New Paltz Central School District

1 Eugene L Brown Drive, New Paltz, NY 12561

District-Wide School Safety Plan

2026-2027

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NEW PALTZ CENTRAL SCHOOL DISTRICT
District-wide School Safety Plan

Commissioner's Regulation 155.17 Project 14

II INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop 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 the district with local and county resources in the event of such incidents or emergencies.

The District-wide School Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law.

This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The New Paltz Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

III GENERAL CONSIDERATIONS

A. Purpose

The New Paltz Central School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the New Paltz Central School District Board of Education, in conjunction with the Superintendent appointment of a District-Wide School Safety Team and charge it with the development, maintenance, and update of the District-Wide School Safety Plan for the protection and education of the school community.

B. Identification of School Teams

The New Paltz Central School District has appointed a District-wide School Safety Team consisting of, but not limited to teachers, administrators, school safety personnel, and other school personnel.

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. The Chief Emergency Officer for the New Paltz Central School District shall be the Superintendent of Schools.The District-wide School Safety Team developed the District-wide School Safety Plan with input from appropriate school employees, (e.g., transportation and food services coordinator).

C. Concept of Operations

The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans as a matter of protocol. The activation of the 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 District-wide 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 the New Paltz 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 Superintendent or the highest-ranking person in the chain of command of any necessary Building-level plan activation. This notification shall be accomplished through the use of telephone or the district's radio network.

- Upon the activation of the School Emergency Response Team, the Superintendent or their designee shall be notified and, where appropriate, local emergency officials shall also be notified.

- County and state resources supplement the school districts emergency action planning in a number of ways:

    - State and local law enforcement provide building reviews and employee training.

    - Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing building-level emergencies.

    - A protocol exists for the 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 response.

- The school district is a member of the local Town/Village Emergency Planning Committee. Through this committee, information, communication, and training will be cooperatively accomplished with the recommended local agencies. The District has direct communication capabilities with local emergency services and has developed interagency protocols for emergent situations.

D. Plan Review and Public Comment

- 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 School Board shall adopt the District-wide 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.Full copies of the District-wide School Safety Plan and any amendments shall be made available 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 September 1 of each year after its adoption by the Board of Education.

IV RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies Program Initiatives

The district has developed a number of programs and activities to aid in risk reduction.

Duzine and Lenape Elementary Schools offer the following program initiatives:

- Responsive Classrooms
- Individual and Group Counseling
- Personal Safety
- Justice Challenge
- Handle With Care
- Banana Splits
- Responsive School Bus
- Diversity Activities
- Mental Health Lessons
- Backpack Program
- Restorative Practices

New Paltz Middle School offers the following program initiatives:

- Team Skills Building
- Mental Health Lessons
- Individual and Group Counseling
- Diversity Training
- “Mix It Up” Day
- Red Ribbon Week
- Start With Hello
- Drug Awareness Programs - Too Good for Drugs
- Social Media Campaigns
- Backpack Program
- Wellness Days
- Handle With Care

New Paltz High School offers the following program initiatives:

- Team Skills Building
- Individual and Group Counseling
- Diversity Training
- Peer Mediation
- SEL Team
- Equity Team
- Wellness Center after school program
- Ulster County Crime Victims Education Program
- Ulster County Office of Probation DWI Awareness Drug Awareness
- Social Media Campaigns
- Handle With Care

These individual school-based initiatives are offered in conjunction with the following district- wide programs:

- Restorative Justice-Family of Woodstock
- Astor Prevention Programs
- Extended day and other school safety programs-YMCA/Partner with the Office For Community Wellness
- Forums and Education will be developed in response to DASA complaints.
- Others based on building needs and as indicated in the District code of conduct
- Parenting workshops geared to student behavior issues.
- District consults with Ulster County Mental Health, Ulster County Department of Health, Ulster County BOCES,
- Institute for Family Health, New Paltz Police Department and other agencies to provide staff and student training in areas of prevention and intervention

Facilities Initiatives

The district has attempted to enhance the security of its facilities through a number of initiatives, including the following:

- Employees can call a lockdown in an emergency
- The school district has installed cameras, door hardware & monitoring software then developed a procedure to monitor & secure all exterior doors.
- The school district has developed a procedure to limit entrance to school buildings to a single point of entry during the school days.
- The school district has installed hardware & monitoring software then developed a visitor sign-in procedure for the single point of entry at each school building.
- This visitor management system requires individuals to be identified and issued a visitors ID badge, prior to being “buzzed in" to any school in the district.
- The school district utilizes an employee identification badge system.
- The school district has an Automated Lockdown System with panic buttons in all main offices, which automatically dials 911, overrides/locks the electronic exterior door locks and plays a lockdown announcement on the PA & all desk phones. In addition, this system can be activated with a code from any desk phone.
- The school district continually monitors for updates and upgrades to the district’s security system, including, but not limited to, the use of security cameras, electronic door locks, door contacts, intrusion alarms, swipe cards, etc.
- The school district utilizes staff, including a security guard, who are strategically placed around the school district to help encourage and ensure that safety is maintained.
- All students receive ID badges. NPHS and NPMS students must present their badge as identification when entering the building. Elementary students’ badges must be presented by parents for pickup of their child.

Training, Drills, and Exercises

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

- The New Paltz Central School District shall arrange to provide annual multi-hazard school training for staff and students at each educational site. Such training shall include Incident Command Training for administrators and selected faculty members and other multi-hazard training for staff and students such as “Stop the Bleed” and CPR,as deemed appropriate by the Board of Education and Superintendent of schools.
- The New Paltz Central School District annually performs eight fire drills at each of its school buildings, which are timed and documented for review prior to the annual
- Fire Safety Inspection. Also, the District conducts three bus evacuation drills annually. In addition, the New Paltz Central School District participates in the annual “Go-Home Early”

Drill and anticipates to practice at least one Relocation/Sheltering Drill per building per school year and the annual Weather Hazards Awareness Drill, sponsored by the National Weather Service. [The efficacy of these drills is assessed annually by building administrators and teaching staff.]

- The District has repeatedly reviewed and revised the policy and procedure for pre-clearance, sanitizing of school buildings, evacuation of buildings, early dismissal for students and staff, and emergency closure of buildings. The reviews and revisions enabled the District to upgrade communication procedures to staff, students and community in the event of violent incidents. The communication procedures were also revised to include use of media, including radio, television (local cable), public meetings, social media, to address questions and concerns, and letters sent to parents and community members. Working relationships with Local, County and State Police regarding the implementation of school safety and security are well established. State and Federal Officials also made presentations to staff members on procedures and safety measures when confronted with threats, intruders and crisis situations.
- The District will participate in tabletop exercises in coordination with local and county emergency officials.
- The District maintains membership on the Town of New Paltz Local Emergency Planning Committee.
- The District will maintain participation in the Readiness and Emergency Management for Schools program.

School Safety Personnel

School safety personnel have a critical role in violence prevention. The following represents a description of the responsibilities of school safety personnel in the district:

The building principal or his/her designee shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

- Assign personnel to monitor hallways, entranceways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building level safety issues or concerns.
    - Represent the building on the District-wide Health and Safety Committee.
    - Serve on their building level School Building Response Team.
    - Attend school safety meetings and be a resource on school safety and security issues for building employees.
    - Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
    - Participate in school incident investigations.
    - Respond to all school emergencies as part of the building's Emergency Response Plan.
    - Coordinate annual school safety multi-hazard training for students and employees. Multi-hazard training shall include crisis intervention, emergency response and management.
    - Employees and students shall receive annual training and drill practice on protocols for threats, evacuation, sheltering, lock-down, relocate to hallway, fire emergency, bus drills and appropriate violence prevention strategies.
    - Designate procedure for informing substitute teaching and non-teaching employees of school safety protocols.
- Comply and encourage compliance with all school safety and security policies and procedures established by the Board of Education.
- Attend professional development activities on school safety and violence prevention.

All school safety personnel shall be provided with training on violence prevention and school safety. All training courses shall receive prior approval from the Superintendent.

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 the school district, the district completes a fingerprinting and criminal background check prior to appointment. Employees include any person receiving compensation for work from the school district; 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.

- Reference check forms are used for instructional, non-instructional and transportation personnel.
- Reference checks are completed and reviewed by both the hiring supervisor and the administrator in charge of the program area.
- Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:
    - Do you have knowledge of any violations of safety or security by (prospective employee) related to students, employees or others?
    - Why did (prospective employee) leave your employment? Or, Do you know why (prospective employee) is leaving your employment?
    - Would you rehire (prospective employee)? If no, why not?

B. Early Detection of Potentially Violent Behaviors

The district has implemented policies and procedures related to the early detection of potentially violent behaviors. Each building principal is responsible for the dissemination of informative materials regarding the early detection of potentially violent behaviors to employees and parents each school year. (Appendix 4). In addition, employees shall receive training on the district's Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the Superintendent.

C. Hazard Identification

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

Building	Employees	Students
New Paltz High School Telephone: 845-256-4100 Principal: Dr. Samuelle Simms	100	620
New Paltz Middle School Telephone: 845-256-4200 Principal: Ross Hogan	94	381
Lenape Elementary School Telephone: 845-256-4300 Principal: Sean Inglee	83	331
Duzine Elementary School Telephone: 845-256-4350 Principal: Dr. Melissa Jean-Paul	91	358

The buildings and grounds associated with each of these facilities have the potential for a

district or building-level emergency or incident. Specific, individual hazards for the New Paltz Central School District and each of its school buildings are addressed in the individual Building-Level Emergency Response Plans

V RESPONSE

A. Notification and Activation (Internal and External Communications) In cases of a serious violent incident, the district would use the procedure listed below to meet the requirements for notification and activation. A serious violent incident is an incident of violent criminal conduct that is or appears to be, life threatening and warrants the evacuation of students and employees because of an imminent threat to their safety or health, including but not limited to; the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot; hostage-taking or kidnapping.

Communications systems are:

Internal

Teachers and building employees	Public address system and automatic lock down system
Students	Public address system and verbally from supervising teachers
Superintendent of Schools	Phone by principal's secretary
Buildings and Grounds	Phone or radio by principal's secretary
Board of Education	Phone or E-mail
Administrators/Directors	Group Text Message

External

State Police/Ulster County Sheriff/New Paltz Police	911
Rescue Squad	911
Fire Department	911 (Direct to specific entrance)
Parents	By Phone or parent communication software; mass direction via radio to a neutral location. Efforts by Law Enforcement to keep parents from removing students is paramount
News Media	Superintendent of Schools

- The Superintendent of Schools shall be responsible for conveying emergency information to educational facilities within the New Paltz Central School District. The Superintendent shall take appropriate steps to secure the following information about each educational agency within the district: number of students, number of employees, transportation requirements associated with the evacuation of each facility; and the business and home telephone numbers of key officials of each agency.

- Information will be provided to parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal through the use of telephone or parent communication software by employees at the building level using the student/parent directory or local and regional radio and TV stations.

B. Situational Responses – Multi-Hazard Response and Response Protocols

Responses to Acts of Violence: Implied or Direct Threats

In the event of an act of violence or implied or direct threat, the district shall follow the following protocol:

- Follow the classroom emergency procedures as directed by the Building Principal.
- Use of employees trained in de-escalation or other strategies to diffuse the situation.

- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence

In the event of serious acts of violence, district personnel shall follow the following protocol:

- Follow the classroom emergency procedures as directed by the Building Principal.
- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal/Superintendent.
- 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.

Response Protocols

The New Paltz Central School District has a comprehensive multi-hazard Emergency Response Plan as part of the Building-Level Emergency Response Plan. Elements of the plan include:

- Chain of Command
- Other Relevant Parties
- Emergency Planning Committee
- Emergency Telephone Numbers
- Telephone Tree
- First Aid List
- Fleet List
- A list of hazardous incidents and a response plan for each (e.g. bomb threat, hostage, intruder, natural disaster, structural failure, et. al.)

Arrangements for Obtaining Emergency Assistance from Local Government

The School's Administration shall use the following process in making arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies:

- Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.
- Superintendent/Designee contacts highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The School's Administration shall use the following protocol for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law:

- Superintendent/Designee in an emergency 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: (examples include the Red Cross, fire department, police, private industry, private individuals, religious organizations and others).

District Resources Available for Use in an Emergency

Each New Paltz Central School District Building is equipped with resources available for use during emergency situations. These include communication devices, first aid and medical supplies, AEDs, food/water, fire extinguishers, flashlights, batteries, and emergency phone number lists. Additional resources (e.g., tools, duct tape, hardware) are located in the maintenance shops and with the supplies of the Head Custodian of each building. Each school building of the New Paltz Central School District can serve as a Relocation/Sheltering site, if required, during emergencies.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The district shall use the following procedure to coordinate the use of school district resources and manpower during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent or the District-wide School Safety Team and request the necessary manpower or resources.
- The Superintendent or the highest-ranking person in the chain of command shall assess the request and allocate personnel and resources as necessary.

Protective Action Options

The New Paltz Central School District shall follow the following protocols in assessing the appropriate protective action option. The decision to cancel school, to dismiss early, shelter in place or evacuate shall be made in cooperation with state and local emergency responders as appropriate.

<u>School cancellation</u>
- Monitor any situation that may warrant a school cancellation – *Superintendent/ District Team.*
- Make determination – *Superintendent.*
- Contact local media.

<u>School delay</u>
- Monitor any situation that may warrant school delay – *Building Administrators/ Superintendent/District Team.*
- If conditions warrant, delay opening of school.
- Contact Transportation Supervisor to coordinate transportation issues.
- *Superintendent or Designee will*
- Contact local media or use parent communication software to inform parents of delayed opening.
- Set up information center so that parents may make inquiries as to situation.
- Provide for safety and security of employees and students who do come to school.

<u>Early dismissal</u>
- Monitor situation – *Superintendent/District Team.*
- If conditions warrant, close school – *Superintendent.*
- Contact Transportation Supervisor to arrange transportation. *Superintendent or Designee*
- Contact local media or use parent communication software 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)

- Determine the level of threat – *Superintendent or Designee.*
- Contact Transportation Supervisor to arrange transportation – *Superintendent or Designee.*
- 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 the Building Principal.
- Make determination regarding early dismissal – *Superintendent or Designee.*
- If determination was made to dismiss early, contact local media or use parent communication software 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.

Sheltering sites (internal and external)

- Determine the level of threat – *Superintendent/Incident Commander /Designee.*
- Determine location of sheltering depending on the 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.
- 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.

VI RECOVERY

A. District Support for Buildings

The New Paltz Central School District District-wide Team will support the Building-level Emergency Response Team and the Post-Incident Response Teams in affected schools.

B. Disaster Mental Health Services

The district office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools. The Superintendent or his/her designee may activate the Ulster BOCES Crisis Intervention Team or gain additional resources from Ulster County Mental Health Services, as the situation requires.

VII APPENDICES

Appendix 1
Listing of all school buildings covered by the District-wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building employees.

Appendix 2
Summary of Building-level plan.

Appendix 3
The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Appendix 4
Protocols for a Public Health Emergency

Appendix 5
Emergency Response Guidelines

Appendix 1
Listing of all school buildings covered by the District.

New Paltz Central School District Office
1 Eugene L. Brown Dr. New Paltz,
NY 12561 Telephone:
845-256-4000
Superintendent: Stephen Gratto

New Paltz High School 130 S
Putt Corners Road New Paltz, NY
12561 Telephone: 845-256-4100
Principal: Dr. Samuelle Simms

New Paltz Middle School
196 Main St
New Paltz, NY 12561 Telephone:
845-256-4200 Principal: Ross
Hogan

Lenape Elementary School
1 Eugene L. Brown Dr. New Paltz,
NY 12561 Telephone:
845-256-4300 Principal: Sean
Inglee

Duzine Elementary School
31 Sunset Ridge New Paltz,
NY 12561
Telephone: 845-256-4350 Principal: Dr.
Melissa Jean-Paul

Appendix 2

New Paltz Central School District 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.

The New Paltz Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS AND GUIDELINES

A. Purpose

The New Paltz Central School District's Building-level Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the New Paltz Central School District Board of Education, the Principals of the New Paltz Central School District schools appointed a Building-level Emergency Response Team and charged it with the development and maintenance of the School Emergency Response Plan.

B. Identification of School Teams

Each building has developed two emergency teams:

- 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 School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

D. Efforts may be supplemented by county and state resources through existing protocols. Plan review and public comment

- This plan will be reviewed periodically during the year and will be maintained by the Building-level Emergency Response Team. The required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of this plan will be made available for public comment at least 30 days prior to its adoption. The School Board may adopt the district-wide and building-level plans only after at least one public hearing that provides for the participation of school personnel, 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 School Teams

- A Building-level Emergency Response Team, including the members required by regulation, has been created. Members of the team include: school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education.
- A Building-level Post-emergency Response Team, including the members required by regulation, has been created. Members of the team include: school personnel; medical personnel; mental health counselors; and others who can assist the school community in coping with the aftermath of a serious violent incident or emergency.

B. Prevention/Intervention Strategies

- Training for emergency teams and individuals who have safety responsibility, including de-escalation training, has been conducted as determined in the district-wide school safety plan.
- Procedures for an annual review and the conduct of drills and exercises to test components of this school's plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials have been developed and will be implemented.
- The District-wide School Safety Plan requires annual multi-hazard training for students and staff. The school's plan describes how this training will be provided to staff and students in the building.

C. Identification of Sites of Potential Emergencies

The District-wide School Safety Plan requires an identification of sites of potential emergency. The Building-level Emergency Response Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

RESPONSE

Assignment of Responsibilities

A chain of command consistent with the National Interagency Incident Management System (NIIMS)/Incident Command System (ICS) will be used in response to an emergency in the building. In the event of an emergency, the building's response team may adapt NIIMS/ICS principles based on the needs of the incident.

A. Continuity of Operations

The building has developed procedures to continue operations during an emergency.

B. Access to Floor Plans

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

C. Notification and Activation

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school

grounds and road maps of the immediate surrounding area.

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.

D. Hazard Guidelines

The District-wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school 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, Civil Disturbance, Biological, School Bus Accident, Radiological, Gas Leak, Epidemic, or Others as determined by the Building-level Emergency Response Team.

E. Evacuation Procedures

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

- Evacuation before, during and after school hours (including security during evacuation)
- 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 Emergency Response Team.

F. Security of Crime Scene

Policies and procedures have been established for securing and restricting access to the crime scene in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property.

RECOVERY

The Building-level Emergency Response Plan will be coordinated with the statewide plan for disaster mental health services to assure that the school 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 3

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 New Paltz 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 are 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 that 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. Youth 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 to, 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

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one’s hands as though shooting or strangling another person. There are principally four types of threats – direct, indirect, veiled and conditional.

Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, compel

desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself.

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

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 relationship, 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, display signs of paranoia, self-importance or grandiosity masking feelings of unworthiness, notably think 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, judgmental 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, Hitler, Satan or others associated with violence and destruction;
- Manifests behavior that is relevant to carrying out a threat, spends 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 inordinate degree of privacy, 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 student's use of drugs or alcohol or changes in such use is important;
- Outside interests, 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 4
Protocols for a Public Health Emergency

2801-a(m) District Plan - Protocols for a Public Health Emergency

Signed legislation has been established by the state that requires all New York State public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The new legislation will constitute New York State Labor Law Section 27-c, and serves as a response to the effects of the COVID-19 pandemic. In addition to 27-C, the following section was added to 2801-a of the Education Law that will require additions to the District Plan.

2801-a (m) - protocols for responding to a declared public health emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.

Requirement: a.
A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, and a justification of such consideration for each position and title included.

DEPARTMENT	TITLE	JUSTIFICATION
Information Technology	Director, Technicians	This group is needed to maintain the internet capability including remote learning and working from home.
Custodial and Maintenance	Director, Asst. Director, Custodians, Maintenance Mechanics, Grounds	This group is needed to maintain the internet capability including remote learning and working from home.
Administration	Superintendent, Deputy Superintendents, & Asst. Superintendents	Required to ensure continuity of the response efforts.
Building Administration & Clerical Support	Building Administrators & Clerical Support	Required to ensure continuity of the response efforts.
Faculty and Staff	Teacher/ Related Service Provider	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.
Security	Security Coordinator & Security Assistants	To ensure the safety/security of the campuses.

Transportation	Director of Transportation, Support Staff & Transportation Contractor	To transport food to students who receive home meals and/or to transport students in the event they are attending in-person instruction.
Food Service	Food Service Director & Food Service Workers	To prepare and distribute meals to students.
Health Services	Director of Health Services and staff as deemed necessary	To assist with testing requirements, reporting and contract tracing.
Business Operations	Accounting, Payroll, Accounts Payroll, Purchasing	Where necessary to ensure the continued operation of the District.

Requirement: b.
A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace.

To enable all non-essential employees and contractors to telecommute, District staff will be guided by *The Continuity of Instruction Pla*n and the *District Reentry Plan* contained within the District Wide Safety Plans. We would follow a contingency plan in a similar format as we had during the pandemic shut down in March 2020.

Teachers will continue to have access to various digital platforms, including, but not limited to:

Email	Google Drive	G Suite for Education (Classroom, Meet, etc.)

Teachers can communicate via district-issued or personal computers along with the use of teacher's personal cell phones.

Requirement: c.
A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding on public transportation systems and at worksites.

The district will conduct transportation activities that are consistent with the Department of Health and NYSED School Reopening guidelines. In order to maintain social distancing, district buses will operate at reduced capacity, and students and the driver will need to utilize Personal Protective Equipment and take the following additional measures:

- Class schedules may be staggered to a morning and afternoon cohort. ● In- person days may be staggered by cohort groups.
- Staff and students may walk or drive a personal vehicle to campus.
- Staff may be required to arrive on campus prior to students in a staggered work shift or staggered assigned day of work.
- Employees may be permitted to work remotely.
- Contractors may not be permitted on campus during school hours.

- Visitors may not be permitted on campus during school hours.

With respect to managing transportation services provided to the district, the following measures will be taken:

- Seats will be occupied by one student per seat.
- When boarding, children will occupy seats from back to front, where feasible. Students shall be loaded in sequential route order. When going to school, the first Student on the bus will sit in the back. When going home from school, the last student off the bus sits in the back.
- Dismissal times will be staggered to best suit building needs and to promote social distancing.
    - Arrival and departure activities shall be supervised to ensure social distancing. Stagger arrival times of both buses and parent transportation to reduce density.
    - The district will add or modify bus routes to reduce load levels on buses.
    - Whenever possible, a single driver will be assigned to the same bus and routes.

Requirement: d.
A description of the protocol the employer will implement in order to procure the appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months. Such description shall also include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

- The New Paltz Central School District will maintain an inventory of PPE in accordance with the following NYS Education Department guideline, and continually restock the same as needed.
- Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
- PPE equipment will be readily available, if needed.

Requirement: e.
A description of the protocol in the event an employee or contractor is exposed to a known case of the communicable disease that is the subject of the public health emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Such protocol shall also detail actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. Such protocol shall not involve any action that would violate any existing federal, state, or local law, including regarding sick leave or health information privacy.

In the event an employee, student or contractor is exposed to a known case of a communicable disease that is subject to a public health emergency, exhibits symptoms of such disease, or tests positive for such disease, the District will respond as per the Infectious Disease annex found in the Building Level Emergency Plan, section 25 and the District's Reopening Plan.

REOPENING PLAN: CLEANING & DISINFECTIONS OF SCHOOLS

The CDC has provided reopening guidance for cleaning and disinfections, with specific guidance for schools. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and buses. The guidance provides a framework for cleaning and disinfection practices which includes:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important.
- When EPA-approved disinfectants are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be extremely dangerous to breathe in. Keep all disinfectants out of the reach of children.
- Identifying cleaning and disinfection frequency for each facility and area type; and
- Maintaining logs that include the date, time, and scope of cleaning and disinfection in a facility or area. Considerations and training have been made regarding the safety of custodial staff and other people who are carrying out the cleaning or disinfection. The following high touch surfaces will be cleaned and disinfected throughout the day. These include:
    - Tables
    - Doorknobs
    - Light switches
    - Countertops
    - Handles
    - Desks
    - Phones
    - Keyboards and tablet
    - Toilets and restrooms
    - Faucets and sink

Requirement: f.
A protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees and contractors in order to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.

- All entrances will be locked and monitored by security guard/greeter.
- All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises.
- Payroll, attendance, and/or leave request forms will further document an employee's presence on campus.
- Contractors will sign in with the security guards/greeters, and their presence registered in the visitor logbook or visitor management system.
- Non-essential visitors will not be allowed on site however exceptions will be made on a case by case basis.

Requirement: g.
A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.

- If emergency housing is needed the District will lodge an essential employee on a district property or at a local hotel.

Appendix 5 - EMERGENCY RESPONSE GUIDELINES

New Paltz CSD For call to 911:

High School - 130 South Putt Corners Rd | **Middle School - 196 Main St.**

Lenape School - 1 Eugene L. Brown Dr | **Duzine School - 31 Sunset Ridge Rd**

Lockout	**Hold-In-Place**	**Evacuate**	**Shelter-In-Place**	**Lockdown**
Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. 1. Listen for instructions regarding the situation and your actions. 2. Close all windows and doors. Lock all exterior doors and do not open for anyone. 3. All outdoor activities are terminated. 4. Leave blinds/lights as they are. 5. Take attendance. 6. After initial instructions listen for updates. 7. Classroom instruction continues as normal. 8. Listen for updates.	Used to limit movement of students and staff while dealing with short term emergencies. 1. Listen for instructions about the situation and your actions. 2. Students in hallways should return to their assigned classroom, if possible. 3. Classroom teachers, take attendance. Keep students in the classroom. 4. All other staff assist. students, as needed. 5. Listen for updates.	Used to evacuate students and staff from the building. ● Listen for instructions about the situation and your actions. ● Lead students to designated assembly areas or announced assembly areas. Use a secondary route, if necessary. ● Bring attendance list and class roster. ● Close the classroom door after exiting. ● Take attendance when safe to do so. ● If evacuating off site, take attendance before moving from and upon arrival at off-site location. ● Supervise your class. Do not let anyone leave or join your class. ● Listen for updates.	Used to shelter students and staff inside the building. 1. Listen for instructions about the situation and your actions. 2. Students in hallways should return to their assigned classroom, if possible. 3. Classroom teachers, take attendance. 4. All other staff assist students, as needed. 5. Move away from windows, if the situation warrants. 6. If instructed, move out of the classroom to the designated safe area. Stay together at all times. 7. Take attendance. 8. Listen for Updates.	Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. ● When you hear lockdown announced, you should move quickly to execute the following actions: ● If safe, gather students from hallways and common areas near your classroom. If outside, report to you pre-assigned area out of sight as per building plans ● Lock your door. Barricade if necessary. ● Move students to a safe area in the classroom out of sight of the door. ● Leave windows, blinds, and lights as they are. If visible from outside, lower blinds. ● Keep everyone silenced. Silence cell phones. ● Supervise your class. DO NOT let anyone leave or join your class. ● Take attendance, if possible. ● Do not communicate through the door or answer the room phone. 10. Do not respond to P.A. announcements or the fire alarm. 11. Stay hidden until physically released by law enforcement personnel. 12. Be prepared to fight or run

Appendix 6

District Cardiac Emergency Response Plan

1. Purpose

The Cardiac Emergency Response Plan (CERP) establishes a clear, coordinated response to any cardiac emergency occurring on school property. The plan outlines prevention, recognition, and response strategies—including the use of Automated External Defibrillators (AEDs)—to increase the likelihood of survival in the event of a sudden cardiac arrest (SCA).

II. Goals/Objectives

- Ensure rapid recognition and treatment of cardiac arrest.
- Provide clear roles and responsibilities for staff.
- Maintain compliance with NYSED requirements and AHA best practices.
- Promote regular training, drills, and equipment readiness.

III. CERP Activation

CERP plan is activated when any person on school grounds is suspected of experiencing cardiac arrest, indicated by:

- Sudden collapse
- Unresponsiveness
- Absence of normal breathing or pulse

IV. Roles and Responsibilities

Role	*Responsibilities*
Cardiac Emergency Team Lead (Director of Health, P.E. & Athletics or Building designee)	Coordinates on-scene cardiac emergency response
AED Responder (trained staff)	Retrieve and operate AED, begin CPR until EMS arrives
CPR Responders	Initiate chest compressions and rescue breathing if certified
911 Caller	Immediately call 911 and report cardiac emergency and AED location
Runner/Guide	Direct EMS to the scene, unlock doors/gates as needed
Crowd Control	Clear area and ensure privacy and space for responders
School Nurse (if available)	Assist with CPR/AED or post-event monitoring and documentation

V. Emergency Response Steps

1. Recognize Sudden Cardiac Arrest

- Check responsiveness.
- Assess breathing and pulse.

2. Call for Help

- Shout for help/CERP Team.
- Designated person calls **911**, stating:
    - “We have a cardiac emergency at [School Name, Address, Entrance Info].”
    - Location of victim.
    - Send runner for **AED**.

3. Begin CPR: (as per protocol)

- Send Runner to retrieve AED
- Continue until AED arrives or EMS takes over.

4. Apply and Use AED

- Turn on AED and follow voice prompts.
- Deliver shock(s) as advised.
- Continue CPR between shocks as instructed until EMS arrives.

5. Post-Incident Response

- Provide EMS with student/staff medical information, if known.
- Notify district office.
- Check AED functionality
- Complete an incident report within 24 hours.
- Offer mental health support to students/staff as needed.

VI. AED Locations and Maintenance

- AEDs are available in **all school buildings**.

School/Building	AED Location
Duzine	1st Floor: Outside Nurses Office
Lenape	1st Floor: Main Entrance
Lenape	1st Floor: Outside Gym
Lenape	2nd Floor: Outside Room 202 Stairwell Side
Middle School	1st Floor: Outside Nurses Office
Middle School	2nd Floor: Outside Room 39
High School	1st Floor: Outside Nurses Office
High School	1st Floor: Outside Athletics Office
District Office	Main Entrance
Transportation/Bus Garage	Side Door Entry Way

- Each AED are:
  - Clearly marked and unobstructed.
  - Checked **monthly** for battery and pad expiration.
  - Have documentation of **maintenance and readiness checks**.
- A map of AED locations is maintained in:
  - Main office
  - Nurse's office
  - Emergency Response Binders
  - Shared with EMS

VII. Training Requirements

- **Annual CPR/AED certification** for staff members.
- AED drills conducted **annually** in coordination with other safety drills.
- Posters with AED locations and action plan displayed throughout schools.

VIII. Communication and Documentation

- Parents and staff are informed annually of the District's Safety Plan/CERP.
- Documentation of AED maintenance, responder training, and drills is maintained in accordance with state law.
- After-action reviews are conducted for every incident to improve future response

Appendix 7

Extreme Heat Plan

New York State Law requires protections against extreme heat in classrooms. When appropriate, temperatures in classrooms will be taken at a shaded location, three feet above the floor and near the center of the room. If the temperature in a room reaches 82 degrees Fahrenheit, teachers must take action to relieve heat-related discomfort. These steps might include turning off overhead lights and unused electronics, lowering blinds or shades, using fans to increase circulation, taking frequent water breaks, or using air conditioning. If the temperature reaches 88 degrees Fahrenheit, the room or space can no longer be used. In this case, students and teachers will be moved to a room that has a temperature that is less than 88 degrees Fahrenheit.