

HOSTAGE/KIDNAPPING PROCEDURE

A Hostage/Kidnapping procedure is the response to a hostage and/or kidnapping situation. A lockout procedure must be implemented.

Hostage/Kidnapping Objectives

- To free or otherwise locate a student
- To gather/protect critical evidence

Incident Command Procedures:

- Announce the lockout by intercom, public address system, or otherwise. Do not use codes. Use plain language to announce the lockout. *May I have your attention please. May I have your attention please. A lockout is in effect. This is (or is not) a drill. I repeat, a lockout is in effect. This is (or is not) a drill.*
- Contact law enforcement and advise of the reason for the lockout. If a school is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status of your building. If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of the lockout and what is anticipated.
- Limit entry to the building to only an individual basis, and only through a locked and monitored main entrance.
- Contact the Superintendent and advise of the reason for the lockout. The Superintendent may determine the need to lockout other school buildings.
- Treat the area as a crime scene. Secure the area. Keep the crime scene from becoming contaminated. Keep people away. Don't enter or touch anything. Refer to the Crime Scene Preservation procedures.
- Call 911
- Activate the Building Emergency Response Team.
- Turn off the bells.
- If needed, a lockdown will be implemented. Building Emergency Response Team to provide emergency measures and first aid as needed.

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Hostage/Kidnapping Building Procedures

- Notify the Main Office regarding any intruder or trespasser. Provide a description of the person, clothing (shirt, pants, jacket, shoes, hat), if a weapon was seen and description of the weapon, location, direction of travel, if there are hostages, any other pertinent information. Determine extent of incident (is this a trespasser or is it an armed assailant or hostage taker?)
- Follow procedures for a lockout.
- Lock all exterior doors and windows.
- Terminate all outside activities.
- Continue all usual indoor building activities.
- Lift lockout when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- Contact central office and law enforcement to advise them of such. Upon resolution of an incident and termination of the lockout, please note: law enforcement will determine the resolution of an outside threat.

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INTRUDER PROCEDURE

An intruder procedure is the response to an intruder in the building. A Lockdown Procedure must be implemented.

Intruder Objectives

- To isolate, hide, and protect all students and staff
- To apprehend the intruder

Incident Command Procedures:

- Announce a lockdown procedure.
- Contact law enforcement and advise of the reason for the lockdown.
- Contact the Superintendent. Lockout may be in effect for all other school buildings.
- Make an announcement: *May I have your attention please. May I have your attention please. A lockdown is in effect. This is (or is not) a drill. I repeat, a lockdown is in effect. This is (or is not) a drill.*
- Shut off the bell system. If bell system cannot be disabled, then an announcement to disregard the bells should be made.
- Follow the direction of law enforcement and/or the Superintendent.
- Provide message to be delivered throughout the building: *As per the principal, the threat has passed. Please wait in the secured location until you hear an announcement from the principal.*
- Make final announcement to end the incident (drill): *May I have your attention please. At this time the threat has passed (the drill is over). I repeat, the threat has passed (the drill is over). All building activities may resume.*

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Intruder Building Procedures

Without causing endangerment to yourself or others:

- Notify the Main Office regarding any intruder or trespasser. Provide a description of the person, clothing (shirt, pants, jacket, shoes, hat), if a weapon was seen and description of the weapon, location, direction of travel, if there are hostages, and any other pertinent information. Determine extent of incident (is this a trespass or is it an armed assailant or hostage taker).
- Upon the call for a lockdown, immediately gather students from hallways into classrooms or offices. This includes gathering students from common areas, restrooms, and areas immediately adjacent to classrooms. Students and classes outside of the building should be directed to the evacuation sites for each building.
- Secure classroom doors. Doors shall be secured in the closed position and closed if possible.
- All instruction and usual building activities will cease.
- Direct Occupants: Occupants should remain calm, quiet, and away from the door(s) and windows.
- Open the blinds, and turn on the lights.
- Take attendance of all occupants, and keep the record.
- Remain in place until the lockdown is over.
- Communication through the secured door may be allowed as necessary.

Note: There may be times when first responders and/or emergency services personnel may need to verbally communicate through a secured door. Teachers should be able to make educated decisions about who is on the other side.

- Do not allow anyone into or out of your “secured” area. Keep your door closed and locked.

Note: Emergency services personnel may be the only exception to the rule.

- Do not respond to a fire alarm unless imminent signs of fire are observed.
- Do not talk within the secured area unless it is absolutely necessary.
- Do not respond to the intercom, public address system, or other announcements.
- Wait for someone to deliver to your room a message that indicates that the threat has passed and that you should wait for an announcement from the principal.

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SECTION V: PANDEMIC FLU PLAN

PART 1: Health Services

Education and Communication

The Centers for Disease Control and Prevention defines an influenza- like illness as having the following symptoms:

- Fever of more than 100 degrees Fahrenheit
- With cough and/or sore throat (in the absence of a known cause)
- Other symptoms may include nasal congestion, muscle aches, and fatigue

A student with flu-like symptoms must always be sent to the Health Office for screening. If the student meets the case definition as described above, he/she must be excluded from school until symptom-free.

During an influenza pandemic, people may be asked or required to do things to help reduce the spread of disease in the community. Some examples of what health officials may ask people to do are:

- Stay home
- Avoid large groups
- Remain in isolation and quarantine

Education and frequent communication regarding the prevention and transmission of disease and flu will be of the highest priority during heightened or pandemic flu events. The Superintendent will determine the organization of a District-wide communication tree, including all Catskill Central School District employees, the Greene County Department of Health (GCDOH), all Day Care, After-school, Pre-Kindergarten Day Programs, and Community Agencies.

When notified of a high alert status by the GCDOH the Special Education Department and Health Department will assume responsibility for providing education to staff, families, and students regarding communicable diseases, specifically seasonal flu, including prevention, guidelines for staying home, and how to provide medical care.

PPS and the Health Department will use the daily announcements in each building, the District website, posters, memos, informational letters and faculty meetings to communicate with families and faculty. PPS will order posters for all of the buildings and determine where these notices should be prominently displayed. The GCDOH website provides a menu of appropriate posters that will be reviewed bi-annually during Health Department meetings. Ordering will be done for District-wide needs by a building nurse. Memos will be sent to each of the building principals identifying the key locations in all buildings and a nurse will distribute the posters across the District.

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The Superintendent will approve all letters sent to families, posted on the District website, published in the (school newspaper), and the local newspaper *The Daily Mail* prior to distribution or posting. Letters will be developed by PPS and the Health Department for the faculty regarding prevention of communicable diseases and the flu. The Principals will work with the Health Department to prepare updates and bulletins during faculty meetings. All written communication for families will be provided in English and Spanish.

Daily announcements will be developed by the building nurse and Principal who will review at least in part each day some of the guidelines prepared by the Center for Disease Control (CDC). Health teachers in secondary schools and Physical Education teachers throughout the District will routinely review hygiene and the prevention of disease transmission during formal instruction.

Communicable Disease Procedures

The District will operate under the guidance of the GCDOH and develop an internal coordinated plan for screening, surveillance and reporting internally and externally. GCDOH will be provided with contact information for the Superintendent and his designee, the Director of Special Education. The Director of Special Education will assume responsibility for assembling and transmitting all information requested by the GCDOH. School nurses will continue to complete the Weekly Surveillance Template supplied by the GCDOH unless a daily report is required by the GCDOH.

Nurses will be responsible for screening potentially ill students and faculty in the schools. School nurse logs will routinely identify ill students and staff with symptoms identified. Any perceived increase in daily incidents of the following will be forwarded to the Director of Special Education. Symptoms to be monitored are:

- New cough
- New cough and fever
- Fever
- Sore throat

The school nurse will advise parents of students and staff when appropriate medical care is necessary through a telephone call documented in nurse logs and in the instance where no guardian can be reached a letter will be sent and maintained in the students' file.

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In addition, during heightened alert periods, the Principal will ensure that all classrooms are provided with facial tissues and hand sanitizers, and that all handrails and doorknobs are cleaned daily. Hand sanitizers will be mounted in the following public locations:

- Gym
- Cafeteria
- Main entrance
- Hall where students return from the playground

Students will be allowed to return to school after 24 hours of being fever free without fever control medication unless the GCDOH advises another schedule for return.

Each Health Office will utilize isolation procedures while waiting for the parent or guardian to transport the child home. Isolation procedures include providing for students who are ill a space that is apart from the general population. In many of the District's older buildings, the only possible manner of isolating children while providing adequate supervision in the Health Office is through the use of a portable folding screen. Upon the advisement of the GCDOH, masks will be provided for the caregivers in the Health Office or the student or faculty member who has symptoms. Protective facial coverings will only be necessary when advised by the GCDOH. The use of mask type N95 will only be used when required by the GCDOH and in all other instances a surgical mask will be adequate.

Alternative Plans and/or Additional Staffing for Nurses

In the instance where multiple nurses become ill concurrently due to flu with an extended absence required by the GCDOH, the following options for running the program with reduced staffing will be considered by the Superintendent:

- Assign nurses to travel between buildings.
- Assemble list of per diem and substitute nurses.

PART 2: Operation and Maintenance

The District recognizes the importance of routine pre-pandemic efforts and will require Right-to-Know Training for all staff and ensure that routine cleaning performed by District custodial staff includes:

- Increased use of hand sanitizers throughout our facilities
- Daily use of sanitized wipes on surface areas such as doorknobs, desks, and countertops
- Heightened cleaning when directed by the GCDOH
- Procedures for Cleaning Bodily Fluids will follow Blood Borne Pathogens Training and OSHA Guidelines

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Custodians will maintain the following materials needed for clean up:

- Rubber gloves.
- Disinfectant spray

Utilization of District Facilities by Outside Agencies During Pandemic

The Department of Health and/or the Superintendent may determine that the District's buildings are to be closed for sporting events and/or to outside entities. Community Emergency Medical Response Agencies such as the American Red Cross or the GCDOH will inform the Superintendent if District facilities are needed to be dedicated for emergency county-wide response actions.

PART 3: Transportation

In the event that the Transportation Department suffers a disproportionate number of absences related to the flu, the following measures will be explored by the Superintendent:

- Reduce the number of pick-up points.
- Fold routes into other routes.
- Reduce/eliminate all trips that are not required to get students to and from school for the regular school day.
- Communicate with school transportation departments in contiguous districts to examine the feasibility of shared routes.
- Explore the feasibility of supplementing District routes with other appropriate carriers.

In all instances, the Transportation Department will review and implement appropriate bus cleaning procedures and supply drivers with hand sanitizer.

PART 4: Food Service

In the event that the Food Service Department suffers a disproportionate number of absences related to the flu, the following options for running food services with reduced staff will be explored by the Superintendent:

- Reduce number of items to be served
- Combine staffs and prepare for more than one school
- Serve cold lunches
- Pack bagged lunches to be eaten in classrooms
- Serve food in bulk-style to classrooms

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PART 5: Athletics, Intra-Mural and Extra Curricular Programs

In the event that a large number of students from the District or neighboring districts become ill with flu-like viruses, the Athletic Directors and Principals will develop a plan for cancellations and possible re-scheduling of events. The Superintendent will determine when the suspension of large group gatherings, such as home sporting events, is prudent to prevent further spread of illness. The Superintendent may consider limiting access to practice facilities and/or buildings for after school activities.

In the event that other school districts close, the Superintendent will consider reducing travel out of the District or suspend hosting events.

In all of the aforementioned cases, no punitive measures will be taken for missing practice or events due to illness and perfect attendance awards will not be based upon attendance during such time.

The Physical Education Department and coaches will exercise the following prevention activities during heightened periods of flu activity:

- Athletes will be required to wash hands before and after practice with anti-bacterial soap
- No sharing of water bottles, towels, etc.
- Increased cleansing of floors, mats and shower areas
- Ensure proper hydration
- Hand sanitizers/rubber gloves will be available in first aid kits

PART 6: School Closing

The Catskill Central School District will work closely with the GCDOH to track the progress of Pandemic Flu and its impact on the attendance of students and staff. While the GCDOH has the authority to close public schools in the case of an emergency, both agencies anticipate that it will be done in the spirit of on-going dialog regarding the decision.

If the Health Department has not closed public agencies, and the attendance rate warrants the closure of the Catskill Central School District, the decision will be made by the Superintendent of Schools and/or his designee. The usual closing procedures will be followed.

When considering a school closing, consideration as to which staff members can assist the Superintendent will be provided with information about the status of the attendance of students and staff and the overall operation of the District during this event. Information will be given by the District's physician, nurses, members of the Senior Staff, the Director of Transportation, the Director of Food Services, and the Head Custodian.

In the event that there is an increased risk of Pandemic Flu, the weekly student attendance monitoring will change to daily. Daily monitoring of staff attendance will also begin. The attendance information will be forwarded to the Director of Special Education, who will keep the Superintendent of Schools informed on a daily basis. The information will also be forwarded to the GCDOH who will monitor it along with the statistics for the entire county.

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PART 7: Instruction

In the instance where the Superintendent is advised by the GCDOH that school should be closed and there is no indication from the New York State Education Department that there will be any relief from the regulations governing the length of the instructional day or the required number of instructional days in a school year, alternative methods of instruction will be considered by the BOE and Superintendent. Regional efforts will be coordinated through Questar III BOCES.

The aforementioned information is a series of suggestions for consideration and is preliminary in nature. It will require review when more information is received from the New York State Education Department regarding the educational impact of state-wide emergency, long-term school closings due to a Pandemic. It is anticipated that regional planning for educational programming will take place when more public schools progress with their Pandemic Flu Plans.