

Greene Central School District

2024-2025

District-Wide

School Safety Plan

Table of Contents

DISTRICT-WIDE SCHOOL SAFETY PLAN

Policy Statement_____	4
Elements of the District-Wide School Safety Plan_____	4
Public Health Emergencies – Communicable Disease_____	5
School District Chief Emergency Officer_____	5
District-Wide School Safety Team_____	5
Responsibilities of the District-Wide School Safety Team_____	6
Building-Level Emergency Response Team_____	6
Risk Reduction/Prevention and Intervention Strategies_____	7
Training, Drills and Exercises_____	7
Implementation of School Security_____	8
Vital Educational Agency Information_____	8
Early Detection of Potentially Violent Behavior_____	9
Hazard Identification_____	9
Responses to Violence_____	10
Reporting_____	10
Investigation_____	10
Follow-up_____	10
Evaluation_____	10-11
Disciplinary Measures_____	11
Code of Conduct_____	11
Emergency Response Protocols Notification and Activation (Internal and External Communication)_____	11-12
Bomb Threats_____	12
Hostage Taking_____	12
Intrusions_____	12
Kidnapping_____	13
Responses to Acts of Violence (Implied or Direct Threats)_____	13
Responses to Acts of Violence (Actual)_____	13
Response Protocols_____	13
School Building Chain-of-Command Table_____	13

Emergency Assistance and Advice from Local Government_____	14
District Resources Use and Coordination_____	14
Protective Action Options_____	15
• School Cancellation_____	15
• Early Dismissal_____	15
• EVACUATE!_____	15
• SHELTER!_____	15
o Shelter-In-Place (Weather Related)_____	15
o Generic (Non-Specific Bomb Threat)_____	15
o Specific Bomb Threat_____	15
• HOLD!_____	15
• LOCKDOWN!_____	15
• SECURE LOCKOUT!_____	15
National Terrorism Advisory System (NTAS)_____	14-15
Recovery – School District Support for Buildings_____	15
Disaster Mental Health Services_____	15
Forms and Recordkeeping_____	17
Appendix A_____	17
• District-wide School Safety Team Meeting Minutes and Attendance_____	17
Appendix B_____	18
• Communicable Disease – Pandemic Plan _____	18
o Prevention/Mitigation_____	18
▪ (1) Essential Positions/Titles_____	19
▪ (2) Protocols Allowing Non-Essential Employees to Telecommute_____	19
▪ (3) Staggering Work Shifts of Essential Employees_____	20
o Protection/Preparedness_____	21-22
▪ (4) Obtaining and Storing Personal Protective Equipment (PPE)_____	24
o Response_____	24
▪ (5) Preventing Spread, Contact Tracing and Disinfection_____	25
▪ (6) Documenting Precise Hours/Work Locations of Essential Workers_____	28
▪ (7) Emergency Housing for Essential Employees_____	28
o Recovery_____	28
Appendix C_____	29
• School District Pandemic Influenza Planning Checklist _____	30-31
• Flowcharts for COVID-19 Decision Making_____	32
• Contact Tracing Form_____	33
• Essential Employee Worksheets_____	38
• Workplace Violence _____	39-60

District-Wide School Safety Plan

Policy Statement

The **District-Wide School Safety Plan** (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

The school district refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

A copy of the District-Wide School Safety Plan is also available upon request at central administration in the office of the Superintendent of Schools. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure**. This will further ensure safety at the building-level and reduce the potential for planned sabotage.

Elements of the District-Wide School Safety Plan

- ✓ Identification of sites of potential emergencies.
- ✓ Plans for response to communicable disease.
- ✓ Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.
- ✓ Responses to an implied or direct threat of violence.
- ✓ Responses to acts of violence including threats made by students against themselves including suicide.
- ✓ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- ✓ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- ✓ Plans for identification of district resources and coordination of such resources and manpower available during an emergency.
- ✓ Designation of the Chain-of-Command (Incident Command).
- ✓ Plans to contact parents and guardians including when students make threats of violence against themselves.
- ✓ School building security.
- ✓ Dissemination of information regarding early detection of potentially violent behavior.
- ✓ Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including review of tests.
- ✓ Annual school safety training for staff and students.
- ✓ Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- ✓ Strategies for improving communication and reporting of potentially violent incidents.
- ✓ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.
- ✓ Information about the school district including population, staff, transportation needs and telephone numbers of key school officials.
- ✓ Documentation and record keeping.

Public Health Emergencies – Communicable Disease

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan must include the following at a minimum:

- 1) A list and description of positions and titles considered essential with justification for that determination.
- 2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- 3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- 4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- 5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- 6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- 7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Details on this Plan are included in Appendix B (Communicable Disease - Pandemic Plan).

School District Chief Emergency Officer

The **Superintendent of Schools is the Chief Emergency Officer** and through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands the District-Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

District-Wide School Safety Team

The District-Wide School Safety Team was **appointed by the School District Board of Education** and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-Wide School Safety Plan. The Team will meet routinely in the 2024-25 school year, **Minutes will be kept for each meeting and attendance documented (see Appendix A).**

- School Board Member
- Teacher Representative
- Administrator
- Parent/Teacher Organizations
- School Safety Personnel
- Local Law Enforcement
- Student Representative (TBD)

Responsibilities of the District-Wide School Safety Team

The District-Wide School Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the teams' primary responsibilities will include:

- 1) Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by **September 15th** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff and providing written information about emergency procedures by **October 1st** of each school year.
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.
- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is **appointed by the School Building Principal**. The major focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. This team, at a minimum will include the following representation:

- Teacher
- Administrator
- Parent Organization
- School Safety Personnel
- Community Members
- Law Enforcement
- Fire Officials
- Ambulance
- Others

The **Building-Level Emergency Response Team** is responsible for selecting the following:

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building-Level Emergency Response Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel
 - Law Enforcement Officials
 - Fire Officials
 - Emergency Response Agencies
- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate School Personnel

- o Medical Personnel
- o Mental Health Counselors
- o Others (Psychologists, Social Workers, etc.)

Risk Reduction/Prevention and Intervention Strategies

Program Initiatives in the School District include:

1. Non-violent **conflict resolution** training programs (CPI, Restorative circles).
2. **Peer mediation** programs.
3. **Mentors** for students concerned with bullying/violence.
4. We have established an **anonymous tip line** on our district's website. [Greene Central School District \(greenecsd.org\)](https://www.greenecsd.org)
5. As part of the process of exercising emergency plans (lockdown, sheltering, evacuation, etc.) **all students are educated** on the reasons for testing emergency plans and are given an opportunity to ask questions. Specific training is provided on how to respond to emergency situations.
6. The **Fire Department** conducts annual training in all school buildings.
7. We have implemented **PBIS** (Positive Behavior Intervention System).
8. **Second Step (K-5)**.

Training, Drills and Exercises

Terms and definitions:

- o **Trauma** means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- o **Trauma-informed** means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- o **Trauma-informed drills** means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Directives:

- o Drills and training will be conducted in a trauma-informed, developmentally, and age-appropriate manner.
- o Drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.

Notifications:

- o Students and staff will be informed when their school building is conducting a drill.
 - When conducting a drill, it will always be announced that it is a DRILL and NOT AN EMERGENCY.
 - Consistent language will be used to ensure students and staff know that a drill is being conducted;
 - ***"This is a drill, not an actual emergency. LOCKDOWN! Locks, lights, out of sight, this is a drill."***
- o Parents or guardians will be notified at the conclusion of a drill that a drill was conducted in their student's building via the School Messenger System.

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Dismissal drill
- Live drill including HOLD, SECURE LOCKOUT, LOCKDOWN, EVACUATE, SHELTER.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational Drills
- Tabletop exercises
- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. The school district, at least once every school year, shall conduct a test of its emergency response procedures and do a full evacuation to a secondary evacuation site. The BOCES wide early dismissal is conducted each year in October. The date is set by DCMO BOCES. Education Law Section 807 requires eight (8) evacuation and four (4) lockdown drills to be completed in each school building every school year. De-briefings will occur after every drill or actual event.

Emergency Drills (2024-25 School Year)

Education Law 807

At least twelve (12) times
each school year
Eight (8) of the drills, whether
evacuation or lockdown, shall be
held between September 1st and
December 31st of each year
Eight (8) of the twelve (12)
drills shall be evacuation drills
Four (4) of all such drills shall
be lockdown drills
Drills shall be conducted at
different times of the school day

Implementation of School Security

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- The School District has had a security audit/assessment of all school buildings conducted by the New York State Police Department in conjunction with our Building-Level Emergency Response Team.
- Visitors to the building will be questioned prior to entry into the building as to their business and if they have an appointment. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building where they will sign-in and be escorted to their destination.
- Visitor badge/sign-in procedures – Upon entry into the building the visitor must show photo identification; then receives a visitors badge. Anyone in the building without a visitors badge would be immediately questioned by building staff and the School Resource Officer(s) would be informed.
- Video surveillance – closed-circuit TV security.
- On-going security audits.
- We will employ any other methods deemed necessary and constantly review our current practices.

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials.

Early Detection of Potentially Violent Behavior (Information & Training)

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate. New employees will receive training within 30 days of hire. Training for students and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- Dissemination of the New York State Office of Mental Health one-page handout *What Every Teacher Needs to Know – Recognizing Suicide Risk in Students* and review of the “FACTS” warning signs.
- The district will utilize any resources available for violence prevention and mental health training including those found at the following websites: [New York State Office of Mental Health \(ny.gov\)](http://New York State Office of Mental Health (ny.gov)).
- A description of the school district’s Violence Prevention Program and Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to defuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Other methods for informing parents and students include:

- School social worker outreach.
- School counselor involvement.
- First and Second Step programs.
- Conflict resolution programs.
- Parent resource page on GCS website

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar with our District-Wide School Safety Plan.

Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specifically defined areas of current concern include:

- Wooded areas and nature trails
- Playground areas
- Off-site athletic fields
- Buses
- Off-site field trips
- Power failures
- Water failures
- Flooding
- Infectious disease outbreaks

Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the **School Safety and Educational Climate (SSEC) Summary Data Collection Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)**. With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality. Individuals will be assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. Each incident will be reported to and evaluated by the District-Wide School Safety Team or Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies participate on Building-Level School Safety Teams.

Reporting:

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander.

- Report it to the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Building-Level Emergency Response Plans.
- Provide incident debriefing to students/staff as needed. Notify parents.

Investigation:

After the incident has occurred the Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy, and procedures.

Follow-up:

The school district recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the school district will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

The District-Wide School Safety Team or Threat Assessment Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures:

The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct:

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The **Code of Conduct will be** posted on our website and sent home with all students on the first day of school.

Emergency Response Protocols

Notification and Activation (Internal and External Communication)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team.

The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established the following notification list:

Names have been redacted per SED guidance for security purposes

School	Phone	Fax
High School Principal	(607)-656-4161, X2804	(607)-656-8872
Middle School Principal	(607)-656-4161, X3808	(607)-656-4520
Intermediate Principal	(607)-656-9891, X5802	(607)-656-8092
Primary Principal	(607)-656-5174, X6806	(607)-656-4044
Transportation	(607)-656-4161, X4802	(607)-656-9362
SRO, MS/HS Campus	(607) 656-4161, X2808	(607) 656-9362
SRO, PS/IS Campus	(607) 656-4161 X 6806	(607) 656-4044

In general, parent/guardian notification will be conducted by means of the phone tree of emergency contacts established in each school building or Global Voice Messaging System. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses are included in each Building-Level Emergency Response Plan,

specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff. The following emergency situations are of prime importance:

Bomb Threats:

All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building-Level Emergency Response Plan so that appropriate decisions may be made depending on the exact nature of the situation. Issues such as searches, pre-clearance, weather conditions, evacuation, sheltering, notification, returning to the building and false bomb threat prevention are addressed in the Building Plan.

Hostage Taking:

The Building-Level Emergency Response Plan for **Missing/Abducted/Kidnapped Student** procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- ☐ The first person aware of the situation will immediately notify the principal's office and call 911.
- ☐ The school principal or designee will issue the appropriate alert if necessary and isolate the area.
- ☐ The school principal or designee will notify the School Superintendent. No response to the media will be given at this time.
- ☐ The school principal or designee will turn over authority to the police upon their arrival and assist as requested.

Intrusions:

The Building-Level Emergency Response Plan hazard specific procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

- ☐ The first person becoming aware of an intruder or suspicious person will immediately report this information to the principal's office.
- ☐ The principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- ☐ The principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- ☐ If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Notify building security if available and Dial 911 or other appropriate emergency notification.
- ☐ If the situation escalates, plain language will be utilized to notify all building occupants to lockdown according to predefined procedures.
- ☐ The School Superintendent's office will be notified so appropriate resources can be made available to the school district.
- ☐ The building principal should be prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

Kidnapping:

The Building-Level Emergency Response Plan procedures will be followed in the event of a kidnapping. In general, the following response action will be taken:

- ☐ During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the principal's office who will obtain student information and photo I.D. School building staff and security personnel will search the building and also utilize the public announcement system.
- ☐ Parent/guardian will be notified. If a student is not found, police will be notified.
- ☐ The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- ☐ Parents will be notified immediately if the student is located.
- ☐ During school hours, **when a student has not arrived at school**, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
- ☐ If a student is not legally absent, he/she could be lost, a runaway or truant (determine if any friends are also missing).

- ☐ The student's means of transportation to school should be reviewed. If a student is not located, the police should be notified. Student information and photo I.D. will be obtained.
- ☐ The School Superintendent will be notified.
- ☐ The school principal will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
- ☐ Parents will be notified immediately if the student is located.
- ☐ After school hours, **when a student has not arrived at home**, the school may be notified by a concerned parent/guardian.
- ☐ Gather any information available on the student and their departure from school.
- ☐ Advise parent/guardian to contact friends.
- ☐ Advise parent/guardian to contact police if student is not located. School principal or designee should be available for police investigation.
- ☐ Ask parent/guardian to re-contact school if student is located.

Responses to Acts of Violence Including Suicide Threats (Implied or Direct Threats)

Response actions in individual buildings will include:

- ☐ Implementation of the Incident Command System.
- ☐ Use of staff trained in de-escalation techniques.
- ☐ Inform building Principal.
- ☐ Determine level of threat with Superintendent (Activate Threat Assessment Team).
- ☐ Contact law enforcement agency, if necessary.
- ☐ Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team if necessary.

Responses to Acts of Violence (Actual)

The following procedures will be followed when responding to actual acts of violence:

- ☐ Implementation of the Incident Command System.
- ☐ Determine the level of threat.
- ☐ If necessary, isolate the immediate area through a "HOLD! In your room or area. Clear the halls."
- ☐ Inform building Principal/Superintendent.
- ☐ If necessary, initiate lockdown procedure and contact appropriate law enforcement agency.
- ☐ Monitor situation, adjust response as appropriate, if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

Response protocols to specific emergencies will vary but usually will include the following:

- ☐ Implementation of Incident Command System
- ☐ Identification of decision makers
- ☐ Plans to safeguard students and staff
- ☐ Procedures to provide transportation, if necessary
- ☐ Procedures to notify parents
- ☐ Procedures to notify media
- ☐ Debriefing procedures

School Building Chain-of-Command Table

Names have been redacted per SED guidance for security purposes

School Building	IC #1	IC #2	IC #3
High School	HS Principal	MS Principal	School Resource Officer
Middle School	MS Principal	HS Principal	School Resource Officer
Intermediate School	IS Principal	PS Principal	School Resource Officer
Primary School	PS Principal	IS Principal	School Resource Officer
Bus Garage	Director of Transportation	PS Principal	School Resource Officer

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Greene Fire Department, Greene Police Department, Chenango County Bureau of Fire & Emergency Management, Chenango County Department of Public Health, DCMO BOCES District Superintendent, Broome-Tioga BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district's resources, the Chenango County Bureau of Fire & Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

District Resources Use and Coordination

Building-Level Emergency Response Plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including manpower and Chain-Of-Command.

Protective Action Options

Building-Level Emergency Response Plans, which are confidential, address the following response actions as determined by the nature of the emergency. Specific response actions are explained in detail in each building plan:

- ☐ **School Cancellation** (Conditions warrant making a decision not to open schools)
- ☐ **Early Dismissal** (Conditions warrant returning students to their homes)
- ☐ **EVACUATE!** - Conditions in the building are unsafe warranting relocation
- ☐ **SHELTER!** - Conditions warrant movement to a safe place in the building
- ☐ **HOLD!** - Conditions warrant isolation of a specific area of the building – usually short-term
- ☐ **LOCKDOWN!** - The most serious situation for a school – a threat is in the building
- ☐ **SECURE LOCKOUT!** - A threat exists outside the school building or in the vicinity

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States.

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The ***If You See Something, Say Something™*** campaign across the United States encourages the public and leaders

of communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Recovery – School District Support for Buildings

The Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency.

A School District Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be composed of:

- ☐ Superintendent of Schools or Designee
- ☐ School Business Official
- ☐ Administrative Team
- ☐ Transportation Coordinator
- ☐ Counselors
- ☐ Nurses
- ☐ Others as deemed necessary

Disaster Mental Health Services

The **Building-Level Emergency Response Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Chenango County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

APPENDIX A

District-wide School Safety Team Meeting Minutes and Attendance

Greene Central School District
District-wide School Safety Team Meeting Attendance and Minutes

Date: _____

Required Attendance

Representatives	Name	Absent/Present
School Board Member		
Teacher Representative		
Administrator		
Parent/Teacher Org.		
School Safety Personnel		
Student (Optional)		
Local Law Enforcement		

Additional Attendance

Organization or School	Name	Title

Agenda

1. District-wide Safety Plan Review
2. Incident Review
3. Principal Reports
4. Status of Exercises/Drills
5. Training

Minutes

APPENDIX B

Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. **Effective April 1, 2021**, the Legislature amended Labor Law §27-c, Labor Law §27-1 and added a new provision to Education Law §2801-a. Labor Law §27-c now requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a, requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations if the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Chenango County Department of Health to determine the need for activation of our Plan. Administrators, principals, and school nurses will comply with the following procedures for reporting communicable diseases, including Coronavirus, Influenza, etc., and communicating with the Health Department by:
 - Reporting suspected and confirmed cases of the identified disease to: Isaiah Sutton, Chenango County Department of Health.
 - Utilizing Public Health Consultation and Immediate Reporting:
 - *Utilizing an established Hotline: 888-364-3065*
 - *Phone: (607)-337-1678*
 - *Fax: (607)-337-1709*
 - *Utilizing Weekend/After-hours Consultation and Reporting:*

- The Chenango County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Safety Coordinator** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the district technology director will also be an important Team member. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
- The school district will emphasize handwashing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, social media, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, like our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Greene Central School District has designated administrative, maintenance, custodial, food services, transportation and grounds staff as essential employees for purposes of this Pandemic Plan.

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

o Mobile Device Assessments:

- Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
- Conduct a cost analysis of technology device needs

o Internet Access Assessments:

- Survey agency departmental staff to determine the availability of viable existing at-home Internet service
- Conduct a cost analysis of Internet access needs

o Providing Mobile Devices and Internet Access:

- To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, when available, appropriate mobile devices to those determined to be in need.
- To the extent possible, all staff are provided Greene CSD Chromebooks or laptops to ensure internet access.
- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- o To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence.

- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery: Greene CSD Chromebooks or iPads.

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
 - Delivery locations and pickup times are to be determined. Students who are full day at Greene Central School District will be provided a one-to-one device.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see "Instructional Packets" heading on the Remote Instruction Schedule page.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, Greene Central School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Chenango County Department of Health, Delaware County Department of Health, Sheriff's Department, Office of

Emergency Management, Fire Department, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at the District Office located in the Middle School with the alternate at the Intermediate School and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

Superintendent of Schools	Primary Incident Commander	607-656-4161 ext. 3814
MS Principal	Alternate Incident Commander	607-656-4161 ext. 3808
HS Principal	Alternate Incident Commander	607-656-4161 ext. 2804
IS Principal	Alternate Incident Commander	607-656-9891 ext. 5802
PS Principal	Alternate Incident Commander	607-656-5174 ext. 6806
SRO	Primary Safety Officer	607-656-4161 ext. 2808
School RN	Alternate Safety Officer	607-656-5174 ext. 5802
MS/HS School Psychologist	Primary Liaison Officer	607-656-4161 ext. 3815
HS Guidance Counselor	Alternate Liaison Officer	607-656-4161 ext. 2816
Superintendent of Schools	Primary Public Information Officer	607-656-4161 ext. 3814
Secretary to the Superintendent	Alternate Public Information Officer	607-656-4161 ext. 3814
Director of Transportation	Primary Logistics Officer	607-656-8931 ext.4802
TBD	Alternate Logistics Officer	607-656-8931 ext. 4801

Superintendent of Schools	Primary Operations Officer	607-656-4161 ext. 3814
TBD	Alternate Operations Officer	607-656-4161 ext. 3816
MS Principal	Primary Planning/Intelligence Officer	607-656-4161 ext. 3808
HS Principal	Alternate Planning/Intelligence Officer	607-656-4161 ext. 2804
Business Manager	Primary Finance Officer	607-656-4161 ext. 3804
Account Clerk/ Typist Business Office	Alternate Finance Officer	607-656-4161 ext. 3813

- Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command: <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>). March 31, 2021.
- The school district will designate a pandemic safety coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive cases of the disease in the students and staff and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #Info</i>
<i>Greene CSD</i>	<i>Lisa-Marie Carter</i>	lcarter@greenecsd.org
<i>Primary School</i>	<i>Kyle Boletz</i>	kboeltz@greenecsd.org
<i>Intermediate School</i>	<i>Jeff Sabol</i>	jsabol@greenecsd.org
<i>Middle School</i>	<i>Rod Wankel</i>	rwankel@greenecsd.org
<i>High School</i>	<i>Talitha Johnston</i>	tjohnston@greenecsd.org
<i>School Specialist Chenango County</i>	<i>Heather Ditch</i>	Heather.ditch@health.ny.gov

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include websites; social media; school messenger; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; and the public media. A school district Public Information Officer (PIO), The Superintendent has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Those that will be utilized are radio, phone, VOIP, zoom, email, and tele-conference. We have tested/exercised our communication systems on March 1, 2021.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authorities for the district: Superintendent of Schools, High School Principal, Middle School Principal, Intermediate School Principal, and Primary School Principal. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, zooms, district automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in the purchasing and payroll areas: DCMO BOCES CBO, or designee have been trained as back-ups for essential business office functions on March 1, 2021. We have also established the ability to maintain these essential functions off-site from remote locations as follows: All staff has been given a laptop for use at home. Limited staff on-site as needed for scanning, with a shift schedule. Able to securely access the VPN lines to Greene Central School District hard drive. Off-site function was tested on a weekly basis.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems and will update them as necessary. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided on September 8, 2020. At no time will products not approved by the school district be utilized.
 - Human Resources will be essential in monitoring absenteeism and managing the workforce. Changes to district policies and procedures concerning management of the workforce to affect a crisis response may become necessary and will be implemented by Human Resources. Cross-training is continually provided to staff to ensure essential functions will continue. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - Zoom, Google Classroom, See Saw and Microsoft Teams.
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, I Pads, Chrome books and Laptop Pc's)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and have tested these methods.

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people can carry communicable diseases but do not exhibit symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the district is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work with the Health and Safety office to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Facilities Departments are working with programs to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance
Students	25 Masks per Week	300	150	75
Teachers/Staff	25	300	150	75
Nurse/Health Staff	25	300	150	75

***Note:** N-95 respirators are recommended only if staff will be in contact with a suspected positive case of the disease and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees can wear an N-95 respirator without impacting health.

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Chenango County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be

reviewed with teachers. The Facility Director will work closely with the Business Official and Health and Safety to implement different phases of the Plan as necessary.

- The Human Resources office will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources office will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- **If the decision is made to close a school building, the school district will notify the NYS Education Department and Chenango County Department of Health.**

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Infection Case Requirements & Protocols

Instructional programs must be prepared for outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have the communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC guidance and NYS Department of Health requirements for allowing a student or staff member to return to school after exhibiting symptoms of the communicable disease. The district will utilize the resources provided by NYS DOH in a toolkit or other assistance {e.g., Flowcharts for Decision Making}.

Staff Absenteeism

- Instructional staff will call into the Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Human Resources Department will continue to handle medical and ADA accommodations. Requests for accommodations related to the communicable disease should be sent to Stacy Parks, sparks@greenecsd.org.

New York State Contact Tracing Program

If a student or staff member tests positive for the communicable disease, the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, and the Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, designed to help slow the spread of the COVID-19 communicable disease and begin to safely return to normal operations.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say **“NYS Contact Tracing” (518-387-9993)**.

Please answer the phone so we can keep NY moving forward and stop the spread of the communicable disease.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid encountering the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and door knobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

Greene Central School District will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including hand washing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where hand washing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails
- Kitchen and bathroom faucets.
- Light switches.

- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared equipment.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer bottles will be distributed to staff as approved by Health and Safety.

Trash removal:

- Trash will be removed daily.
- Garbage cans or processes for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 21

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

APPENDIX C

School District Pandemic Influenza Planning Checklist (page 33)

Example of DCMO BOCES Contract Tracing Form (page 37)

Flowcharts for COVID-19 Decision Making (page 40)

Essential Employee Worksheets (page 45)

cleaning Checklist

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

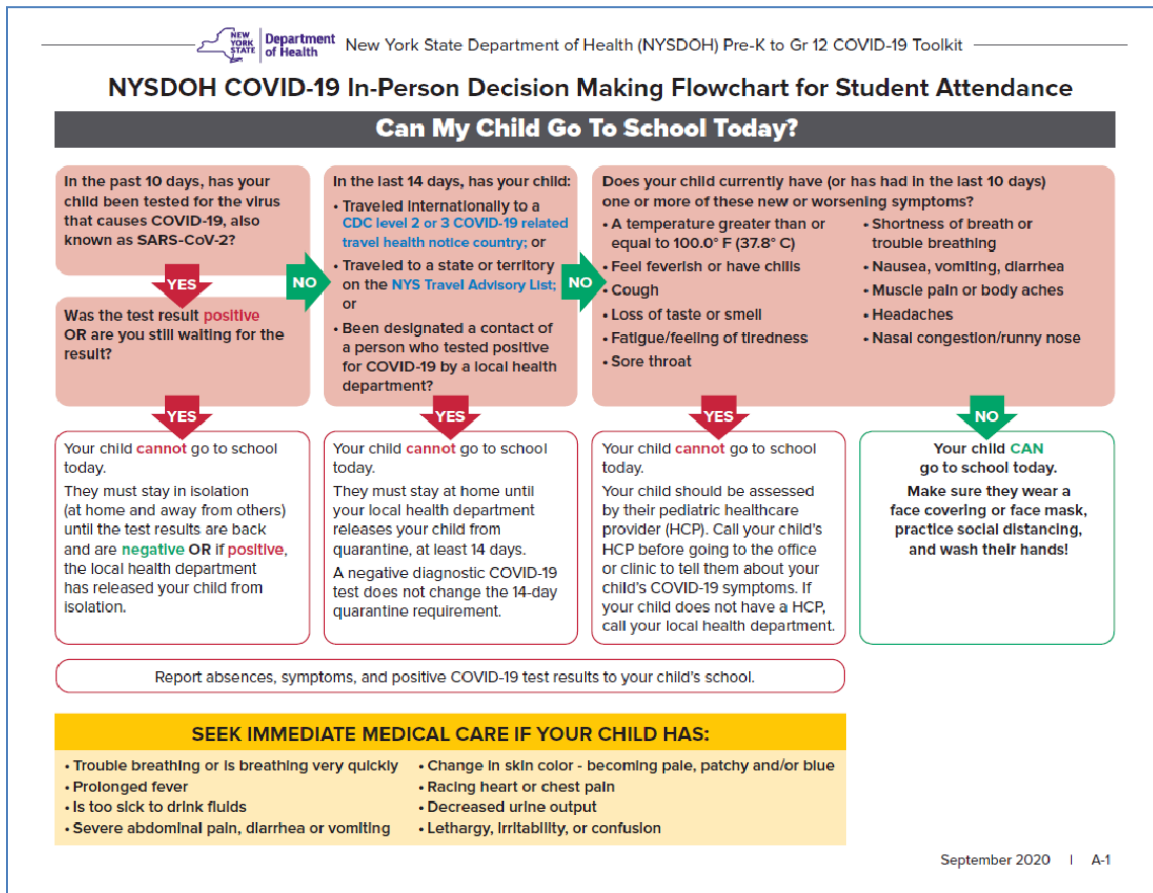
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.



4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.

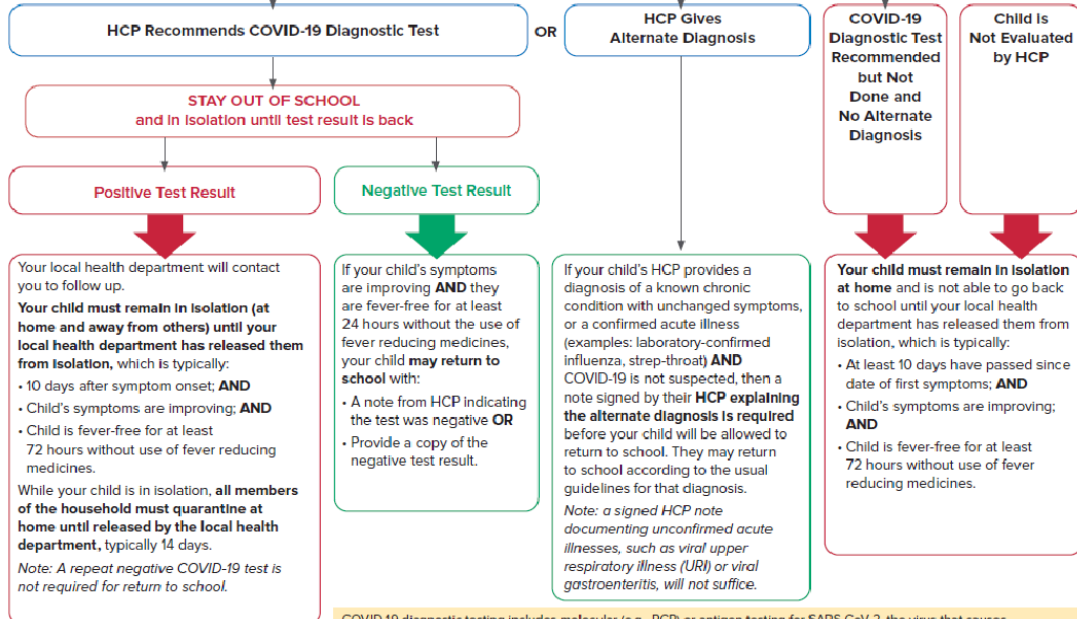
Flowcharts for COVID-19 Decision Making





My child has COVID-19 symptoms. When can they go back to school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)

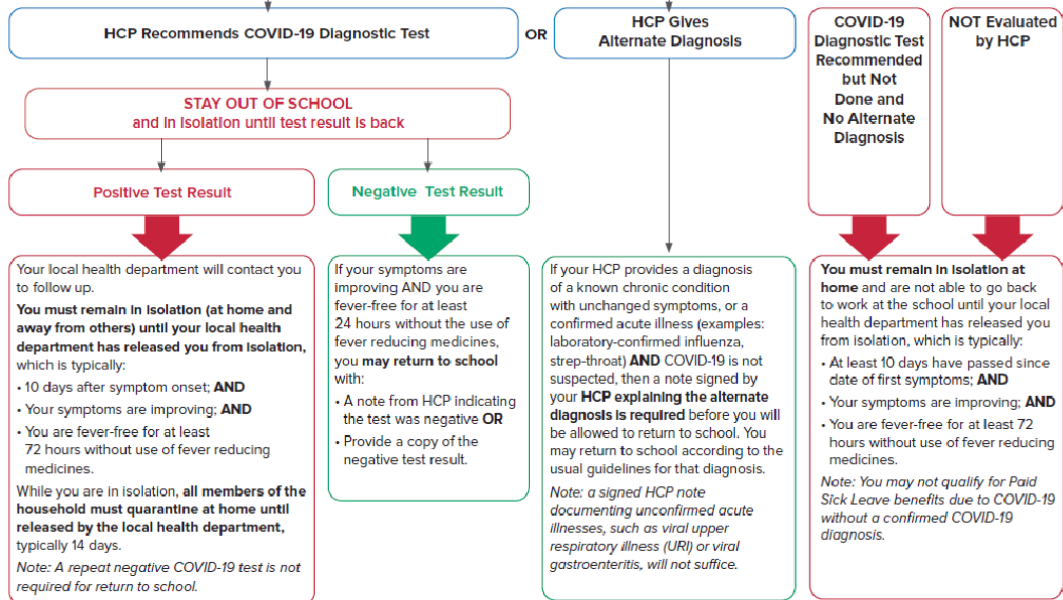


COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

September 2020 | A-2

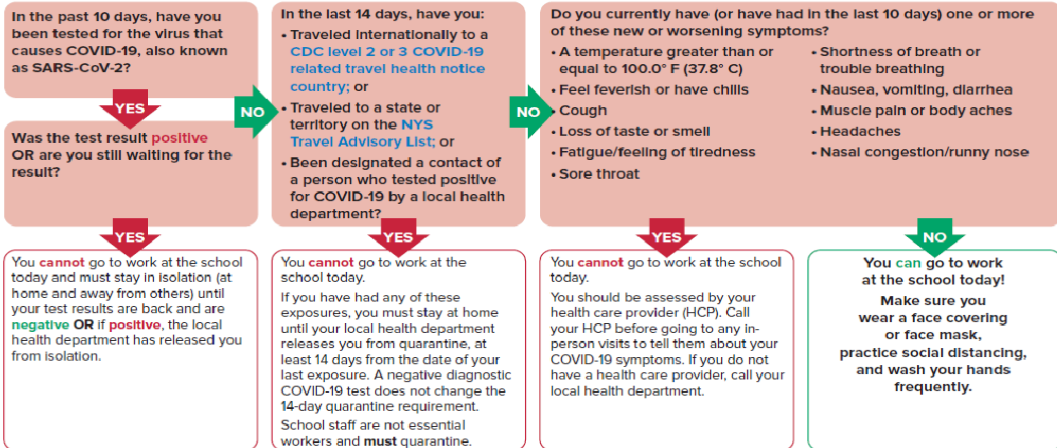
**I have COVID-19 symptoms. When can I go back to work at the school?**

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

September 2020 | B-2

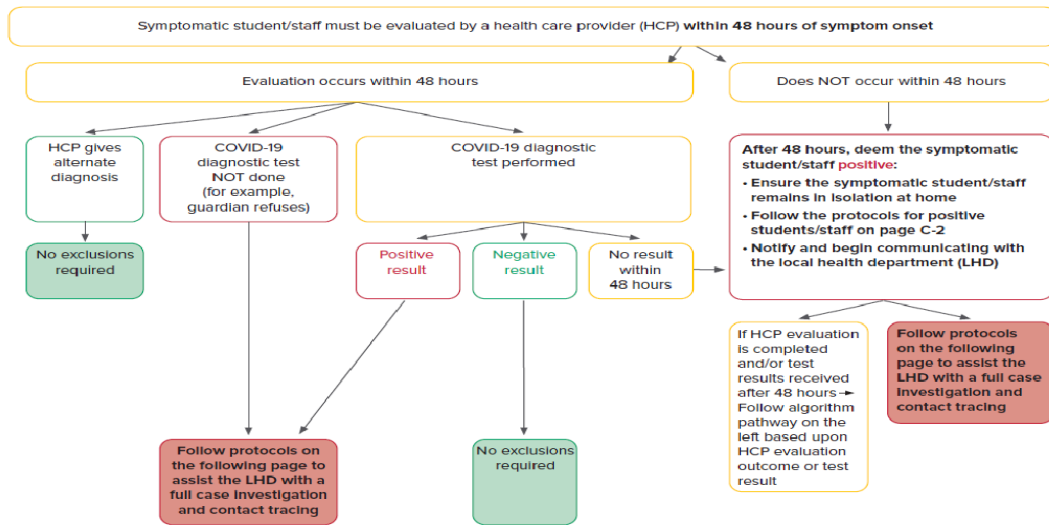
**NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work****Can I Go to Work at the School Today?**

Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

COVID-19 exclusion protocol for contacts of symptomatic students and staff





COVID-19 School and Local Health Department Coordination for Contact Tracing

Notify the local health department (LHD):

- Immediately upon learning of a positive case
- 48 hours after symptom onset in a staff member or student if no HCP evaluation or test result has been received. The LHD will collaborate with the school for contact tracing and to identify contacts.

Begin to identify contacts of the case to provide to the LHD.

Provide the LHD with contact information of school personnel who will assist in the LHD's contact investigation. Include the names and phone numbers of at least two points of contact, as appropriate, such as:

- School Principal
- Administrative Support Person
- Principal Designee

Provide the LHD with a list of people who are possible contacts of the case including:

- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

Contacts will include students/staff who had exposure to the individual suspected or confirmed to have COVID-19 beginning two days before their symptom onset (or if the case was asymptomatic, two days before the date they were tested) until the case is excluded from the school and in isolation. Schools and LHDs should work together to ensure any before, after, or other daycare; transportation; extracurricular; and other non-school setting contacts are identified and notified of their exposure risk.

THEN

Move forward with preestablished communication plan in consultation with LHD (e.g., notifying the school community of confirmed case(s), as appropriate).

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 14 days from the date of last exposure to the case, advised to monitor for symptoms, and recommended to get a diagnostic COVID-19 test at least 3 days after their last date of exposure. The local health department will initiate isolation and quarantine orders.

When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.

The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

September 2020 | C-4

Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

[illegible]

Workplace Violence Prevention

Introduction:

What is Workplace Violence?

Any physical assault or acts of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment including but not limited to:

- An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- Any intentional display of force which would give an employee reason to fear or expect bodily harm;
- Intentional and wrongful physical contact with a person without his or her consent that entails some injury;
- Stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

What is the New York State Workplace Violence Prevention Law and Regulation?

On June 7, 2006, New York State enacted legislation creating a new Section 27-b of State Labor Law that requires every public employer to evaluate the risk of workplace assaults and homicides at its workplace(s) and to develop and implement programs to prevent and minimize the hazard of workplace violence to public employees. In 2009, NYS Department of Labor (DOL) implemented regulations to accompany the Workplace Violence Prevention Law. These regulations can be found at 12 NYCRR 800.6 and are enforced by NYSDOL. Effective January 4, 2024, all public schools & BOCES previously exempted under Section 2801 of the Education Law must comply with 12 NYCRR Part 800.6.

Purpose of this program:

The purpose of this Workplace Violence Prevention Program is to provide information to managers, supervisors, employees, and authorized employee representatives about preventing and responding to incidents of workplace violence or threats of violence in accordance with the Workplace Violence Prevention Law and Regulation. Authorized Employee Representatives must be included in the physical evaluation of the workplace, the development of the WPV written program, and the annual review of WPV incident reports.

The goal of this program is to reduce the probability of threats or acts of violence in the workplace and to ensure that any incident, complaint, or report of violence is taken seriously and dealt with appropriately and as expeditiously as possible. This program outlines the major components of our effort to meet these goals. At the core of this Workplace Violence Prevention Program is the District/BOCES commitment to work with employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

Policy Statement

A policy statement which indicates the District/BOCES workplace violence prevention policy, goals and objectives; incident alert and notification policies; and provides for full employee participation through an authorized employee representative has been developed, implemented and posted where notices to employees are normally posted. The policy statement is included in Appendix 1.

Workplace Risk Assessment

The District/BOCES has conducted a workplace risk assessment consisting of:

- Examination of records that concern workplace violence incidents,
- Assessment of policies, practices, and procedures that may impact the risk of workplace violence, and
- Evaluation of the physical work environment for the presence of factors which may place employees at risk of workplace violence, with the participation of the authorized employee representatives. Although workplace violence can occur in any work setting, some settings or factors may pose a greater degree of risk. Employment situations or factors that may pose a higher risk for the District/BOCES employees include, but are not limited to, the following:
 - Working in public settings
 - Working late night or early morning hours
 - Exchanging money with the public
 - Working alone or in small numbers
 - Working in a setting with uncontrolled access to the workplace
 - Working in a setting where previous security problems have occurred:
 - Having a mobile workplace assignment
 - Working with a population which might expose one to potentially violent persons (e.g. in healthcare, social service, public service or criminal justice settings)
 - Having duties that include the delivery of passengers, goods, or services

Risk factors identified during the examination, assessment and evaluation are listed in Appendix 2 or <https://dol.ny.gov/system/files/documents/2021/03/appendix-2-b-sample-evaluation-of-physical-environment.pdf>, along with the methods and means by which each risk is being addressed. The employer is responsible for addressing all risk factors that their employees are potentially exposed to.

Any incidents that may occur after the implementation of this program must be carefully documented and analyzed in order to make improvements to this program during the required annual review or as necessary.

Control methods that the District/BOCES will use to prevent workplace violence incidents

Hierarchy of Controls

There are three main types of control measures that may be implemented as part of a safety program to protect employees from recognized hazards. The following types of controls are arranged in order of preference and effectiveness - this is referred to as the “hierarchy of control measures”.

Hierarchy of Controls

- Engineering controls
- Administrative controls
- Personal Protective Equipment (PPE)

Engineering controls eliminate or reduce the hazard through substitution or design (possible capital project).

Examples include:

- Increased lighting
- Designing secure building access
- Security hardware
- Eliminating isolated work areas
- Minimizing “cash on hand”

Administrative controls[4] eliminate or reduce the hazard through organizational policies, procedures and work practices (staff promulgated action). (Refer to District-Wide School Safety Plan, Code of Conduct, Sexual Harassment Policy, Employee Handbook, other Safety and Health plans, etc.).

Examples include:

- Increased staffing
- Employment of safety personnel/SRO, SPO, SSO
- Developing building access control procedures
- Cross-shift communication to share information regarding agitated visitors or students
- Reduction of visitor wait times
- Provision of personal alarms (examples include: portable/fixed panic alarms)
- Provision of cell phones/radios
- Provision of life safety supplies (examples include: first aid kit, stop the bleed kit, etc.)
- Training (examples include: workplace violence, conflict resolution, de-escalation training, mental health first aid, restraint training (TCI, CPI))

Personal Protective Equipment (PPE)

PPE is generally considered the least desirable form of control, but may be needed to enhance other controls and/or minimize potential injury severity when other controls fail. Reference to special education and student IEPs to determine and develop that types of materials are necessary to protect staff.

Examples include:

- Eye and face protection (examples include: goggles, face shield)
- Hand/Arm protection
- Leg/Foot protection
- Head protection

Prevention

Prevention of violence in the workplace is the responsibility of every employee. The following section focuses on early warning signs and workplace issues that have the potential to trigger violent behavior. Management, employees, and authorized employee representatives should be familiar with the issues below in order to become aware of and to reduce the likelihood of workplace violence.

Early warning signs of potential violence:

There is no single “profile” that can identify a potentially dangerous individual. However, certain patterns of behavior and events frequently precede episodes of violence.

- A list of indicators of increased risk of violent behavior include, but are not limited to the following:
 - Direct or veiled threats of harm
- Intimidation, belligerence, bullying or other inappropriate behavior directed at others
- Numerous conflicts with supervisors and employees; verbal comments indicating expressions of hostility directed at coworkers, supervisors, or others
- Bringing an unauthorized weapon to work, brandishing a weapon in the workplace, making inappropriate reference to guns or fascination with weapons
- Fascination with incidents of workplace violence, statements indicating approval of the use of violence to resolve a problem, or statements indicating identification with perpetrators of workplace homicides
- Statements indicating an increased tone of desperation from the person, feeling that normal interventions to solve the problem will not work, feeling hopeless about a situation at work, with family, financial, and other personal problems
- Signs of abuse of drugs/alcohol on or off the job
- Extreme or uncharacteristic changes in behavior or displays of emotion
- Employees with ongoing domestic difficulties
- Employees with a temporary order of protection against any staff

These behaviors should be reported to an employee’s supervisor and/or the administrator of this program. Some behaviors may require immediate law enforcement intervention where others may require disciplinary action or indicate a need for an Employee Assistance Program (EAP) referral or other employee assistance, if available.

Workplace issues that may trigger violence:

Listed below are two categories of common issues that may trigger workplace violence.

1. Employee issues (some examples include:

- Negative performance review
- School Climate/Student behavior
- Unwelcome change in role due to performance or reorganization issue
- Criticism of performance
- Conflict with coworker or supervisor
- Personal stress outside the workplace
- Increased workload or pressure, e.g. deadlines, projects, etc.

2. Workplace issues (any of the following may be an employee's perception of issues)

- No clearly defined rules of conduct
- Lack of training
- Inadequate hiring practices/screening of potential employees
- Insufficient supervision
- Lack of discipline or inconsistent discipline in workplace
- Lack of or inadequate employee support systems
- Failure to address incidents as they occur
- Overly authoritarian management style

Taking this into account, there are three key elements that may help to prevent a violent situation from occurring:

- Recognizing the early warning signs (such as a change in a person's behavior preceding an episode of violence)
- Recognizing issues or events that may trigger violence
- Early intervention to prevent a violent incident from occurring

Please note:

It is important to be careful when drawing assumptions or relying solely on any of the above behaviors as indicators of violence.

Reporting an incident

At the core of this Workplace Violence Prevention Program is the District/BOCES commitment to work with its employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

Any District/BOCES employee, upon becoming aware of an instance of physical assault, threatening behavior, or verbal abuse occurring in the work setting must immediately report the facts and circumstances of said incident to their supervisor and/or to the contact person identified in the Policy Statement (Appendix 1). In the event that employees observe or experience an incident of violence involving an employee or visitor to a District/BOCES in which there is an immediate threat to their safety or the safety of others or where an injury has occurred, the employee will immediately obtain law enforcement and medical assistance by calling 911 and in addition notify their immediate supervisor. The supervisor will immediately conduct a preliminary inquiry into the facts and circumstances of the incident and make a prompt report to the **Superintendent of Schools or School Resource Officer** using the Incident Report in Appendix 4.

Where a developing pattern of workplace violence incidents which may involve criminal conduct or serious injury exist, the District/BOCES will attempt to develop a protocol with the appropriate local District Attorney or Police agency to ensure that violent crimes committed against employees in the workplace are promptly investigated and appropriately prosecuted.

Retaliation against an employee who makes a good faith report of violence or other disruptive behavior is strictly prohibited and shall be subject to appropriate corrective or disciplinary measures. An employee who, in bad faith makes a false report, is also subject to disciplinary action.

Post-Incident Response

Any reported workplace violence incident will be thoroughly investigated. (Also see Program Review section below). The LEA and **Superintendent of Schools or School Resource Officer** shall investigate each reported incident.

- Assure that injured employees receive prompt and appropriate medical care (This includes, but is not limited to, providing transportation of the injured to medical care. Prompt first aid and emergency medical treatment can minimize the harmful consequences of a violent incident.)
- Report the incident to the appropriate authorities as required by applicable laws and regulations
- Inform management about the incident in writing

- Secure the premises to safeguard evidence and reduce distractions during the post incident response process
- Prepare an incident report immediately after the incident, noting details that might be forgotten over time (Appendix 4 contains a sample incident report form)
- Address the need for appropriate treatment for victimized employees (In addition to physical injuries, victims and witnesses may suffer psychological trauma, fear of returning to work, feelings of incompetence, guilt, powerlessness, and fear of criticism by supervisors or managers.)

*In the event that critical incident management or crisis counseling is needed following a workplace violence incident in the workplace, arrangements will be made through management, employee unions, Supervisor, and/or the **Superintendent of Schools or School Resource Officer**. [10]

*Note** - This is not a requirement of the law or regulation.

Employee Information and Training Outline

Training of every employee will be performed before initial assignment and annually thereafter. Retraining is required any time there is a significant change to the program, a risk factor, or work control. Required training topics are listed in the Training Outline in Appendix 3.

Recordkeeping Requirements

The record keeping requirements outlined in 12 NYCRR Part 801, Recording and reporting Public Employees' Occupational Injuries and Illnesses (DOSH 900), must be used to document recordable injuries sustained during workplace violence incidents.

In addition to Part 801, all incidents will be investigated and documented to ensure that all threats and workplace violence incidents are reported to management. These reports will provide written notification when a violence incident occurs so that management can develop an appropriate response. The Incident Report will also create a historical record that can be used in the annual review and program update. (A sample incident reporting form is attached as Appendix 4 of this document)

Program Review

Local Education Agency (LEA), Superintendent of Schools or School Resource Officer with the Authorized Employee Representatives, shall evaluate the effectiveness of this Workplace Violence Prevention Program and reports submitted, at least annually or after any serious incident.

Review of Incident Reports

Each incident report must be investigated by the employer (or the employer's designated WPV team) when the incident occurs.

An annual review of the incident reports collected shall be reviewed by the Local Education Agency (LEA), Designated Workplace Violence Administrator/Officer, and Authorized Employee Representative(s). A report that provides only a summary or statistics is not acceptable per the regulation.

Program Review

Review of the program, where the mitigating actions taken in response to any incident, shall be reviewed at least annually and the review will need to focus on trends, addressing root cause, and the effectiveness of the control measures in place or the need to make changes. The review will also assess whether the reporting and record keeping systems have been effective in collecting all relevant information. Appendix 5 will be updated with titles of those who perform the review.

Following the submission of a written notice of concern regarding the employer's workplace violence program or that an imminent danger exists, the employer must be afforded a reasonable opportunity to address the reported

concern. If the employee or authorized employee representative believes that the reported concern has not been resolved and a serious violation of the District/BOCES workplace violence prevention program still exists, the employee or authorized employee representative may request an inspection by notifying the Commissioner of Labor.

For additional information on recordkeeping or workplace violence prevention, or to request free and confidential consultation assistance, please use the contact information on the Consultation Fact Sheet available here:

<https://dol.ny.gov/system/files/documents/2023/10/p206-pesh-consultation-fact-sheet.pdf>

APPENDIX 1

Workplace Violence Prevention Policy Statement

Greene Central School is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to our agency, staff, clients, and students. Workplace Violence is defined as any physical assault or act of aggressive behavior occurring where a public employee performs any work-related duty in the course of his or her employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm, intentional and wrongful physical contact with a person without his or her consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

Acts of violence against the Greene Central School District employees where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including summoning criminal justice authorities when warranted. All employees are responsible for helping to create an environment of mutual respect for each other as well as clients, following all policies, procedures and practices, and for assisting in maintaining a safe and secure work environment.

This policy is designed to meet the requirements of NYS Labor Law 27b and 12 NYCRR 800.6 and highlights some of the elements that are found within our Workplace Violence Prevention Program. The process involved in complying with this law included a workplace evaluation that was designed to identify the risks of workplace violence to which our employees could be exposed.

Authorized Employee Representative(s) will, at a minimum, be involved in:

- evaluating the physical environment;
- developing the Workplace Violence Prevention Program and;
- reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken.

All employees will participate in the annual Workplace Violence Prevention Training Program. The goal of this policy is to promote the safety and well-being of all people in our workplace. All incidents of violence or threatening behavior will be responded to immediately upon notification. All personnel are responsible for notifying the contact person designated below of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received.

Designated Workplace Violence Administrator/Officer Contact:

Primary Contact		Secondary Contact	
Name	Lisa-Marie Carter	Name	Dan Frair
Title	Superintendent of Schools	Title	School Resource Officer
Department	District Office	Department	District Office
Phone	607-656-4161 ext. 3814	Phone	607-656-4161 ext. 2808
Location	40 S. Canal St. Greene, NY 13778	Location	40 S. Canal St. Greene, NY 13778

APPENDIX 2

Greene Central School

Site Risk Assessment

GCS HS, MS, IS, PS, Bus Garage

Facility Name: _____

Date of Survey: _____

Facility Address: _____

Names/Titles/Organization for those conducting assessment:

--

Superintendent of Schools, SRO, Principals, GTA President, Aides Assistant President,
Director of Transportation, Facilities and Grounds Supervisor, Secretary to the
Superintendent, Business Manager, Director of Special Programs, Counselors, School
Nurses

Employer Rep's: _____

Employee Rep's: _____

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
General:			
Employees work in public setting	x		
Employee work late at night or early morning hours	X		
Employees work alone or in small numbers	X		
Employees exchange money as part of job	X		Fundraising events, cafeteria staff
Employees work in location with uncontrolled public access	X		Building & Grounds staff, playgrounds, PE, doors open for events ie: concerts, games, etc
Employees work in area of previous security concerns	X		Schools are previous security concerns
Employees work with public	X		
Employees work in high crime area		X	
Employees work with volatile persons	X		Student behaviors
Does facility have posted evacuation plan/map		X	For Fire Drills, but not emergency evacuations for all buildings. PS & IS have plans
Does facility conduct routine evacuation/fire drills	X		
Are electric panels locked to prevent unauthorized access		X	Alarm panel yes, not electrical panels in all buildings and areas
Is shrubbery, trees and landscaping maintained to minimize obstructions to entrances and exits	X		But MS has obstructed views from shrubbery
Security:	Y	N	
Does the facility use Resource Officers? If yes, # R.O. per facility	X		One per building one shared between PS & IS

Is security or law enforcement present at this location? If yes list # present per shift:	X		2
Is security/law enforcement posted at entrances If yes, list entrances	X		
Do security/law enforcement personnel patrol facility	X		
Are I.D. badges required to be worn by all personnel	X		Dave will send a reminder to all staff
Are students required to use school issued I.D. badges when on premises		X	
Is card reader or equivalent required for entry to facility	X		
Is facility equipped with metal detectors		X	
Is facility equipped with security cameras	X		Could use improvement
Is facility equipped with panic buttons	X		Main offices, pool alarm
Are visitors permitted to enter facility	X		
Are visitors required to wear visitor I.D. badges	X		Can district look into Raptor System or License reader ?
Are emergency contact names and phone numbers posted in each occupied room		X	Yes in PS & IS, 911 can be called from rooms as well.
Is each room equipped with a telephone or radio to call for help when needed		X	Not all maintenance will work on
Parking Lots:			
Are parking areas protected with security/ law enforcement personnel		X	

Are parking areas patrolled by security/law enforcement personnel		X	
Are parking areas equipped with security cameras	X		Except behind MS in lot by pool, and some parking lots could use more
Are parking areas equipped with lights	x		
Offices:	Y	N	
Do office areas have controlled access	X		
Is office area separated from entrance with privacy glass	X		
Is office area equipped with panic alarm	X		Will be programed to call 911 with next capital project as well
Are offices equipped with telephones to call 911	X		
Are telephones or radios used to communicate with facility personnel	X		
Are office doors equipped with door locks to prevent unauthorized access	X		
Do employees receive De-escalation training		X	Only certain staff
Classrooms:			
Are evacuation maps posted in each classroom		X	Not all
Are classroom doors equipped with locks to restrict access	X		
Are classrooms equipped with telephones	X		
Are classroom personnel equipped with radios		X	As needed

Is personal protective equipment provided to all classroom personnel as needed	X		Nurse needed, check in with them to get refills
Are classroom personnel exposed to violent behavior from students	X		
Do classroom personnel receive De-escalation training		X	CPI, Vector, De-escalation training
Are classroom personnel informed of students with behavioral issues prior to student placement in classroom		X	
Have classroom personnel been provided with training on working with students with behavioral issues		X	Inconsistent
Are windows locked to prevent uncontrolled access		X	Inconsistent
Is availability to items that can be used as weapons by students minimized	X		
Are classrooms equipped with security cameras		X	
Cafeteria:	Y	N	
Is access restricted to authorized personnel only	X		
Does cafeteria personnel exchange money with students and staff	X		
Are cafeteria personnel provided with necessary personal protective equipment	X		
Is cafeteria equipped with security cameras	X		Not in Intermediate, Kitchen No, Cafeteria yes
Is cafeteria locked when not in use		X	Not Intermediate
Is cafeteria staff provided with telephones and/or radios	X		
Are evacuation maps posted at all exits	X		

Auditorium:	Y	N	
Are all entrances kept locked when not in use		X	
Is auditorium, stage, back stage equipped with security cameras		X	In auditorium not back sage
Is auditorium, stage, back stage equipped with security lighting	X		Cody will check ?
Is backstage entrance restricted to authorized personnel only during events	X		
Are catwalks, light towers, etc. restricted to authorized personnel only	X		
Is auditorium patrolled by security/law enforcement during events		X	
Gymnasium:	Y	N	
Does gymnasium have exterior lighting around all entrances and exits	X		
Are locker rooms locked or monitored to prevent unauthorized entry		X	No clear protocol
Is the area patrolled by security/law enforcement during events		X	Not always, admin, monitors
Is gymnasium equipped with security cameras		X	Can we program camera to run/record during lunch req?
Athletic fields	Y	N	
Is security/law enforcement present for all sporting events home & away		X	No
Are athletic fields protected from unauthorized entry with fences		X	Only turf
Are athletic fields equipped with security/event lighting		X	Only HS track and turf

Are I.D.s required to be worn by school personnel at sporting events	X		Yes, Lori hands them out
Bus Garage & busses	Y	N	
Are all busses equipped with radios	X		
Are all busses equipped with security cameras	X		
Is somebody available to respond to all radio calls from drivers that are on road	X		
Are I.D.s required by individuals getting on busses		X	
Do all bus runs have two employees on board for each run		X	most
Are busses secured or locked when not in use	X		
Is bus garage equipped with security cameras	X		Exterior and interior yes
Is bus garage locked when vacant	X		
Field trips:	Y	N	
Do school personnel have a copy of emergency contact names and numbers for administration	X		Primary, Intermediate no procedures
Does school personnel verify I.D. of each student at beginning and end of trip	X		
Do chaperones receive security briefings prior to trip		X	
Building & Grounds:	Y	N	
Are buildings equipped with security cameras	X		
Are buildings equipped with security lighting	X		

Are buildings/rooms locked when not in use	X		
Are employees provided with radios	X		
Is equipment locked up when not in use	X		
Staff Meetings & Conferences:	Y	N	
Do security/law enforcement personnel patrol facility during these events		X	
Do school personnel receive de-escalation training		X	Vector Training
Are metal detectors utilized for after hour activities such as conferences & meetings		X	

Assessment completed by:

Name(s): Lisa-Marie Carter & District Safety Team	
Title(s): Superintendent of Schools & Other School employees including each category	
Signature(s):	

Identified Risks and Control Methods (Sample Form)

Risks identified in the hazard assessment and corresponding control methods to reduce those risks, are shown in the tables below for each of our facilities:

Middle/High School - Identified Risk	Selected Control(s)	Comments
Uncontrolled public access, playgrounds at all buildings, athletic fields	Security and Law enforcement for all games and events outside. Annual de-escalation training	
Athletic Fields	Radios during the school day when outside on the playground and fields	
Offices	Update Panic Alarms in the offices	
Offices	Grab and Go Bags for each offices for evacuations and catastrophic events	
Camera System	Update camera systems and add more cameras where needed	

Primary School - Identified Risk	Selected Control(s)	Comments
Uncontrolled public access, playgrounds at all buildings, athletic fields	Security and Law enforcement for all games and events outside. Annual de-escalation training	
Athletic Fields	Radios during the school day when outside on the playground and fields	
Offices	Update Panic Alarms in the offices	
Offices	Grab and Go Bags for each offices for evacuations and catastrophic events	
Camera System	Update camera systems and add more cameras where needed	

Intermediate School - Identified Risk	Selected Control(s)	Comments
Uncontrolled public access, playgrounds at all buildings, athletic fields	Security and Law enforcement for all games and events outside. Annual de-escalation training	
Athletic Fields	Radios during the school day when outside on the playground and fields	
Offices	Update Panic Alarms in the offices	
Offices	Grab and Go Bags for each offices for evacuations and catastrophic events	
Camera System	Update camera systems and add more cameras where needed	

Bus Garage - Identified Risk	Selected Control(s)	Comments
Offices	Update Panic Alarms in the offices	
Offices	Grab and Go Bags for each offices for evacuations and catastrophic events	
Camera System	Update camera systems and add more cameras where needed	
Outside bus garage	Radios on all buses as well as cameras	
On School Bus	Radios and cameras are on all buses	

APPENDIX 3

Workplace Violence Prevention Training Outline

Information and training for all employees:

- I. Overview of Requirements of the Workplace Violence Regulations
 - A. Develop a written policy statement - employers must develop a written policy statement about the employer's workplace violence prevention program goals and objectives and provide for full employee participation through an authorized employee representative. The policy statement must be posted where notices to employees are normally posted.
 - B. Conduct a risk evaluation - employers must examine their workplace to determine if existing or potential risk factors exist that might place employees at risk of occupational assaults or homicides.
 - C. Develop a workplace violence prevention program- employers must develop a program, with input from employees or an authorized employee representative, that, among other things, includes the following: risk factors identified through the risk evaluation; how the identified risks will be addressed; the methods that will be used to try to prevent workplace violence incidents; a system to report and record any workplace violence incidents may occur in the workplace; a written outline or lesson plan for employee program trainings; and a plan to review and update the program at least once a year.
 - D. Provide training and information for employees- employers must provide each employee with information and training on the risks of workplace violence in their workplace(s) at least once a year and any time significant changes are made to the workplace violence prevention program.
- II. Risk factors and measures that were identified in the risk evaluation
 - A. Uncontrolled public access to school grounds, Need for more security cameras, panic button updates
 - B. Measures that employees can take to protect themselves from the identified risks including specific procedures that the employer has implemented such as:
 - i. Incident alert and notification procedures
 - ii. Appropriate work practices
 - iii. Emergency procedures
 - iv. Use of security alarms and other devices
 - v. Other existing policies, procedures and work practices relevant to WPV
 - vi. Procedures to report incidents of workplace violence
- III. Location of the written workplace violence prevention program and how to obtain a copy (only employers with 20 or more full-time permanent employees are required to maintain a program in writing).
- IV. Privacy Concerns
 - A. How will sensitive information be handled?

Note: Information otherwise kept confidential for security reasons does not have to be disclosed to all employees. Examples of confidential information include but are not limited to information that would interfere with law enforcement investigations or judicial proceedings, would deprive a person of a right to a fair trial, would identify a confidential source or disclose confidential information relating to a criminal investigation, would reveal criminal investigative techniques or procedures except routine techniques and procedures, or would endanger the life or safety of any person.

APPENDIX 4
Workplace Violence Incident Report

Date of Incident: _____

Workplace location where incident occurred: _____

Time of day/shift when incident occurred: _____

DESCRIPTION:

Names and job titles of involved employees: _____

Detailed description of the incident, including events leading up to the incident and how the incident ended:

Name or other identifier and job titles of involved individuals: _____

Nature and extent of injuries arising from the incident: _____

Names of witnesses:

Note: If the case is a "privacy concern case," remove the name of the employee who was the victim of the workplace violence and enter "PRIVACY CONCERN CASE" in the space normally used for the employee's name. Privacy concern cases include cases involving:

- Injury or illness to an intimate body part or the reproductive system;
- Injury or illness resulting from a sexual assault;
- Mental illness;
- HIV infection;
- Needle stick injuries and cuts from sharp objects that are or may be contaminated with another person's blood or other potentially infectious material; and
- Other injuries or illnesses, if the employee independently and voluntarily requests that his or her name not be entered on the report.

Please submit to the Superintendent of Schools upon completion for investigation

APPENDIX 5

Workplace Violence Program Maintenance and Review

Program review (annual) completed on: March 27, 2024, September 4, 2024

Stakeholders and authorized employee representatives (where applicable)
<p>Superintendent of Schools, SRO, Principals, GTA President, Aides Assistant President, Director of Transportation, Facilities and Grounds Supervisor, Secretary to the Superintendent, Business Manager, Director of Special Programs, Counselors, School Nurses</p>

Plan and Contact information:

The most current version of this plan will be made available to employees, their authorized representatives, and to representatives of the NYS Department of Labor by contacting or visiting the District or finding it on our website www.greenecsd.org

Designated Workplace Violence Administrator/Officer Contact:

Primary Contact		Secondary Contact	
Name	Lisa-Marie Carter	Name	Dan Frair
Title	Superintendent of Schools	Title	School Resource Officer
Department	District Office	Department	District Office
Phone	607-656-4161 ext. 3814	Phone	607-656-4161 ext. 2808
Location	40 S. Canal St. Greene, NY 13778	Location	40 S. Canal St. Greene, NY 13778