



ROCKLAND BOCES

**Nanuet District Wide
Safety/
Emergency Response Plan**

Revised 2017

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Nanuet Wide School Safety Plan

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INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Nanuet Schools 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 schools with local and county resources in the event of such incidents or emergencies.

The District Wide Plan is responsive to the needs of all schools within the District and is consistent with the more detailed emergency response plans required at the school building level. Schools are at risk of a wide variety of acts of violence and 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 District and its schools.

Nanuet Schools supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools of Nanuet Schools encourages and advocates on-going cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS

A. Purpose

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

B. Identification of School Teams

Nanuet Schools has appointed a District Wide School Safety Team consisting of, but not limited to, representatives of the school Board of Education, students, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the team and their positions or affiliations are as follows:

- Dr Mark McNeill, Superintendent of Schools
- Mario Spagnuolo, Ass't. Superintendent of Business
- Dr Meredith Fox, Ass't. Superintendent
- Judith Heaney, Director of Student services
- Ursula Carbone, Director of Technology
- Frank Mazzuca, Director of Athletics
- Rudy Villanyi, Director of Facilities
- Jill Russo, Transportation
- Andrea Dobbelaer, Administrative Secretary
- Maura Cioffi, Administrative Secretary
- Members of Fire Districts

- Members of Law Enforcement
- Members of Emergency Medical Services
- Board of Education Members

C. Concept of Operations

- The School Safety Plan is directly linked to the individual Building Level Emergency Response Plans as a matter of protocol. The activation of a Building Level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District Wide Emergency School Safety Plan and District Wide Response Team.
- The School Safety Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration and local emergency services, the plan has been developed to address the specific needs of Nanuet Schools 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 of Schools 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 Nanuet' radio network.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee, shall be notified and where appropriate, local emergency officials shall also be notified.
- County and state resources supplement the Nanuet Schools' 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 Nanuet Schools to use certain facilities for sheltering during times of emergencies.
 - A protocol exists for the use of county mental health resources during post incident responses.

D. Plan Review and Public Comment

- 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 Nanuet Schools' Board of Education shall adopt the School Safety Plan only after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education.
- Full copies of the School Safety Plan and any amendments shall be submitted to the New York State Education Department within 30 days of adoption.
- This plan shall be reviewed periodically during the year and maintained by the District Wide School Safety Team. The required annual review shall be completed on or before July 1 of each year after its adoption by the Board of Education.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Program Initiatives

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

- Character Education Programming
- Anti-bullying Programs
- Positive Behavior Intervention and Support Programs
- Peer Leadership Programs
- Drug Abuse Resistance Education Programs
- Codes of Conduct
- Crisis Response/Intervention Plans.

Facilities Initiatives

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

- Sign-in procedures and use of visitor ID badges with visual contact.
- Employees use faculty/staff ID badges.
- Schools have developed a single point of access for visitors at each building.
- Installation of interior and exterior surveillance cameras throughout our campuses.
- Key card distribution to employees and students to gain building access through door readers.

Training, Drills, and Exercises

- The Nanuet Schools has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:
 - An annual review of the building level emergency guides and general employee awareness training for building employees conducted by each principal.
 - The annual early go home drill to test evacuation and sheltering procedures.
 - Each school building conducts fire drills throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures.
 - A Building Level tabletop exercise run in cooperation with members of local emergency services.
 - New Employees will be provided with training within 30 days.
 - Annual training for all staff must be completed by September 15th each year and certified via BEDS in October.
- The Nanuet Schools shall conduct drills and other exercises to test and evaluate the effectiveness of the Nanuet Schools Emergency Response Plan. Each building principal will forward a schedule of planned emergency drills and fire drills to the Superintendent of Schools by the beginning of each school year. Each principal will be required to complete a minimum number of student drills as follows:

Drills:

8 Fire drills during the school year

4 Emergency Response drills during the school year
8 Drills by December 31st.

- The Nanuet Schools shall conduct tabletop exercises with the Building Level safety teams to test the components of the emergency response plan. The narratives, sequence of events and messaging for each exercise shall be developed by select members of the Nanuet School Wide Safety Team, Emergency Management Consultants and local emergency services. A controller, evaluator and simulator shall conduct each tabletop exercise. The suggestions and necessary enhancements of the Building Level Plan noted during the evaluation shall be documented by the evaluator and provided to the Building Level Safety Team and Nanuet Schools District Wide Safety Team for further evaluation.
- Topics for training will include general security and safety measures, intervention strategies with difficult or challenging students, building security awareness, and reporting requirements and procedures.

In the execution of their duties, faculty, aides and monitors shall have responsibility for:

- Monitoring halls, lavatories, locker rooms, locker bays and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.
- Observation of the general property, including the immediate outside area/perimeter of the building(s), with an obligation to report suspicious activity to district or building administration.
- Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment.

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 schools:

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:

- Monitor hallways, entryways, 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 Nanuet School Wide Health and Safety Committee.
 - Serve on 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 bomb threats, evacuation, sheltering, lockdown, 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 of Schools or his/her designee.

Hiring and Screening of School Personnel

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

Fingerprinting and Criminal Background Checks

For all employees hired by schools, the Nanuet Schools completes a fingerprinting and criminal background check prior to appointment. No employee works in the Nanuet Schools until fingerprint clearance is received. Employees include: any person receiving compensation for work from schools; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes).

Reference Checks

References are thoroughly checked prior to extending an employment offer.

- Reference check forms are used for instructional, non-instructional and transportation personnel.
- Reference checks are completed and reviewed by the administrative team along with the application.
- 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 Nanuet Schools 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. In addition, employees shall receive training on the Nanuet Schools' Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the Superintendent of Schools.

- Major hospitals (Nyack Hospital, Good Samaritan, Helen Hayes, Summit Park)
- Rockland Psychiatric Center
- Rockland County Correctional Facility

RESPONSE

A. Notification and Activation (Internal and External Communications)

- In cases of a seriously violent incident, the Nanuet Schools 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. This includes, but is not limited to, the use or threatened use towards oneself or others of a firearm, explosive, bomb, incendiary device, chemical, or biological weapons, knives or other dangerous instrument capable of causing death or serious injury, riots, hostage-taking, or kidnapping.

Communications systems are:

Internal

Administrators	Public Address System and Radios. <u>All Administrators are authorized by the Superintendent of Schools to use ALL CALL on NANUET SCHOOLS Phones or PA system to notify the Entire Campus of a threat (i.e. Lockdown, Safety Hold, Shelter in Place, etc.).</u>
Teachers and Building staff	Public address system and radios.
Students	Public address system and verbally from supervising teachers
Superintendent of Schools	Public address system and radios.
Buildings and Grounds	Public address system and radios.
Board of Education	Phone

External

New York State Police: F Troop	911
Town of Clarkstown P.D.	911
Rockland Sheriff's Office	911
Nanuet Fire Department	911
Rockland BOCES	845-627-4761
Parents	<p>District Website: www.NanuetSD.org</p> <p>Transportation Phone Emergency Information: (845)627-9881</p> <p>The district will also utilize radio frequency and Radio Stations:</p> <p>Radio Stations</p> <ul style="list-style-type: none"> • WRCR 1300 AM • WFAS 1230 AM / 103.9 FM • WVOX 1460 AM • WHUD 1400 AM / 100.7 FM • Rockland County Emergency Services Station 1640 AM <p>Television Stations</p> <p>Cable News</p>

	Channel 12 FIOS 1 News
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The Public Information Officer would be responsible for conveying emergency information to educational facilities within the Rockland Nanuet Schools. The Public Information Officer would take appropriate steps to secure the following information about each educational agency within the Nanuet Schools: 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. Such information would be updated at least annually by the Public Information Officer. Each such agency would report material changes to such data to the Public Information Officer, in writing, within seven days of such change.

The following non-public school(s) are located within the Nanuet Schools (See Appendix 12 for non-public schools in all Rockland County School Districts):

Last Name	First Name	Business Name	Street Address	City	Area	Phone	2nd Phone
Crispi	Rose	YMCA @ West Nyack Elementary	661 West Nyack Road	West Nyack	845	727-1037	642-1561
Pedler	Miriam	JCC Rockland, Inc.	450 West Nyack Road	West Nyack	845	362-4400	
Mancini	Carol	Carol Mancini	11 Virginia Street	Valley Cottage	845	268-6647	
Moore	Sofia	Sofia Moore	8A Deerfield Drive	New City	845	639-5307	821-1671
Zambri	Martha	Dragonfly Child Care Inc.	10 Highland Avenue	West Nyack	845	358-6321	
Mercado	Rose Ann	Nanuet Family Resource Centers, Inc. @ Miller	50 Blauvelt Road	Nanuet	845	627-4889	627-4891
Smith	Bertha	JCC-Y @ Link Elementary School	51 Red Hill Road	New City	845	362-4400	
Jasiel	Nancy	Small Wonders Child Care Corp.	23 New Clarkstown Road	Nanuet	845	371-1502	
Wizeman	Karen	Tutor Time of New City	227 North Main Street	New City	845	708-8270	
Hayes	Meghan	Bambini Nursery Child Care	365 Strawtown Road	New City	845	634-4500	596-9038
Badgujar	Sunita	Teddy Bear Kids Care	89 Havermill Road	New City	845	639-1368	
Nachimson	Gail	Jawonio	260 Little Tor Road	New City	845	708-2000	

Meehan	Annmarie		12 Westview Avenue	Congers	845	304-7788	
Castellano	Lisa	YMCA @ Woodglen Elementary	121 Philips Hill Road	New City	845	727-1037	661-3566
Raho	Debra	Kids Club House Daycare, Inc	40 Gregory Street	New City	845	570-1549	
Faroqui	Farida	Loving Angels Child Care	25 Rose Road	West Nyack	845	624-0225	596-5266
Mc Carthy	Nancy	Clarkstown Kids Childcare LLC	58 Endicott Street	Congers	845	268-4392	453-8838
Zambrano	Kathy		11 Rinne Road	Nanuet	845	215-5562	263-5018
Edwards	Kasey	YMCA @ Laurel Plains Elementary	14 Teakwood Lane	New City	845	727-0165	642-1560
aLink		Kreative Kids	61 Maple Avenue	New City	845	634-2202	
Di Nuovo	Nella	Nella Di Nuovo	66 Lenox Avenue	Congers	845	268-6489	
aLink		Master Jung & Yu Traditional Taekwondo	70 North Main Street	New City	845	638-4000	
Kass	Georgia	YMCA @ Lakewood Elementary	77 Lakeland Avenue	Congers	845	358-0245	727-1037
Barkin	Meryl	Best Friends Day Care, Inc.	2 Oak Lane	Nanuet	845	627-2658	
Feinstein	Shari	Town of Clarkstown Street School Community Center	31 Zukor Road	New City	845	634-3039	
Masotti	Janet	Prime Time For Kids	60 Phillips Hill Road	New City	845	639-2425	720-0449
Varvaro	Cheryl	Pigtails Nursery and Daycare	23 White Oak Lane	Bardonia	845	623-1655	
Wirchansky	Sandra	CCSD Childcare & Early Learning Program	62 Old Middletown Road	New City	845	213-9489	213-9489
aLink		Tappan Zee Community Nursery School	365 Strawtown Road	New City	845	634-6224	
Korines	Robin	Just Us Kids, Inc.	114 Tennyson Drive	Nanuet	845	215-5571	624-6124
Zuniga	Sophia	Sophia's Sandcastle	24 Tennyson Drive	Nanuet	845	627-0709	623-5957

Robinson	Jeannie	First Friends DayCare	148 Sleepy Hollow Road	Congers	845	825-9944	
Roy	Raji		41 Long Meadow Drive	New City	845	521-9176	521-9176
aLink		Clarkstown Theatre Company	8 Second Street	New City	845		
Basher	Lidia	Children's Paradise, Group Family Day Care	461 Phillips Hill Road	New City	845	638-3512	522-2579
Nachimson	Gail	Jawonio, Inc.	155 Phillips Hill Road	New City	845	708-2000	708-2000
Scioscia	Anna		136 Laurel Road	New City	845	638-6520	
Moran	Kristen	Shining Stars Early Childcare Center, Inc.	8 Rose Road	West Nyack	845	627-7002	
Mohan	Poonam	Grow And Learn With Me Daycare Inc.	92 Green Road	West Nyack	845	358-8984	
Howe	Carolyn	Just Us Kids, Inc.	1 Wesel Road	Nanuet	845	624-6124	215-5571
Di Venere	Toniann	Tutor Time Child Care of Congers	285 Route 303	Congers	845	267-3380	
Dolan	Brian	YMCA @ Little Tor Elementary	56 Gregory Street	New City	845	642-1571	727-1037
Zinman	Marlene	YMCA @ Strawtown Elementary School	413 Strawtown Road	West Nyack	845	727-1037	642-1562
Kanasky	Mena	Rockland County YMCA - Children's Waiting Room	1 South Main Street	New City	845	708-7235	
Scott	Lori	Temple Beth Sholom Nursery	228 New Hempstead Road	New City	845	638-0830	
Benoit	Judith	St. Paul's Christian Day School	323 South Main Street	New City	845	634-0929	634-0987
Roseman	Francine	A Bright Beginning Nursery School	10 Dogwood Lane	West Nyack	845	348-0013	
Butterfield	Alyssa	YMCA @ Bardonia Elementary	360 Bardonia Road	Bardonia	845	643-3056	727-1037
Binstock	Jacalyn	New City Jewish Center	47 Old School House Road	New City	845	638-9600	357-8378
Sholonova	Marusya	Marusya Sholonova	173 Long Clove Road	New City	845	323-4083	

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 by employees at the building level using the student/parent directory and/or local and regional radio and TV stations. These are the same stations that are used to announce official delays or closings. This information is provided to parents through the website and building handbooks. Additionally, if an event occurs at the campus where students cannot be released immediately, a parent/community public information center may be established at another campus building.

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

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

Staff cooperation is critical when an act of violence occurs. In the event of a criminal act, bomb threat, civil disturbance, intrusion, hostage taking, kidnapping or other threatening event, staff response may include:

1. Verbal instructions to cease the behavior.
2. Call for assistance from other staff.
3. Verbal instructions to follow classroom emergency procedures based on the main office's instruction over the public address system.
4. Call law enforcement and other necessary emergency response agencies.
5. Removal of any onlookers that could aggravate the situation.
6. Not invading the space of the individual(s) involved.
7. Removal of any potentially dangerous weapons or objects.
8. Physical restraint if other actions do not stop the violence.

A Principal shall make a preliminary determination as to whether an incident should be handled under the District's code of conduct or should be designated a violent incident under this section.

In the event of a violent incident, the following policies and procedures are to be followed at the Nanuet Schools level:

- The Superintendent of Schools will ensure the Building Level team has adequate resources to respond to the emergency.
- The Public Information Officer will develop a public information strategy to communicate necessary information to the media, parents and staff.
- The Central Office will notify the Superintendent of Schools who is the leader of the Nanuet Schools Districts' Emergency Response Team.
- The Superintendent of Schools will notify appropriate Board of Education members of the incident.
- The Superintendent of Schools will file any necessary information with the State Education Department (for example, school bomb threat data cards).

In the event of a violent incident, the following policies and procedures are to be followed at the school building level:

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

Follow-up of the violent incident should include:

1. Investigation of the incident by building principal and law enforcement, as necessary.
2. Preparation of written accounts of the incident by all involved.
3. Review of written accounts by the building principal for any disparities.
4. Appropriate disciplinary action according to the code of conduct.
5. Review of the entire incident by administration for future planning.
 - a. What happened?
 - b. Where did it happen?
 - c. When did it happen?
 - d. Why did it happen?
 - e. How did it happen?
 - f. How many individuals were involved?
 - g. Are the individuals associated with a group?
 - h. How could the incident have been prevented?
 - i. What warning signs were missed?
 - j. What can we do to prevent a future incident?
6. Counseling or other needed support for the victim(s), other students and staff involved in the incident.
7. Necessary reporting and parental notification.

Each school's Building Level plan lists building specific response actions to criminal acts, bomb threats, civil disturbance, intrusion, hostage taking, kidnapping, Threats of violence against oneself, as well as technological and natural disasters.

Response Protocols

Nanuet Schools has a comprehensive multi-hazard Emergency Response Plan. This plan is updated annually. Copies of the plan are available in each Principal's Office as well as in the Superintendent of Schools's Office and the Central Office. Elements of the plan include:

- Chain of Command and Incident Command Structure (ICS)
- Other Relevant Parties
- Emergency Planning Committee
- Emergency Telephone Numbers
- Telephone Tree
- CPR/AED 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.)

Chain of Command

- 1) Superintendent of Schools, Ass't. Superintendent of Business, Ass't. Superintendent
- 2) Director of Facilities
- 3) Director of Student Services
- 4) Director of Technology

Arrangements for Obtaining Emergency Assistance from Local Government

The 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 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 Nanuet Schools 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

Nanuet Schools has created a comprehensive list of resources available during an emergency, including fuel sources, communications, food service capability, maintenance vehicle lists, and medical supplies and AED, CPR and First Aid trained staff. Specific information in each of these categories is contained in the Building Level plans.

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

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

- The Building Principal of the affected facility shall contact the Superintendent of Schools or his/her designee and request the necessary manpower or resources.
- The Superintendent of Schools or the highest-ranking person in the chain of command shall assess the request and allocate personnel and resources as necessary.

Protective Action Options

Nanuet Schools 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.

- School Cancellation
 - Monitor any situation that may warrant a school cancellation – Superintendent/ Safety Team.
 - Make determination – Superintendent.
 - Contact local media – Superintendent or Public Information Officer.

- School Delay
 - Monitor any situation that may warrant school delay – Building Administrators/ Superintendent/Safety Team.
 - If conditions warrant, delay opening of school.
 - Contact Transportation Supervisor to coordinate transportation issues.
 - Contact local media to inform parents of delayed opening.
 - 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.

- Early Dismissal
 - Monitor situation – Superintendent/Safety Team.
 - If conditions warrant, close school – Superintendent.
 - Contact Transportation Supervisor to arrange transportation.
 - Contact local media to inform parents of early dismissal.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate 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 Building Principal.
 - Make determination regarding early dismissal – Superintendent or Designee.
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal.
 - Ensure adult supervision or continued school supervision/security.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate 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 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 personnel until all students have been returned home.

RECOVERY

A. Central Administration Support for Buildings

The Nanuet Schools District Wide Team will support the Building Level Emergency Response Team and the Crisis/Post-Incident Response Teams in affected schools.

B. Disaster Mental Health Services

The Central Office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools.

Appendix 1 – Required Plan Development Procedures

Nanuet Schools has revised the District Wide School Safety Plan in accordance with the 2013 New York School Safety Guide.

The District Wide Safety Team listed below contributed to revision of this plan. The plan was re-adopted by the board and was filed with the Commissioner of Education no later than 30 days after its adoption.

Please note the original plan was made available for public comment and August 21, 2001 and adopted by the board on October 2, 2001.

Committee Members – District Wide Safety Team

- Dr Mark McNeill, Superintendent of Schools
- Dr Meredith Fox, Ass't. Superintendent
- Mario Spagnuolo, Ass't. Superintendent of Business
- Ursula Carbone, Director of Technology
- Judith Heaney, Director of Student Services
- Rudy Villanyi, Director of Facilities
- Frank Mazzuca, Director of Athletics
- Jill Russo, Transportation
- Maura Cioffi, Secretary
- Kathleen Maier, Public Information Officer
- Members of Fire District
- Members of law enforcement
- Members of Emergency Medical Services
- Board of Education Member

Appendix 2 – Listing of all NANUET SCHOOLS Buildings

Nanuet School District is comprised of 5 School Buildings in New York State. Nanuet School District serves a student population of approximately 2,100, covering a 5 square mile radius. Nanuet Schools has 400 employees.

Nanuet Schools' Building Names and Locations

Nanuet High School

101 Church Street
Nanuet, New York 10954
Telephone: (845) 627-9800
Principal: Dr. Vincent Carella
Director of Teaching and Innovation 9-12: Dr. Kevin McCahill

MacArthur Barr Middle School

143 Church Street
Nanuet, New York 10954
Telephone: (845)627-4040
Principal 7-8: Roger Guccione
Principal 5-6: Ann Chen

GW Miller Elementary

50 Blauvelt Road
Nanuet, New York 10954
Telephone: (845)627-4870
Principal: Mary Ellen Griffin
Assistant Principal: Catherine Leahy

Highview Elementary School

24 Highview Ave.
Nanuet, New York 10954
Telephone: (845) 627-3480
Principal: Barbara Auriemma through 8/30/2017
Principal: Nancy Bonner beginning 8/30/2017

Nanuet Outdoor Education Center

135 Convent Road
Nanuet, NY 10954
Telephone: (845) 623-1868
Buildings and Grounds: Andrew Vasti

Public Information :

Telephone: (845) 627-9888

Website Address

<http://www.nanuetsd.org>

Appendix 3 – Building Level Emergency Response Plan Summary

Commissioner’s Regulation 155.17

INTRODUCTION

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

Nanuet Schools 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

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

B. Identification of School Teams

Each Nanuet Schools School has developed three emergency teams:

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

C. Concept of Operations

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

D. Plan review and public comment

- This plan will be reviewed periodically during the year and will be maintained by the Building Level Safety Team. The required annual review will be completed on or before July 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 Board may adopt the District Wide and Building Level plans only after at least one public hearing that provides for the participation of 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 Teams

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

B. Prevention/Intervention Strategies

- Training for emergency teams and safety officers, including de-escalation training, has been conducted as determined in the District Wide Safety Plan.
- Procedures for an annual review and the conduct of drills and exercises to test components of the buildings' plans, 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 Safety Plan requires annual multi-hazard training for students and staff. The 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 Safety Plan requires an identification of sites of potential emergency. The Building Level Safety Teams have identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

RESPONSE

A. Assignment of Responsibilities

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

B. Continuity of Operations

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

C. 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 buildings' interior, grounds and road maps of the immediate surrounding area.

D. Notification and Activation

Internal and external communication systems have been developed that will be used in emergencies.

Procedures are in place for notification and activation of the Building Level Emergency Response Plan.

E. Hazard Guidelines

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

F. Evacuation Procedures

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

- Evacuation before, during and after hours (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 Safety Team.

G. Security of Crime Scene

In the event of a violent crime reportable to the police, the area shall be secured until the police arrive.

RECOVERY

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

Short-term actions for recovery include:

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

Long-term actions for recovery include:

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

o

Appendix 4 NANUET SCHOOLS Policy Statement

Policies and procedures for all topics related to staff/student safety and conduct can be found on the Nanuet Schools website: www.nanuetsd.org.

Appendix 5- Listing of Internal Resources for NANUET SCHOOLS

Nanuet Schools has the following resources available during times of crisis:

Fuel Sources

The Nanuet Schools has a number of forms of fuel sources available for emergency use. For specific information, consult building level plans.

Communications

The Nanuet Schools has radios that have been distributed to key personnel in the buildings. For complete information, refer to the building level plan.

Food Service Capability

Each building level plan lists the building's ability to provide food during times of emergencies, including total number of meals available on hand, and information on how kitchen appliances are powered.

Vehicle List

Each building level plan lists the maintenance vehicles that might be available during times of emergency.

Medical Supplies

Each building level plan lists medical supplies available during emergencies through the health office, as well as lists of AED, First Aid and CPR trained staff members.

Go Packs

Each Nanuet Schools Building has Go Packs. Go packs are school emergency Packs that are filled with information that you may need to have or take with you in an emergency. These go packs are located with in each building.

**Appendix 6 – 2016/2017 CPR CERTIFIED NANUET SCHOOLS
EMPLOYEES**

High School:

Phil Carbone
Jackie Cross
Dana Dube
Carlos Fidalgo
Jessica Johnson
Karen Leitner
Mark Mitchell
Regina Palazzo
John Redmond
Brenden Rogers
Karen Tillette
Rudy Villanyi
Joseph Weber
Richard Zayas
Maura Hanigan

GW Miller:

Kathy Gregory
Rose Ann Mercado
Katherine White

Barr Middle School:

Erik Erichsen
Jacqueline Newby
Mary McQuillan
Mike Henderson
Patti Letson
Ilana McConville
Eileen Ryan
Alissa Moran
Kathy Mooney

Highview:

Kathleen McGuire
Dana Denise
Helene Collins
Kelly Quartironi

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**Grounds & Maintenance
VEHICLES and EQUIPMENT
Code 1621**

YEAR	VEHICLE/REQUIREMENT	CONDITION	DEC 2010	DEC 2011	DEC 2012	DEC 2013	DEC 2014
1980	ISEKI (Bobcat G152) Tractor	Poor	No Meter	No Meter	No Meter	No Meter	No Meter
1990	Cushman Turf Truckster B98632	Fair	4583 hrs	14590 hrs	1590 hrs	1590 hrs	1,590 hrs
1990	Jacobson T4220 Mower	Fair	1301 hrs	1,301 Hrs	1,301 Hrs	1,301 Hrs	1,301 Hrs
1991	Chevy Pick Up	Fair		15,000	15,431	15,482	15,527
1995	Scag 61 Inch Mower	Poor	1,796 Hrs	1,796 Hrs	1,796 Hrs	1,796 Hrs	1,796 Hrs
1996	John Deere 5300 Utility Tractor	Good	3401 hrs	3657 hrs	3847 hrs	4,012 hrs	4,330
1997	Ford F800 Dump Truck	Fair	10668	1264	11535	11,870	12,177
1998	John Deere Gator	Fair	No Meter	No Meter	No Meter	No Meter	No Meter
1998	Chevy 3500 Van	Good	115,782	117,350	118,902	120,344	121,793
2000	Scag 72 Inch Mower 5THM23CV72	Good	2066 hrs	2066 hrs	2076 hrs	2,086 hrs	2086 hrs
2005	Ford F350 Pick Up	Good	33845	39316	44,167	48,161	52,233
2006	Scag Turf Tiger 61 Inch Mower	Good	838 hrs	1018 hrs	1151 hrs	1,319 hrs	1489
2008	John Deere 2830A 61 Inch Mower	New	252 hrs	436 hrs	561 hrs	658 hrs	805
2008	John Deere 997 61 Inch Mower	New	482 hrs	716 hrs	1031 hrs	1,339 hrs	1602
2008	John Deere 4530 Compact Utility Tractor	New	257 hrs	430 hrs	570 hrs	629 hrs	749
2009	Ford F350 Pick Up	New	5593	11629	16,677	21,446	26,093
2010	Ford F450 Dump Truck	New	1198	3125	4,036	5,198	6,160

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List

Appendix 7 –NANUET SCHOOLS Vehicle Asset List Continued

NANUET SCHOOL DISTRICT
BUSES / VANS

BUS	YEAR	PLATE #	CHASSIS	BODY	ID#	SEATING CAPACITY	MILEAGE @12/09/18	MILEAGE @12/08/14
48	1998	AL5327	FORD	VAN	1FMREN122WHAS6859	7	130,415	134,941
49	2002	AL5334	FREIGHTLINER	THOMAS	4UZAAXBV42CJ24580	66	103,450	108,756
50	2001	AL5333	GMC	VAN	1GDHC31R91198419	15	152,770	160,622
52	2006	AL5332	FREIGHTLINER	THOMAS	4UZAAXCY6CU61917	66	90,975	101,422
53	2006	AL5331	FREIGHTLINER	THOMAS	4UZAAXDC06CV81520	72	84,880	93,720

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Appendix 8 – New York State Police Bomb Threat Instruction Card



**PLACE THIS CARD
UNDER YOUR
TELEPHONE**

QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

Sex of caller: _____ Race: _____

Age: _____ Length of call: _____

Additional Information on Reverse

**BOMB THREAT
INSTRUCTIONS**

Number at which call was received: _____

Time: _____ Date: _____

CALLER'S VOICE:

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Loud | <input type="checkbox"/> Soft |
| <input type="checkbox"/> High | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Intoxicated | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry |
| <input type="checkbox"/> Fast | <input type="checkbox"/> Slow |
| <input type="checkbox"/> Stutter | <input type="checkbox"/> Nasal |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Sturred |
| <input type="checkbox"/> Accent (type) _____ | |
| <input type="checkbox"/> Other Characteristics: _____ | |

If voice is familiar, who did it sound like? _____

BACKGROUND SOUNDS:

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Voices | <input type="checkbox"/> Airplanes |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Trains |
| <input type="checkbox"/> Animals | <input type="checkbox"/> Music |
| <input type="checkbox"/> Street Traffic | <input type="checkbox"/> Factory |
| <input type="checkbox"/> Office Machinery | <input type="checkbox"/> Machinery |
| <input type="checkbox"/> Other | _____ |

THREAT LANGUAGE:

- | | |
|---|---|
| <input type="checkbox"/> Well spoken/educated | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Foul | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Irrational | <input type="checkbox"/> Message read by threat maker |

REMARKS:

Report call immediately to:

Phone Number: _____

Date: _____

Name: _____

Position: _____

Phone Number _____

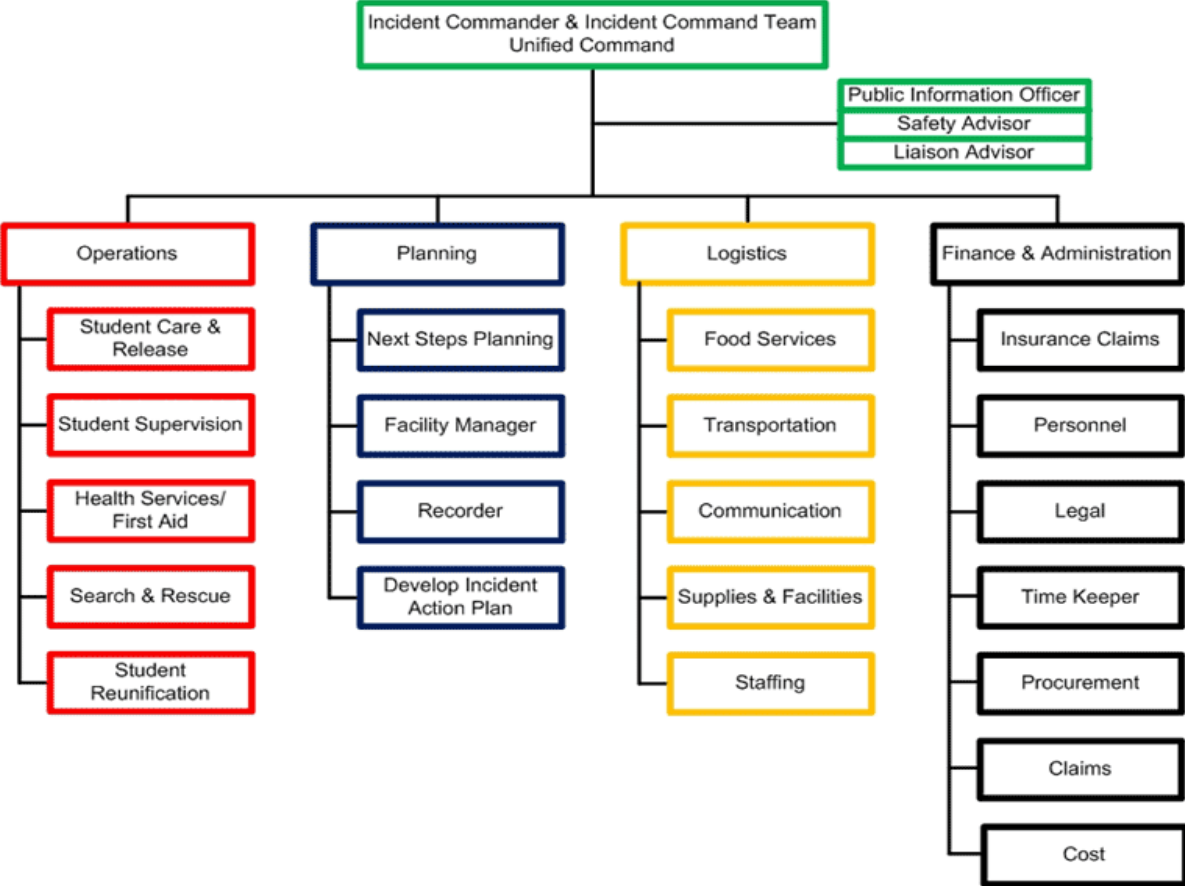
**New York State Police
Bomb Threat Instruction Card**

As a community service, the New York State Police invites you to download, duplicate and distribute this information for educational and safety purposes and non-profit use.

Please do not alter the cards in any way.

The Bomb Threat Instruction Card should be printed double-sided, four across on 11 x 14-inch, card stock with .25-inch border.

Appendix 9 – Incident Command System Organizational Chart Template



ROCKLAND NANUET SCHOOLS ICS TEAM ROSTER					
ICS POSITION	NAME	SCHOOL TITLE	EMAIL	OFFICE PHONE	CELL PHONE
SCHOOL/SITE INCIDENT COMMANDER	Dr Mark McNeill	Superintendent of Schools	mmcneill@nanuetsd.org	627-9888	
SCHOOL/SITE INCIDENT COMMANDER	Mario Spagnuolo	Ass't. Superintendent of Business	mspagnuolo@nanuetsd.org	627-9882	
SCHOOL/SITE INCIDENT COMMANDER	Dr Meredith Fox	Ass't. Superintendent	merfox@nanuetsd.org	627-9892	
PUBLIC INFORMATION OFFICER	Dr Mark McNeill	Superintendent of Schools	mmcneill@nanuetsd.org	627-9888	
PUBLIC INFORMATION OFFICER	Dr Meredith Fox	Ass't. Superintendent	merfox@nanuetsd.org	627-9892	
PUBLIC INFORMATION OFFICER	Mario Spagnuolo	Ass't. Superintendent of Business	mspagnuolo@nanuetsd.org	627-9882	
SAFETY ADVISOR	Rudy Villanyi	Director of Facilities	rvillanyi@nanuetsd.org	627-9852	
ALTERNATE	Curt Simon	Custodian	csimon@nanuetsd.org	627-4869	
ALTERNATE	Hugh O'Reilly	Maintenance Mechanic	horeilly@nanuetsd.org	627-3475	
LIASON ADVISOR					
ALTERNATE					
OPERATIONS TEAM LEADER	Dr Mark McNeill	Superintendent of Schools	mmcneill@nanuetsd.org	627-9888	
OPERATIONS TEAM LEADER	Dr Meredith Fox	Ass't. Superintendent	merfox@nanuetsd.org	627-9892	

OPERATIONS TEAM LEADER	Mario Spagnuolo	Ass't. Superintendent of Business	mspagnuolo@nanuetsd.org	627-9892	
STUDENT CARE & RELEASE	Judith Heaney	Director Student Services	jheaney@nanuetsd.org	627-9818	
ALTERNATE	Dr Meredith Fox	Ass't. Superintendent	merfox@nanuetsd.org	627-9892	
STUDENT SUPERVISION					
ALTERNATE	N/A				
HEALTH/FIRST AID	Maura Hanigan	Nurse	mhanigan@nanuetsd.org	627-9810	
ALTERNATE	N/A	N/A			
SEARCH & RESCUE	Each Building Specific Chain of Command	N/A	N/A	N/A	
ALTERNATE	N/A				
STUDENT REUNIFICATION					
ALTERNATE					
PLANNING TEAM LEADER	Dr Mark McNeill	Superintendent of Schools	mmcneill@nanuetsd.org	627-9888	
PLANNING TEAM LEADER	Dr Meredith Fox	Ass't. Superintendent	merfox@nanuetsd.org	627-9892	
PLANNING TEAM LEADER	Mario Spagnuolo	Ass't. Superintendent of Business	mspagnuolo@nanuetsd.org	627-9882	
NEXT STEPS PLANNING	Dr Mark McNeill	Superintendent of Schools	mmcneill@nanuetsd.org	627-9888	
NEXT STEPS PLANNING	Mario Spagnuolo	Ass't. Superintendent of Business	mspagnuolo@nanuetsd.org	627-9882	
NEXT STEPS PLANNING	Dr Meredith Fox	Ass't. Superintendent	merfox@nanuetsd.org	627-9892	
FACILITY MANAGER	Rudy Villanyi	Director of Facilities	rvillanyi@nanuetsd.org	627-9852	

ALTERNATE	Curt Simon	Custodian II	csimon@nanuetsd.org	627-4869	
ALTERNATE	Hugh O'Reilly	Maintenance Mechanic	horeilly@nanuetsd.org	627-3475	
RECORDER					
	Andrea Dobbelaer	Administrative Assistant	adobbelaeri@nanuetsd.org	627-9888	
DEVELOP IAP					
ALTERNATE					
LOGISTICS TEAM LEADER					
FOOD SERVICES	Mary Ann Gregor	Director of Food Services	mgregor@nanuetsd.org	627-9831	
ALTERNATE	Fran Hanson		frhanson2@nanuetsd.org	746-5549	
TRANSPORTATION	Jill Russo	Transportation	jrusso@nanuetsd.org	627-9881	
ALTERNATE	Michelle Clements	Dispatcher	mclements@nanuetsd.org	627-9894	
SUPPLIES & FACILITIES	N/A				
ALTERNATE					
STAFFING	N/A				
ALTERNATE					
FINANCE & ADMIN TEAM LEADER	Mario Spagnuolo	Ass't Superintendent of Business	mspagnuolo@nanuetsd.org	627-9882	
ALTERNATE	Laura Maushardt	Accounting	lmaushardt@nanuetsd.org	627-9884	
INSURANCE CLAIMS	Diane Scalisi			627-9558	
ALTERNATE					
PERSONNEL	Dr. Meredith Fox	Assistant Superintendent	merfox@nanuetsd.org	627-9892	

ALTERNATE	Maura Cioffi		mcioffi@nanuetsd.org	627-9893	
LEGAL	Mario Spagnuolo	Ass't Superintendent of Business	mspagnuolo@nanuetsd.org	627-9882	
ALTERNATE	Dr. Meredith Fox	Assistant Superintendent	merfox@nanuetsd.org		
TIME KEEPER	N/A				
ALTERNATE					
PROCUREMENT	Diane Scalisi		dscalisi@nanuetsd.org		
ALTERNATE					
CLAIMS	Diane Scalisi		dscalisi@nanuetsd.org		
ALTERNATE					
COST	Laura Maushardt	Accountant	lmaushardt@nanuetsd.org		
ALTERNATE					

NANUET SCHOOLS INCIDENT COMMAND SYSTEM ORGANIZATION

Title	Person Holding Position	Description of Duties
Incident Commander	Dr. Mark McNeill Dr. Meredith Fox Mario Spagnuolo	Person in charge at the incident and who is fully qualified to manage the incident. Sets objectives and priorities and has overall responsibility at the incident.
Operations and Planning Section Chief	Dr. Mark McNeill Mario Spagnuolo Dr. Meredith Fox	Conducts tactical operations to carry out the plan and directs all resources. Develops the action plan to accomplish the objectives and maintains resource status.
Logistics Section Chief	Rudy Villanyi	Provides support to meet incident needs.
Finance/Administration Section Chief	Laura Maushardt	Monitors costs related to incident. Provides accounting, procurement and cost analysis.
Public Information Officer	Dr. Mark McNeill Mario Spagnuolo Dr. Meredith Fox	Point of contact for the media and other organizations seeking information.
Safety Officer	Rudy Villanyi	Monitors safety conditions and develops measures for ensuring the safety of personnel.

Nanuet Schools Chain of Command

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

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

Name	Title	Office #	Home #	Cell #
*Dr Mark McNeill	Superintendent of Schools	845-627-9888		
*Dr Meredith Fox	Ass't. Superintendent	845-627-9892		
*Mario Spagnuolo	Ass't. Superintendent for Business	845-627-9882		
Rudy Villanyi	Director of Facilities	845-627-9852		
Judith Heaney	Director of Student Services	845-627-9818		
Andrea Dobbelaer	Secretary	845-627-9888		
Maura Cioffi	Secretary	845-627-9893		

* All three shall be deemed as the top level of the chain of command.

Appendix 10 – Non Public Schools and Child Care Facilities

Business Name	Address	City	State	Zip	Primary Phone	Secondary Phone
Blue Rock School	P.O. Box 722	West Nyack	NY	10994	845-627-0234	
Cornerstone Christian School	384 New Hempstead Road	New City	NY	10956	845-634-7977	
Adolph Schreiber Hebrew Academy	360 New Hempstead Road	New City	NY	10956	845-357-1515	
Rockland Country Day School	34 Kings Highway	Congers	NY	10920	845-268-6802	
Albertus Magnus High School	798 Route 304	Bardonia	NY	10954	845-623-8842	
Jawonio, Inc. (Playing & Learning Together)	260 Little Tor Road	New City	NY	10956	845-708-2000	845-708-2000
Best Friends Day Care, Inc.	2 Oak Lane	Nanuet	NY	10954	845-627-2658	
Prime Time For Kids	60 Phillips Hill Road	New City	NY	10956	845-639-2425	914-720-0449
Town of Clarkstown Street Community Center	31 Zukor Road	New City	NY	10956	845-639-5728	845-639-6200
Just Us Kids, Inc. - Korines Robin	114 Tennyson Drive	Nanuet	NY	10954	845-215-5571	845-624-6124
YMCA @ Bardonia Elementary	37 South Broadway	Nyack	NY	10960	845-641-5027	845-727-1037
YMCA @ Strawtown Elementary School	37 South Broadway	Nyack	NY	10960	845-727-1037	845-642-1562
YMCA @ West Nyack Elementary	37 South Broadway	Nyack	NY	10960	845-727-1037	845-642-1561
YMCA @ Lakewood Elementary	37 South Broadway	Nyack	NY	10960	845-358-0245	845-727-1037
YMCA @ Laurel Plains Elementary	37 South Broadway	Nyack	NY	10960	845-727-1037	845-642-1560

YMCA @ Little Tor Elementary	37 South Broadway	Nyack	NY	10960	845-358-0245	845-727-1037
Shining Stars Early Childcare Center, Inc.	8 Rose Road	West Nyack	NY	10994	845-627-7002	
St. Paul's Christian Day School	323 South Main Street	New City	NY	10956	845-634-0929	
Teddy Bear Kids Care	89 Havermill Road	New City	NY	10956	845-639-1368	
Tappan Zee Community Nursery School	365 Strawtown Road	New City	NY	10956	845-634-6224	
Pigtails Nursery and Daycare	23 White Oak Lane	Bardonia	NY	10954	845-623-1655	
Rockland County YMCA - Children's Waiting Room	91 Washington Avenue	Suffern	NY	10901	845-708-7235	
Children's Paradise, Group Family Day Care	461 Phillips Hill Road	New City	NY	10956	845-638-3512	
Child Care/Marusya Sholonov	173 Long Clove Road	New City	NY	10956	845-323-4083	
Temple Beth Sholom Nursery	228 New Hempstead Road	New City	NY	10956	845-638-0830	
A Bright Beginning Nursery School	107 Strawtown Road	West Nyack	NY	10994	845-348-0013	
Child Care/Poonam Mohan	92 Green Road	West Nyack	NY	10994	845-358-8984	
Child Care/Anna Scioscia	136 Laurel Road	New City	NY	10956	845-638-6520	
Nella Di Nuovo	66 Lenox Avenue	Congers	NY	10920	845-268-6489	
New City Jewish Center	47 Old School House Road	New City	NY	10956	845-638-9600	845-357-8378
Child Care/Christine Laffey	18 Strawtown Road	West Nyack	NY	10994	845-353-6452	
Child Care/Sofia Moore	8A Deerfield Drive	New City	NY	10956	845-639-5307	
Loving Angels Child Care	25 Rose Road	West Nyack	NY	10994	845-624-0225	845-596-5266
JCC-Y @ New City Elementary School	450 West Nyack Road	West Nyack	NY	10994	845-362-4400	845-638-6485
Tutor Time Child Care of Congers	285 Route 303	Congers	NY	10920	845-267-3380	

Little People's Palace	15 Fersch Lane	Congers	NY	10920	845-267-3554	
Child Care/Annmarie Meehan	12 Westview Avenue	Congers	NY	10920	845-304-7788	
Sophia's Sandcastle	24 Tennyson Drive	Nanuet	NY	10954	845-627-0709	845-623-5957
Small Steps	21 Burd Street	Nyack	NY	10960	845-353-2350	
Small Wonders Child Care Corp.	23 New Clarkstown Road	Nanuet	NY	10954	845-371-1502	
Just Us Kids, Inc.	1 Wesel Road	Nanuet	NY	10954	845-624-6124	845-215-5571
JCC-Y @ Link Elementary School	450 West Nyack Road	West Nyack	NY	10994	845-362-4400	
Tutor Time of New City	227 North Main Street	New City	NY	10956	845-708-8270	
Dragonfly Child Care Inc.	10 Highland Avenue	West Nyack	NY	10994	845-358-6321	
Child Care/Raji Roy	41 Long Meadow Drive	New City	NY	10956	845-521-9176	845-521-9176
Child Care/Kathy Zambrano	11 Rinne Road(Site Address)/P.O. Box 455	Nanuet	NY	10954	845-215-5562	917-263-5018
Bright Beginnings of Rockland Inc.	6 Charles Street	New City	NY	10956	914-420-5785	914-420-5785
CCSD Childcare & Early Learning Program	62 Old Middletown Road	New City	NY	10956	845-213-9489	845-213-9489
Totally Into Nurturing Kids	9 Inland Road	New City	NY	10956	845-352-2592	
First Friends Day Care	148 Sleepy Hollow Road	Congers	NY	10920	845-825-9944	
Kreative Kids	61 Maple Avenue	New City	NY	10956	845-634-2202	
Clarkstown Kids Childcare LLC	58 Endicott Street	Congers	NY	10920	845-268-4392	917-453-8838
Nanuet Family Resource Center, Inc. @ Miller	50 Blauvelt Road	Nanuet	NY	10954	845-627-4889	
Kids Club House Daycare, Inc	40 Gregory Street	New City	NY	10956	845-570-1549	
YMCA @ Woodglen Elementary	37 South Broadway	Nyack	NY	10960	845-727-1037	845-661-3566

Little Tulips All Day Daycare	49 Old Middletown Road	Nanuet	NY	10954	845-300-8039	
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Child Care/Majoleine Charlotin	98 East Eckerson Road	Spring Valley	NY	10977	845-352-2172	
Rockland Learning Center (site 1)	136 Conklin Road	Pomona	NY	10970	845-354-5253	
Rockland Worksite Day Care	50 Sanatorium Road, Unit #Robert Yeager Health Center Building R	Pomona	NY	10970	845-364-2697	845-364-2151
Peace Through Play Nursery School	8 Amber Ridge Road	Chestnut Ridge	NY	10977	845-356-8746	
Child Care/Kathleen Hargat	14 Garden Street	Chestnut Ridge	NY	10977	845-356-9242	
N.S.C.I.C. Early Head Start	1 Washington Avenue	Spring Valley	NY	10977-1930	845-354-2282	845-356-2185
Child Care/Emilia White	10 Garden Place	Spring Valley	NY	10977	845-356-7556	
Home Away from Home Child Care	49 Summit Park Road	New Hempstead	NY	10977	845-362-4029	
West Street Child Care Learning Center, Inc.	96 North Main Street	Spring Valley	NY	10977	845-425-2379	
Child Care/Rosa Garcia	273 Hempstead Road	Spring Valley	NY	10977	845-354-6207	
New Square Community Improvement Council, Inc.	15 Roosevelt Avenue	New Square	NY	10977	845-364-5389	845-354-0874
Bright Starts Family Day Care	148 North Pascack Road	Spring Valley	NY	10977	845-371-3542	
Child Care/Lorna Levitin	5 Van Winkle Road	Monsey	NY	10952	845-354-9552	
Child Care/Malka Ungar	117 Washington Avenue	New Square	NY	10977	845-354-6271	
Simcha Day Care Corporation	25 Francis Place	Monsey	NY	10952	845-356-7467	
Child Care/Suri Lungler	2 Eisenhower Avenue, Unit #A	New Square	NY	10977	845-354-7036	845-362-1209
Child Care/Chana Breuer	125 Clinton Lane, Unit #apt. A	New Square	NY	10977	845-354-7480	
Child Care/Chava Friesel	5B Monroe Lane	New Square	NY	10977	845-354-7392	

Child Care/Judith Susholz	92 Francis Place	Spring Valley	NY	10977	845-426-3286	
Child Care/Priscilla Vicole	7 Fringe Court	Nanuet	NY	10954	845-627-7110	
Child Care/Cindy Rosenberg	46 Plum Road	Monsey	NY	10952	845-354-3772	
Kids Kingdom of Rockland	121 West Nyack Road	Nanuet	NY	10954	845-624-0936	
Ring Around the Rosie Daycare	117 Church Street	Nanuet	NY	10954	845-624-0926	
My Little Red School House	7 South Lexow Avenue	Nanuet	NY	10954	845-623-8964	845-709-1735
Little Ones Playhouse, LLC	36 Seven Oaks Lane	Nanuet	NY	10954	845-627-2140	845-825-1199
Child Care/Laura Marino	53 Silver Birch Lane	Pearl River	NY	10965	845-623-8396	
Kids Kingdom of Rockland, Inc.- George Miller	121 West Nyack Road	Nanuet	NY	10954	845-624-0936	845-947-4610
Kid's Kingdom	121 West Nyack Road	Nanuet	NY	10954	845-624-0936	
Child Care/Heather Osorio	297 Ehrhardt Road	Pearl River	NY	10965	845-270-8839	
Marivel Gonzalez	6 Fredric Street	Nanuet	NY	10954	917-981-8018	
Building Blocks Daycare and Learning Center	52 Main Street	Garnerville	NY	10923	845-429-3700	
The Jan & Niles Davies Learning Center, INC (TLC)	51-55 Route 9W, Unit #Helen Hayes Hospital	West Haverstraw	NY	10993	845-786-4595	845-786-4850
Circle of Friends Nursery	125 West Main Street	Stony Point	NY	10980	845-429-7370	845-786-5606
Children of Mary Nursery-Kindergarten	174 Filors Lane	Stony Point	NY	10980	845-947-3183	845-947-2694
Child Care	127 Roosevelt Drive	West Haverstraw	NY	10993	845-429-4801	845-429-4225
YMCA @ Thiells Elementary School	41 Franck Road	Stony Point	NY	10980	845-429-6630	845-499-9000
Ana Reyes	1 Centennial Drive	Garnerville	NY	10923	845-786-3172	
YMCA @ West Haverstraw Elementary School	41 Frack Road	Stony Point	NY	10980	845-429-6630	845-942-3408
Child Care	35 Gurnee Avenue	Haverstraw	NY	10927	845-429-1413	

Haverstraw Head Start	138-146 Maple Avenue	Haverstraw	NY	10927	845-429-2225	
Child Care	20 Fahey Drive	Garnerville	NY	10923	845-429-4214	845-480-0486
Child Care	79 Gurnee Avenue	Haverstraw	NY	10927	845-429-9437	845-642-8590
Head Start of Rockland, Inc. Haverstraw Site II	36 Division Street	Haverstraw	NY	10927	845-942-4609	
Child Care	26 Knox Street	West Haverstraw	NY	10993	845-942-8942	
Itsy Bitsy Toes Day Care	16 Mackey Road	Garnerville	NY	10923	845-429-3604	
Child Care	12 Grove Street	Garnerville	NY	10923	845-947-4475	
Child Care	9 Ridge Street	Haverstraw	NY	10927	845-947-2498	
Learning Ladder Child Care Center Inc.	18 North Route 9W	West Haverstraw	NY	10993	845-429-3108	845-304-7453
Child Care	6 Parker Road	Garnerville	NY	10923	845-825-6239	845-354-6421
Child Care	PO Box 154	Garnerville	NY	10923	845-270-7760	
Cricket Town School	P.O. Box 630	West Haverstraw	NY	10993	845-786-3913	845-642-1722
YMCA @ Haverstraw Middle School	41 Franck Road	Stony Point	NY	10980	845-429-6630	845-942-3400
Francia Cruz	11 Elks Drive	Haverstraw	NY	10927	845-786-5073	
This Little Piggy Day Care, Inc.	46 Jackson Drive	Stony Point	NY	10980	845-786-6050	
Kristany Ltd.(Teddy Bear) DBA	6 Scandell Court	Tomkins Cove	NY	10986	845-786-1667	
Step by Step Daycare	61 Railroad Avenue	West Haverstraw	NY	10993	845-429-4528	
Milagros Novas	18 McLaughlin Avenue	West Haverstraw	NY	10993	845-429-6460	
Haverstraw Day Care, Inc.	212 Route 9W	Haverstraw	NY	10927	845-429-2323	
Child Care	10 Knox Street	West Haverstraw	NY	10993	845-429-6063	
Child Care	49 Clove Avenue	Haverstraw	NY	10927	845-270-7106	845-642-8761
Time In Child Care, Inc.	60 Captain Shankey Drive	Garnerville	NY	10923	845-942-8149	

Child Care	78 Maple Avenue	Haverstraw	NY	10927	845-270-7916	
Child Care	9 Simenovsky Drive	Haverstraw	NY	10927	845-942-8688	845-947-8634
Little Hands Family Daycare LLC	57 South Lilburn Lane	Garnerville	NY	10923	845-893-0894	845-947-8823
Striving 4 Success Inc.	40 McLaughlin Avenue	West Haverstraw	NY	10993	845-270-7256	718-644-6260
Pampered Family Child Care	4 Overlook Terrace	Haverstraw	NY	10927	845-323-7770	
Head Start Of Rockland	39 Division Street	Haverstraw	NY	10927	845-429-2225	
YMCA @ Stony Point Elementary School	7 Gurnee Drive	Stony Point	NY	10980	845-942-7607	845-499-9000
Child Care	10 Conklin Avenue	Haverstraw	NY	10927	845-271-3305	845-406-0288
Children of America, Stony Point LLC	32 South Liberty Drive	Stony Point	NY	10980	845-429-4621	
Northpark Childcare LCC	20 Northpark Drive	Garnerville	NY	10923	845-553-8062	
Y's Beginning-Haverstraw	89 Hudson Avenue, Unit #First Presbyterian Church	Haverstraw	NY	10927	845-429-6630	845-596-3459
Busy Bee Day Care	9 Vandenburg Circle	Garnerville	NY	10923	845-269-5229	
Child Care	18 Westside Avenue	Haverstraw	NY	10927	845-269-3311	845-893-7592
Whoville Kids Childcare	41 Allison Avenue	Stony Point	NY	10980	845-942-8543	
Berkis Ferreira Joaquin	60 Broad Street, Unit #115	Haverstraw	NY	10927	845-241-5035	
Lots Of Love Daycare	1 Anderson Drive	Stony Point	NY	10980	845-309-0689	
YMCA @ Willow Grove	41 Franck Road	Stony Point	NY	10980	845-429-6630	
Marisol Melendez	5 Turner Drive, Unit #Apartment 1	Garnerville	NY	10923	845-271-4167	917-257-1235
West Street Child Care Learning Center	96 North Main Street	Spring Valley	NY	10977	845-425-2379	845-642-3963
Striving 4 Success II Inc.	78 Roosevelt Drive	West Haverstraw	NY	10993	845-270-7256	
Jacquelin Abreu	90 East Main Street	Stony Point	NY	10980	845-480-0193	

Montessori Center of Nyack	85 Marion Street	Nyack	NY	10960	845-358-9209	845-348-3947
Playgarten	58 Lake Road	Valley Cottage	NY	10989	845-268-3406	845-642-9769
Beechwood Pre-School	42 Beechwood Drive	Congers	NY	10920	845-268-7159	
Nyack's Little Schoolhouse Daycare, Inc.	9 Lawrence Street	Nyack	NY	10960	845-358-5836	
Nursery School of the Nyacks	130 First Avenue	Nyack	NY	10960	845-348-3282	845-348-3268
Nyack's Little Schoolhouse Daycare, Inc.	7 Lawrence Street	Nyack	NY	10960	845-353-3756	845-358-5836
YMCA @ Upper Nyack Elementary	37 South Broadway	Nyack	NY	10960	845-727-1037	
YMCA @ Liberty Elementary	37 South Broadway	Nyack	NY	10960	845-661-5554	845-727-1037
T-Nee Angels	23 Haven Court	Nyack	NY	10960	845-358-4470	
Riverview Nursery School	150 Piermont Avenue	South Nyack	NY	10960	845-353-6737	
St. Paul's School	365 Kings Highway	Valley Cottage	NY	10989	845-268-6506	
Child Care/Meline Merjanian	295 Chistian Herald Road	Valley Cottage	NY	10989	845-358-9176	
Myria Jean-Gilles Day Care, Inc.	110 North Broadway	Nyack	NY	10960-2002	845-358-5259	
Head Start of Rockland, Inc.	85 Depew Avenue	Nyack	NY	10960	845-358-2234	
JCC-Y @ Valley Cottage Elementary School	450 West Nyack Road	West Nyack	NY	10994	845-362-4400	
Nyack Center SACC	58 Depew Avenue	Nyack	NY	10960	845-358-2600	
Small Steps	21 Burd Street	Nyack	NY	10960	845-353-2350	
Rockland County YMCA	37 S. Broadway	Nyack	NY	10960	845-727-1037	
Fairy Steps Childcare	124 Ridge Road	Valley Cottage	NY	10989	845-267-8282	646-326-3891
Tiny Toes Day Care LLC	470 Mountain View Avenue	Valley Cottage	NY	10989	845-358-9008	845-641-0474
Children of America Nyack, LLC	265 North Highland Avenue, Unit #103	Nyack	NY	10960	845-348-1433	
Norma's Little Sunshine	42 Washington Street	Nyack	NY	10960	845-353-6979	845-300-4863

White House Family Day Care	189 North Midland Avenue	Nyack	NY	10960	845-461-3991	845-358-0707
Bambini Nursery	365 Strawtown Road	New City	NY	10956	845-364-4500	
A Starting Place	664 West Orangeburg Road	Pearl River	NY	10965	845-735-3066	
Children's Corner Learning Center	1 Blue Hill Plaza	Pearl River	NY	10965	845-620-1669	
Nauraushaun Nursery School	51 Sickletown Road	Pearl River	NY	10965	845-735-4787	
La Petite Academy	2000 Corporate Drive	Orangeburg	NY	10962	845-365-7945	845-365-6945
Child Care/Joselene F. Liston	128 Grove Street	Pearl River	NY	10965	845-735-3164	845-300-1192
Child Care/Valerie Medina	11 Bridge Road	Nanuet	NY	10954	845-623-1445	
Good Shepherd Creative Play	112 North Main Street	Pearl River	NY	10965	845-735-2737	845-735-9268
Tall Pines Nursery School	84 Ehrhardt Road	Pearl River	NY	10965	845-735-7227	
Child Care/Lidia Camacho	70 East Washington Avenue	Pearl River	NY	10965	845-821-0376	
All Aboard Group Family Day Care Inc.	134 Center Street	Pearl River	NY	10965	845-620-1407	
Child Care/Maria Dowling	16 Sandhage Drive	Pearl River	NY	10965	845-735-9013	
Safe-n-Sound Childcare, Inc.	249 North Middletown Road	Pearl River	NY	10965	845-735-1111	845-735-7233
JCC @ Evans Park	450 West Nyack Road	West Nyack	NY	10994	845-362-4400	
Safe At Play	101 Gilbert Avenue, Unit #apt.E	Pearl River	NY	10965	845-548-5664	
Precious Moments Childcare, Inc.	247 North Middletown Road, Unit #2	Pearl River	NY	10965	845-735-1343	
Lynda Fitzpatick	64 North Main Street	Pearl River	NY	10965	845-620-0134	917-757-5496
Little Giants Day Care	119 Elwin Street	Pearl River	NY	10965	845-201-8350	845-653-1813
Child Care/Lynn Del Duca	8 Council Crest Road	Sloatsburg	NY	10974	845-753-6851	845-826-0185
Kiddie Garden	14 Van Gogh Lane	Suffern	NY	10901	845-357-4944	845-304-2814
YMCA @ Montebello	37 South Broadway	Nyack	NY	10960	845-548-9886	845-727-1037

Elementary						
YMCA @ Cherry Lane Elementary	37 South Broadway	Nyack	NY	10960	845-727-1037	
YMCA @ Connor Elementary School	37 South Broadway	Nyack	NY	10960	845-368-4739	845-727-1037
Robin Hill School (M & G Day Care)	70 Wesley Chapel Road	Suffern	NY	10901	845-354-3366	845-548-4008
Y's Beginnings Toddler & Preschool - YMCA	18 Parkside Drive	Suffern	NY	10901	845-357-3223	
Child Care/Susan Stevens	17 Hillside Road	Sloatsburg	NY	10974	845-790-1582	
Sacred Heart Pre-School	60 Washington Avenue	Suffern	NY	10901	845-357-1684	
Happy Days Child Care	10 Cragmere Road	Suffern	NY	10901	845-357-2722	
The Goddard School-DMP Enterprises, Inc.	334 Spook Rock Road	Suffern	NY	10901	845-368-3773	
Kindercare Day Care Center	36 Route 59	Suffern	NY	10901	845-357-4048	
RASP @ Sloatsburg Elementary School	465 Viola Road	Spring Valley	NY	10977	845-753-2720	
Circle Time Child Care	244 Haverstraw Road	Suffern	NY	10901	845-629-6405	
The Salvation Army Family Care Center	201 Lafayette Avenue	Suffern	NY	10901	845-368-7249	
Child Care/Blima Friedman	8 Farmer Lane	Airmont	NY	10952	845-356-0841	
MLK Day Care Inc.	9 Edwin Lane	Monsey	NY	10952	845-352-5568	914-980-3887
Child Care/Malka Semp	10 Farmer Lane	Airmont	NY	10952	845-426-7250	
YMCA @ Viola Elementary	37 South Broadway	Nyack	NY	10960	845-596-7619	845-727-1037
Airmonts Little Angels	25 South Airmont Road	Suffern	NY	10901	845-282-2294	
Tender Loving Care	40 Park Avenue	Suffern	NY	10901	845-357-5454	
Gan Geshmack	277 Saddle River Road	Monsey	NY	10952	845-578-5747	
Child Care/Darline Cherestal	30 Mirror Lake	Spring Valley	NY	10977	845-425-4381	845-290-6732
Miriam Moskowitz	62 Brewer Road	Monsey	NY	10952	845-425-3678	

Congregation Yaldainu Inc.	74 Buchanan Road	Spring Valley	NY	10977	845-354-4090	845-578-8328
Child Care/Frimet Fliegman	45 Ashel Lane, Unit #C	Monsey	NY	10952	845-425-0191	
Ger's Home Away From Home Family Day Care LLC.	14 Cranberry Road	Sloatsburg	NY	10974	845-507-3171	
Zeeskeits Daycare Inc.	137 Clinton Lane, Unit #7	Spring Valley	NY	10977	845-354-4201	
Child Care/Lorraine Cleary	8 Apple Blossom Court	Airmont	NY	10952	845-504-5020	
Child Care/Esther Schwartz	42 Washington Avenue	Spring Valley	NY	10977	845-354-6835	
Early Bird Academy	22 Wits End	Spring Valley	NY	10977	845-405-6447	845-290-1468
Child Care/Judith Katz	1 Cleveland Avenue	Spring Valley	NY	10977	845-354-9161	
Devorah Meisels	262 Blauvelt Road	Monsey	NY	10952	845-425-0931	
Marie Bien Aime	31 Singer Avenue	Spring Valley	NY	10977	845-517-4007	347-845-8899
Terry's Little Munchkin's Daycare	4 Margo court	Suffern	NY	10901	845-368-2663	
Child Care/Chana Lewartowski	14 Truman Avenue	Spring Valley	NY	10977	845-354-6584	
Lamont Doherty Child Development Center	135 Route 9 West	Palisades	NY	10964	845-848-2665	914-762-1171
Child Care/Michelle Dietze	54 Parkway Drive North	Blauvelt	NY	10913	845-398-2324	845-548-1857
Children's Funland	557 Western Highway	Blauvelt	NY	10913	845-359-8019	
Birchwood Child Care Center	42 Birchwood Road	Blauvelt	NY	10913	845-304-6366	845-359-6969
Children's Enrichment Center	P.O. Box 117	Tappan	NY	10983	845-398-3370	
Danielle Keane Inc.	18 Jefferson Drive	Monroe	NY	10950	845-613-7437	
YMCA @ Cottage Lane Elementary	37 South Broadway	Nyack	NY	10960	845-727-1037	
YMCA @ William O. Schaefer Elementary	37 S. Broadway	Nyack	NY	10960	845-727-1037	
Small Steps	21 Burd Street	Nyack	NY	10960	845-353-2350	
Bottles to Books LLC	132 Lester Drive	Tappan	NY	10983	845-359-4772	

The Fred S. Keller School	PO Box 716	Palisades	NY	10964	845-359-8846	
Mommy Carol's Child Care LLC	138 Campbell Avenue	Tappan	NY	10983	845-359-2735	
St. Catharine Early Education Center	517 Western Highway	Blauvelt	NY	10913	845-359-4330	
Here We Grow Childcare, Inc.	48 Lester Drive	Orangeburg	NY	10962	845-548-0369	
A.B.C. Learn & Play Academy	7 Ashwood Drive	Blauvelt	NY	10913	845-548-0300	

Appendix 11 – LOCAL RESOURCES AND TELEPHONE NUMBERS

Agency	Telephone Number	Contact Name (if applicable) and Address
Nyack Hospital	845-348-2000	160 N Midland Ave, Nyack, NY 10960
Good Samaritan Hospital of Suffern	845-368-5000	255 Lafayette Ave, Suffern, NY 10901
Clarkstown Police Department	845-639-5800	20 Maple Ave, New City, NY 10956
Rockland County Sheriff's Department	845-638-5401	53 New Hempstead Road, New City, NY 10956
New York State Police	845-353-1100	8 Thiells Mount Ivy Road, Pomona, NY 10970
Nanuet Fire District	911- Emergency 845-623-0251	
Rockland County Department of Mental Health	845-364-2378	Sanatorium Road, Pomona, NY 10970
Rockland County Emergency Medical Services	911 or 845-364-8922	35 Fireman's Memorial Drive, Pomona, NY 10970
Rockland County Environmental Health	845-364-2608	
Rockland County Public Health Social Work	845-364-2620	
Department of Mental Health Crisis Service	845-364-2200	24 hours/7 days a week
Department of Mental Health Suicide Hot Line	845-364-6500	
Poison Control	1-800-222-1222	
NYS Emergency Management Office	Warning Point 457- 2200 Office 457-2222 Fax 457-9930	
Statewide School Health Services Center	Office 716-349- 7632 Fax 716-352-9131	
American Red Cross	1-800-733-2767	

American Red Cross of Rockland County Chapter	1-800-272-4290	143 North Broadway, Nyack, NY 10960
Center for Disease Control	1-800-311-3435 1-404-639-3311	
NYS DEC Spill Hotline	1-800-457-7362	
Verizon	1-800-722-2300	
Orange and Rockland Utilities (Rockland Electric Company and Pike County Light and Power Co)	1-877-434-4100 1-800-533-5325 1-877-434-4100	Customer Service Gas Emergency Hot Line Power Outage
NYS Crime Victims Board	518-485-5719	Christina Hernandez

Appendix 12 – AUTHORIZATION FOR STUDENT PICK-UP

Upon evacuation of the building, emergency cards will be taken. Students will only be released to parents or guardians as designated on the emergency cards. Parents and/or guardians will be asked to sign the following log sheet when students are released:

Date: _____ Location: _____

Grades being released: _____

School Employee monitoring release: _____

Building Administrator authorizing release:

Student Name	Teacher	Time	Released To	Signature

Appendix 13 – Alternative Pickup Locations for NANUET SCHOOLS Buses

The following locations are alternative sites for Rockland Nanuet Schools buses to pick up students and/or employees. These locations will only be used in the event that the buses cannot access a NANUET SCHOOLS campus (i.e., due to a lockdown or police activity). These alternatives were reviewed by the Rockland NANUET SCHOOLS Director of Transportation.

<u>Primary Loading Site</u>	<u>Possible Alternative Loading Site</u>
NANUET HIGH SCHOOL	1) MacArthur Barr Middle School
	2) Double Tree Hotel
MacArthur Barr Middle School	1) Nanuet High School
	2) Double Tree Hotel
GW Miller School	1) Nanuet High School
	2) MacArthur Barr Middle School
	3) Double Tree Hotel
Highview School	1) Nanuet High School
	2) Mac Arthur Barr Middle School
	3) Double Tree Hotel

Appendix 14 – 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 NANUET SCHOOLS that employees and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

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

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

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

vandalism, lying, cheating and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- Intolerance for Differences and Prejudicial Attitudes – All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance when coupled with other factors may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- Drug Use and Alcohol Use – Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- Affiliation with Gangs – Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students cause fear and stress among other students. Youth who are influenced by these groups those who emulate and copy their behavior, as well as those who become affiliated with them may adopt these values and act in violent or aggressive ways in certain situations. Gang related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- Inappropriate Access, Possession and Use of Firearms – Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- Serious Threats of Violence – Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

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

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

Imminent warning signs may include:

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

Threat Assessment

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.

The manner and method of providing student support is a decision to be made at the building level based upon the unique needs of each student.

Personality Traits

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

- A student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- Low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices;
- Poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- Lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationships, cannot accept or comes to term with humiliation or rejection;
- Injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- Depression manifested by lethargy, physical fatigue, morose or dark outlook on life, malaise, lack of interest in activities once enjoyed, unpredictable anger, generalized or excessive hatred to others, hopelessness about the future, psychomotor agitation, restlessness, inattention, sleep and eating disorders;
- Narcissism, self-centered, lacking insight to the needs/feelings of others, blames others for failure and disappointment, may embrace the role of victim, displays signs of paranoia, self-importance or grandiosity, masking feelings of unworthiness, notably thick or thin skinned;

- Alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- Dehumanizes others, fails to see others as humans, sees them as objects to be thwarted;
- Lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- Exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- Attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;
- Exaggerated/pathological need for attention, positive or negative, regardless of the circumstances;
- Externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- Masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a “non-entity” by peers;
- Anger management problems, manifested by consistent temper tantrums, melodramatic displays, brooding, sulking, seething silence, reacts out of proportion to cause, may direct anger to those who have no connection to triggering incident;
- Intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions;
- Inappropriate humor, macabre, insulting, belittling, or mean.
- Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Rigid and opinionated, judgemental and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic and reasoning;
- Demonstrates unusual interest in sensational violence;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, 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 students’ 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 15 – Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

The manner and method of providing student support is a decision to be made at the building level based upon the unique needs of each student.

DOE and United States Secret Service Threat Assessment Guide

Eleven Key Areas

1) What are the student’s motives and goals?
<ul style="list-style-type: none"> • What motivated the student to make the statement or take action that caused him/her to come to attention?
<ul style="list-style-type: none"> • Does the situation or circumstance that led to these statements or actions still exist?
<ul style="list-style-type: none"> • Does the student have a major grievance or grudge? Against whom?
<ul style="list-style-type: none"> • What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2) Has the student shown inappropriate interest in any of the following?
<ul style="list-style-type: none"> • School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.
3) Have there been any communications suggesting ideas or intent to attack?
<ul style="list-style-type: none"> • What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or website concerning his/her ideas and/or intentions?
<ul style="list-style-type: none"> • Have friends been alerted or “warned away”?

4) Has the student engaged in attack-related behaviors? These behaviors might include:
<ul style="list-style-type: none"> • Developing an attack or plan
<ul style="list-style-type: none"> • Making efforts to acquire or practice with weapons
<ul style="list-style-type: none"> • Casing or checking out, possible sites and areas for an attack
<ul style="list-style-type: none"> • Rehearsing attacks or ambushes
5) Is the student's conversation and "story" consistent with his or her actions?
<ul style="list-style-type: none"> • Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?
6) Does the student have the capacity to carry out an act of targeted violence?
<ul style="list-style-type: none"> • How organized is the student's thinking and behavior?
Does the student have the means; e.g., access to a weapon, to carry out an attack?

7) Is the student experiencing hopelessness, desperation and/or despair?
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<ul style="list-style-type: none"> • Is there information to suggest that the student is experiencing desperation and/or despair?
<ul style="list-style-type: none"> • Has the student experienced a recent failure, loss and/or loss of status?
<ul style="list-style-type: none"> • Is the student known to be having difficulty coping with a stressful event?
<ul style="list-style-type: none"> • Is the student now, or has the student ever been, suicidal or “accident-prone”?
<ul style="list-style-type: none"> • Has the student engaged in behavior that suggests that he or she has considered ending their life?
8) Does the student have a trusting relationship with at least one responsible adult?
<ul style="list-style-type: none"> • Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
<ul style="list-style-type: none"> • Is the student emotionally connected to – or disconnected from – other students?
Has the student previously come to someone’s attention or raised concern in a way that suggested he or she needs intervention or supportive services?
9) Are other people concerned about the student’s potential for violence?

<ul style="list-style-type: none"> • Are those who know the student concerned that he or she might take action based on violent ideas or plans?
<ul style="list-style-type: none"> • Are those who know the student concerned about a specific target?
<ul style="list-style-type: none"> • Have those who know the student witnessed recent changes or escalations in mood or behavior?
10) What circumstances might affect the likelihood of an attack?
<ul style="list-style-type: none"> • What factors in the students life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
<ul style="list-style-type: none"> • What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)
11) Does the student see violence as an acceptable – or desirable – or the only – way to solve problems?
<ul style="list-style-type: none"> • Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
<ul style="list-style-type: none"> • Has the student been “dared” by others to engage in an act of violence?

