



GREENVILLE
CENTRAL SCHOOL DISTRICT

District-Wide School Safety Plan

2023-2024

Revised: June 2023

State Route 81, Greenville, New York

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GREENVILLE CENTRAL SCHOOL DISTRICT

District-wide School Safety Plan

Commissioner's Regulation 155.17 Project 14

II - INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

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

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

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

III - GENERAL CONSIDERATIONS

A. Purpose

The Greenville Central School District-wide School Safety Plan was developed pursuant to Education Law §2801-a, Commissioner's Regulation §155.17 Commissioner's Regulation 155.17 and the Safe Schools Against Violence in Education (Project SAVE) law of 2000. At the direction of the Greenville Central School District Board of Education, the Superintendent of Greenville Central School District appoints a District-wide School Safety Team and is charged with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

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

- Chief Emergency Officer
- Assistant Superintendent for Business
- Principals
- Director of Facilities
- Director of HPE and Athletics
- Transportation Supervisor
- Chemical Hygiene Officer
- BOE Member
- GFA Representative

- GPF Representative
- Building Nurses
- Teacher Representative
- Student Representative
- School Resource Officer
- Business Office Assistant
- Clerical Staff Member
- Questar Health and Safety Staff

The Chief Emergency Officer shall be board appointed and act as the liaison between the District and external agencies during time of emergencies as well as during plan development and maintenance. The Chief Emergency Officer for the Greenville Central School District is Michael Bennett, Superintendent.

The District-wide School Safety Team develop the District-wide School Safety Plan with input from listed stakeholders above.

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans as a matter of protocol. The activation of the Building-level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District-wide Emergency School Safety Plan and District-wide Response Team.
- The District-wide School Safety Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration, and local emergency services, the plan has been developed to address the specific needs of the Greenville Central School District and the community.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The Building Principal is responsible for notifying the Superintendent or the highest-ranking person in the chain of command of any necessary Building-level plan activation. This notification shall be accomplished through the use of telephone or the district's radio network.
- Upon the activation of the School Emergency Response Team, the Superintendent or his/her designee shall be notified and, where appropriate, local emergency officials shall also be notified.
- County and state resources supplement the school districts emergency action planning in a number of ways:
 - State and local law enforcement provide building reviews and employee training.
 - Local law enforcement (SRO) and emergency services participate in planning and training exercises and develop strategies for managing building-level emergencies.

- A protocol exists for the school district to use certain facilities for sheltering during times of emergencies.
- A protocol exists for the use of county mental health resources during post-incident response.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The School Board shall adopt the District-wide School Safety Plan only after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education by September 1 annually.
- Full copies of the District-wide School Safety Plan and any amendments shall be submitted to the New York State Education Department within 30 days of adoption.
- This plan shall be reviewed periodically during the year and maintained by the District-wide School Safety Team. The required annual review shall be completed before its adoption by the Board of Education.

IV - RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Program Initiatives

The district has developed a number of programs and activities to aid in risk reduction. These initiatives are run at different age groups within the district.

- Anti-Bullying Presentations.
- Interact Club.
- Character Education program.
- The District Code of Conduct.
- Identified employees are provided Conflict Resolution training.
- Circle of Care – a program that provides support for children and their families after having received treatment for at-risk behavior.
- Mandated employees received Child Abuse and Mandated Reporter training.
- All employees are provided Harassment training.
- All employees are provided annual DASA training.
- The district has awareness training for student substance abuse.
- Crisis Intervention/Response plan.
- Local chapter of Students Against Destructive Decision-Making (SADD).
- The district maintains a relationship with the Greene County Sheriff's Office and has a contract for a School Resource Officer (SRO).
- Student Council.
- Athletic Code of Conduct.

Facilities Initiatives

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

- Visitor sign-in procedures and use of visitor ID badges.
- Employee identification badge system.
- Single point of access for visitors at each building, with buzzer access systems to certain areas of the school building.
- Assigned parking system for faculty.
- The district has installed enhanced electronic security equipment.
- The school district conducts sweeps with law enforcement including the use of canine units.
- The elimination of receptacles and certain building features which could be used to hide or obscure weapons or devices.
- The district has installed surveillance equipment on school buses and in school buildings.

Training, Drills, and Exercises

- The district has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:
 - An annual review of the Building-level emergency response guides and general employee awareness training for building employees conducted by each principal.
 - The annual early go home drill to test evacuation and sheltering procedures.
 - Each school building conducts emergency drills throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures.
 - The District-level tabletop exercise run in cooperation with members of local emergency services.
- The district shall conduct drills and other exercises to test and evaluate the effectiveness of the district emergency response plan. Each building principal will forward a schedule of planned emergency drills and fire drills to the Superintendent by September 1 of each school year. Each principal will be required to complete a minimum number of student drills as follows:

4 lockdown drills, 8 fire/evacuation drills. 8 of which must be conducted by December 31 of each year, the balance must be conducted during the remainder of the school year.

The school district shall also ensure that two additional evacuation drills occur during summer school, with one of those two drills occurring during the first week of summer school.
- The district shall conduct a tabletop exercise with the building-level safety teams to test the components of the emergency response plan. The narratives, sequence of events and messaging for each exercise shall be developed by select members of the District-wide School Safety Team, Emergency Management consultants and local emergency services. A controller, evaluator and simulator shall conduct each tabletop exercise. The suggestions and necessary enhancements of the Building-level plan noted during the

evaluation shall be documented by the evaluator and provided to the Building-level Safety Team and District-wide Safety Team for further evaluation.

- Topics for training will include general security and safety measures, intervention strategies with difficult or challenging students, building security awareness, and reporting requirements and procedures.

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

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

School Safety Personnel

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

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

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

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

Hiring and Screening of School Personnel

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

Fingerprinting and Criminal Background Checks

For all employees hired by the school district, the district completes a fingerprinting and criminal background check prior to appointment. Employees include: any person receiving compensation for work from the school district; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes).

Reference Checks

References are thoroughly checked prior to extending an employment offer.

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

B. Early Detection of Potentially Violent Behaviors

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

C. Hazard Identification

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

Building
Greenville High School Telephone: 518-966-5070 x 401 Principal: Kristy Goergen
Greenville Middle School Telephone: 518-966-5070 x 451 Principal: Brian Reeve
Scott M. Ellis Elementary Telephone: 518-966-5070 x 301 Principal: Peter Mahan

The buildings and grounds associated with each of these facilities have the potential for a district or building-level emergency or incident.

The following facilities that are proximate to the Greenville Central School District have been identified as having a potential for presenting emergencies that could affect the district:

- State Route 81 traffic
- Gas stations
- The school district and town of Greenville fuel storage systems
- Owens Corning and SABIC facilities
- Town of Greenville Water treatment plant
- Greenville Saw Service
- GNH Lumber
- Freehold Airport
- Helicopter traffic
- Tractor Supply
- NAPA Auto Parts
- Town Line Motor Sports
- State Route 32 traffic
- Greene County Power Equipment

V - RESPONSE

A. Notification and Activation (Internal and External Communications)

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

Internal

Teachers and building employees	Public address system
Students	Public address system and verbally from supervising teachers
Superintendent of Schools	Phone by principal's secretary
Buildings and Grounds	Phone or radio by principal's secretary
Board of Education	Phone or E-mail

External

State Police/Greene County Sheriff	911
Rescue Squad	911
Greenville Fire Department	911 (Direct to specific entrance)

Parents	By Phone whenever possible; mass direction via radio to a neutral location. Efforts by Law Enforcement to keep parents from removing students is paramount
News Media	Superintendent of Schools or designee

- The Superintendent of Schools shall be responsible for conveying emergency information to educational facilities within the Greenville Central School District. The Superintendent shall take appropriate steps to secure the following information about each educational agency within the district: number of students, number of employees, transportation requirements associated with the evacuation of each facility; and the business and home telephone numbers of key officials of each agency. Such information shall be updated at least annually by the Superintendent. Each such agency shall report material changes to such data to the Superintendent of Schools, in writing, within 7 days of such change.
- Information will be provided to parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal through the use of telephone by employees at the building level using the student/parent directory and/or local and regional radio and TV stations. These are the same stations that are used to announce official school delays or closings. This information is provided to parents through the School District website and building handbooks. Additionally, if an event occurs at the school district where students cannot be released immediately, a parent/community public information center may be established off site.

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

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

Responses to Acts of Violence: Implied or Direct Threats

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

- Follow the classroom emergency procedures as directed by the Building Principal.
- Use of employees trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee and the building level threat assessment team.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence

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

- Follow the classroom emergency procedures as directed by the Building Principal.
- Determine level of threat with Superintendent/Designee.

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

Response Protocols

The Greenville Central School District has a comprehensive multi-hazard Building Level Emergency Response Plan. Plans are updated annually. Copies of the plan are in each Principal's Office and in the district office. Elements of the plan include:

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

Chain of Command

- Superintendent
- Assistant Superintendent
- Assistant Superintendent of Business
- Middle School Principal
- Elementary Principal
- Director of Curriculum, Instruction, and Assessment
- K-12 Building Principal and Rtl Coordinator
- High School Principal

Arrangements for Obtaining Emergency Assistance from Local Government

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

- Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.
- Superintendent/Designee contacts highest-ranking local government official for notification and/or assistance.
- Superintendent/Designee contacts Questar III BOCES District Superintendent for notification of school safety incidents and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

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

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

District Resources Available for Use in an Emergency

The Greenville Central School District has created a comprehensive list of resources available during an emergency, including facilities, bulk petroleum, buses and trucks. This list may be found in individual school Building Level Emergency Response Plans.

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

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

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

Protective Action Options

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

- School cancellation
 - Monitor any situation that may warrant a school cancellation – *Superintendent/District Team*.
 - Make determination – *Superintendent*.
 - Contact local media.
- School delay
 - Monitor any situation that may warrant school delay – *Building Administrators/Superintendent/District Team*.
 - If conditions warrant, delay opening of school.
 - Contact Transportation Supervisor to coordinate transportation issues. *Superintendent or Designee*
 - Contact local media to inform parents of delayed opening.
 - Set up information center so that parents may make inquiries as to situation.
 - Provide for safety and security of employees and students who do come to school.
- Early dismissal
 - Monitor situation – *Superintendent/District Team*.
 - If conditions warrant, close school – *Superintendent*.
 - Contact Transportation Supervisor to arrange transportation. *Superintendent or Designee*

- Contact local media to inform parents of early dismissal.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat – *Superintendent*.
 - Contact Transportation Supervisor to arrange transportation – *Superintendent or Designee*.
 - Clear all evacuation routes and sites prior to evacuation.
 - Evacuate all employees and students to pre-arranged evacuation sites.
 - Account for all student and employee population. Report any missing employees or students to Building Principal.
 - Make determination regarding early dismissal – *Superintendent or Designee*.
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal.
 - Ensure adult supervision or continued school supervision/security.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.
- Sheltering sites (internal and external)
 - Determine the level of threat – *Superintendent/Incident Commander /Designee*.
 - Determine location of sheltering depending on nature of incident.
 - Account for all students and employees. Report any missing employees or students to designee.
 - Determine other occupants in the building.
 - Make appropriate arrangements for human needs.
 - Take appropriate safety precautions.
 - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
 - Retain appropriate district personnel until all students have been returned home.

VI - RECOVERY

A. District Support for Buildings

The Greenville Central School District District-wide Team will support the Building-level Emergency Response Team and the Post-Incident Response Teams in affected schools. The Superintendent in consultation with the team may choose to activate Questar III District-wide Crisis Intervention Team by contacting the Questar III District Superintendent at 518-477-8771.

B. Disaster Mental Health Services

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

VII - APPENDICES

Appendix 1:

Listing of all school buildings covered by the District-wide School Safety Plan

Appendix 2:

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

Appendix 3:

School Resource Officer Agreement

Appendix 4:

Pandemic Operations Plan

Appendix 5:

Emergency Remote Instruction Plan

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

Greenville Central School District Office

4982 State Route 81
Greenville, NY 12083

Telephone: 518-966-5070 x 501
Superintendent: Michael Bennett

Greenville High School

4976 State Route 81
Greenville, NY 12083

Telephone: 518-966-5070 x 401
Principal: Kristy Goergen

Greenville Middle School

4976 State Route 81
Greenville, NY 12083

Telephone: 518-966-5070 x 451
Principal: Brian Reeve

Scott M. Ellis Elementary School

11219 State Route 32
Greenville, NY 12083

Telephone: 518-966-5070 x 301
Principal: Peter Mahan

Transportation Building

4972 State Route 81
Greenville, NY 12083

Telephone: 518-966-5070 x 462
Director: Rich Outtrim

Appendix 2 - The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Early Warning Signs

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

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

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

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

- Social withdrawal. In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- Excessive feelings of isolation and being alone. Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- Excessive feelings of rejection. In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- Being a victim of violence. Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- Feelings of being picked on and persecuted. The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.

- Low school interest and poor academic performance. Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- Expression of violence in writings and drawings. Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional--such as a school psychologist, counselor, or other mental health specialist--to determine its meaning.
- Uncontrolled anger. Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors. Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- History of discipline problems. Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- Past history of violent and aggressive behavior. Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- Intolerance for differences and prejudicial attitudes. All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- Drug use and alcohol use. Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- Affiliation with gangs. Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- Inappropriate access to, possession and use of firearms. Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- Serious threats of violence. Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

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

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

Imminent warning signs may include:

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

Threat Assessment

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

Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, compel desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself.

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

Personality Traits

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

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

- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Rigid and opinionated, judgemental and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic and reasoning;
- Demonstrates unusual interest in sensational violence;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, Hitler, Satan or others associated with violence and destruction;
- Manifests behavior that is relevant to carrying out a threat, spends inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, class, work, time with friends.

Family Dynamics

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

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

School Dynamics

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

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

Social Dynamics

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

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

Appendix 3 – SRO Agreement

INTERMUNICIPAL AGREEMENT – 2023/2024

THIS AGREEMENT, made by and between the **GREENVILLE CENTRAL SCHOOL DISTRICT**, with offices at 4982 SR 81 Greenville, NY 12083 (hereinafter referred to as the “District”), the **COUNTY OF GREENE**, a municipal corporation of the State of New York, with offices at 411 Main Street, Catskill, New York 12414 (hereinafter referred to as the “County”), and the **SHERIFF OF GREENE COUNTY**, a constitutional Officer in and for the County of Greene with offices at 45 Haverly Memorial Drive Cocksackie, NY 12051, (hereinafter referred to as the “Sheriff”)(each, a Party collectively referred to as “the Parties”).

WITNESSETH:

WHEREAS, the County, through its Office of the Sheriff, has the capacity to provide a Deputy Sheriff trained as a School Resource Officer (hereinafter referred to as “SRO”);

WHEREAS, the Parties have determined it would be mutually beneficial for one (1) uniformed SRO to be assigned to work within the District; to have day-to-day contact with the students, faculty, parents, and other members of the community, to provide a safe and comfortable environment within the schools; and to be available for students to assist in defusing and solving problems before they become a detriment to the learning environment and the health, safety, and welfare of the students and staff of the District; and

WHEREAS, it is the goal of the Parties to enter into a partnership to enhance the school environment by assigning an SRO to the District who will work to meet the following objectives:

- To work cooperatively with the District staff to address crime and disorder problems that jeopardize the safety of students, staff, and visitors, including, but not limited to drug activities affecting or occurring in or around any District building;
- To work with School Counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary;
- To develop and/or expand crime prevention efforts for students;
- To assist District staff in training students in conflict resolution, restorative justice, and crime awareness;
- To make recommendations in connection with physical changes in the environment that may reduce crime in and around District buildings;
- To assist District staff in the creation of a safe school environment that is free of harm, intimidation, bullying, weapons, and other illegal substances;
- To build working relationships with District staff as well as with students and parents;
- To present a positive role model of a law enforcement officer; and
- To encourage a positive perception of law enforcement within the community.

WHEREAS, all Parties, through Legislative Resolution or School District Board Approval, are authorized to execute an agreement for services contained herein;

NOW, THEREFORE, in consideration of mutual promises and agreements contained herein, the Parties hereto agree as follows:

1. SCOPE OF SERVICES

- A. **Attendance:** In full uniform the SRO shall provide services to the District Monday through Friday, September through June when school is in session (approximately one hundred eighty five (185) days, with hours coinciding with the District's school day, or upon mutual agreement by both parties, reporting to the District, in a marked patrol vehicle, with the exception of vacation, sick leave, personal leave, school holidays, winter and spring breaks, and the summer months when school is not in session. Vacation, personal and sick leave are defined by the collective bargaining unit within the Sheriff's Office. **The SRO will be in attendance when students are present for the school day.** If the SRO is unable to report for duty due to sickness, injury, or any other unforeseen circumstance, the Sheriff will see that a replacement is assigned to the District to serve in the SRO's absence.
- I. The Sheriff and his training coordinator will make every reasonable effort to provide the SRO with all mandatory police trainings during times that school is not in session.
 - II. With 72 hour notice the SRO or Greene County Sheriff's office representative will attend, upon District request, any sporting events, community events, or any other such function deemed appropriate by the District as approved by the Sheriff.
 - III. Any hours worked beyond 40 hours in a week by the SRO, as approved by the Sheriff for school activities and events will be applied as "comp" time for the SRO, in accordance with the collective bargaining agreement, to be utilized at times when school is not in session. The District will not be responsible for paying overtime premiums for the SRO.
 - IV. In any instance where the District requests law enforcement presence at an event outside of normal school hours, as approved by the Sheriff and the SRO is unable to attend, every reasonable effort shall be made to provide a replacement for such event.
- B. **Responsibilities of the SRO** (See **Appendix A** for a more detailed breakdown):
- I. The SRO will move freely to the various buildings within the District throughout the day, making sure to be visible during high traffic and transition times both inside and outside of the buildings. Upon arrival at a particular school building, the SRO will advise the main office of his/her presence so that the District will be able to track his/her location throughout the District.
 - II. Mediate negative situations that occur between students or between students and staff in consultation with Building or District Administration.
 - III. Investigation of situations as requested by District or Building Administration, at the discretion of the Greene County Sheriff's office.
 - IV. Take part in any District Safety planning and drills.
 - V. Work with students and families to address issues of truancy, making home visits when appropriate, or by request of the District or Building Administration.
 - VI. Identify and develop students to serve as a positive role model working with District clubs and activities.
 - VII. Prepare lectures/presentation and instruct when requested or when appropriate.

- VIII. Educate students and parents on bullying, internet safety, drug and alcohol awareness, vaping and e-cigarette health issues, and any other topic as requested by the District.
- IX. Assist with professional development of staff, particularly in areas such as drug and alcohol recognition, victims of abuse, etc.
- X. Speak with or provide lecture to community groups and parents as requested by the District.
- XI. Use discretion when disseminating confidential information, particularly in light of the District's policies with respect to student records and its mandates pursuant to the Family Educational Rights and Privacy Act (FERPA).
- XII. Cooperate with any District disciplinary actions taken, assist the District in determining the need for school law enforcement interventions. However, the SRO shall not act as a school disciplinarian. School discipline is the sole responsibility of the District.

C. Supervision of the SRO: The SRO will report directly to the District's Superintendent of Schools or his/her designee. The SRO will work directly with the various building Principals on a day-to-day basis regarding situations and relationships in each of the District's buildings. The SRO shall be subject to the District's policies and procedures when performing functions in the District's schools, unless otherwise provided in this Agreement. The District shall provide training and oversight to the SRO in school policy, regulations, and procedures. The SRO will also be under the direct supervision of a Sheriff's Sergeant, as assigned by the Sheriff. The District will provide an annual performance evaluation to the Sheriff, to ensure all goals and objectives of the SRO program are being met, noting any and all deficiencies.

2. TERM OF AGREEMENT: This Agreement shall take effect on September 1, 2023, and subject to earlier termination as provided below, shall continue in full force and effect until June 30, 2024, which is a period to include one (1) full school year. Prior to April 1, 2023, the Parties will renegotiate to continue or terminate the SRO program for the following school years.

3. PAYMENT: The County and Sheriff agree to provide and pay the SRO's actual salary and employment benefits in accordance with County personnel policies and the applicable collective bargaining agreement. The District agrees to pay the County an amount equal to the SRO's actual salary and employment benefits in accordance with the appropriate collective bargaining agreement. The current salary and employment benefits for the SRO would be approximately, \$66,927.90 annually. The County shall provide records as deemed necessary to justify the claim. The District agrees to submit all payments to the County within thirty (30) days of the invoice being submitted. The County shall submit invoices to the District as follows:

INVOICE DATE	PERIOD COVERED	INVOICE AMOUNT
November 15, 2023	September 1, 2023 to October 31, 2023	\$13,385.58
January 15, 2024	November 1, 2023 to December 31, 2023	\$13,385.58
March 15, 2024	January 1, 2024 to February 28, 2024	\$13,385.58
May 15, 2024	March 1, 2024 to April 30, 2024	\$13,385.58
June 15, 2024	May 1, 2024 to June 30, 2024	\$13,385.58

Note: This amount will be adjusted based on if grant monies are received and/or if the County shares in the cost.

- 4. TERMINATION:** Any Party may terminate this Agreement immediately upon notice to the other Parties, in the event of any Party failing to comply with the terms of this Agreement in any material respect and such a failure not being cured within thirty (30) days after receipt of notice by the other Parties describing such failure. Any Party may terminate this Agreement without cause, upon sixty (60) days written notice to the other Parties. The County may terminate this Agreement upon written notice to the District for failure by the District to appropriate funds for the services rendered by the County and the Sheriff under this Agreement.
- 5. SELECTION OF THE SRO:** The Candidates for the SRO position will be selected by the Sheriff based upon the Sheriff's judgement and discretion, taking into consideration, among other criteria, the Deputy Sheriff's training, qualifications, experience, interest in the position, and their ability to effectuate the goals and objectives set forth herein. The Sheriff will take into consideration, any requests made by the District to have a specific Deputy Sheriff serving as the SRO. The District will be given an opportunity to meet and interview SRO candidates and to select the best candidate for their school, which the Sheriff take into advisement before selecting the SRO.
- 6. REMOVAL OF THE SRO:** The District shall have the right to request the removal and/or replacement of the SRO upon written notice to the Sheriff when such action is deemed necessary by the District for the SRO's failure to meet or comply with the goals and objectives of the program. The Sheriff has the sole authority to remove the SRO at any time for discipline or discharge in accordance with the appropriate collective bargaining agreement. Removal or replacement of the SRO, upon District request, will not be unreasonably denied by the Sheriff, and shall occur within three weeks from the date of the request. Upon such a request, the Sheriff will consult with the District, and immediately determine whether the SRO should report for duty at the District after a request has been made.
- 7. NOTICES:** In addition to notice by email, all notices shall be in writing and sent by return receipt certified mail, registered mail, overnight mail, courier or transmitted by facsimile, to the addresses indicated on the first page of this Agreement, or such other address as any Party, or its officials, employees or agents, may suffer by reason of any negligence, fault, act or omission of the other Parties, its employees, representatives, subcontractors, assignees, or agents.
- 8. INDEMNIFICATION:** Each Party agrees to defend, indemnify and hold harmless the other Parties, including its officials, employees and agents, against all claims, losses, damages, liabilities, costs or expenses (including without limitation, reasonable attorney fees and costs of litigation and/or settlement), whether incurred as a result of a claim by a third party or any other person or entity, arising out of the performance of its obligations pursuant to this Agreement, that any Party, or its officials, employees or agents, may suffer by reason of any negligence, fault, act or omission of the other Parties, its employees, representatives, subcontractors, assignees or agents.

- 9. INSURANCE:** All Parties shall provide the other Parties with proof of General Liability, Workers Compensation, Disability, and Auto Insurance Coverage, and shall name the other Parties as an additional insured with respect to General Liability coverage.
- 10. INDEPENDENT CONTRACTOR:** The SRO shall be an employee of the County, specifically the Sheriff's Office. Each Party agrees to be solely responsible for all matters relating to compensation of its employees, including, compliance with local, state and federal laws governing its personnel, including workers' compensation, Social Security, withholding and payment of any and all federal, state, and local personal income taxes, disability insurance, unemployment, and any other taxes for such persons, including any related employer assessment or contributions required by law, and all other regulations governing such matters, and the payment of all salary, vacation, and other employee benefits.
- 11. NO ARBITRATION:** Any and all disputes involving this Agreement, including the breach or alleged breach thereof, may not be submitted to arbitration unless specifically agreed thereto in writing by the Chairman of the County's Legislature, in consultation with the Greene County Attorney or designees, but must instead only be heard in the Supreme Court of the State of New York, with venue in Greene County or if appropriate, in the Federal District Court with venue in the Northern District of New York, Albany Division.
- 12. CORPORATE COMPLIANCE:** All Parties agree to comply with all Federal, State, and local laws, rules, and regulations governing the provision of goods and /or services under this Agreement.
- 13. NO ASSIGNMENT WITHOUT CONSENT:** This Agreement may not be assigned by any of the Parties, nor its rights, title or interest therein assigned, transferred, conveyed, sublet or disposed of without the previous written consent of the other Parties and any attempt to do so with our first obtaining such written consent will be void and of no force and effect.
- 14. GOVERNING LAW:** This Agreement and the performance of the Parties hereunder shall be governed by and construed in accordance with the laws of the State of New York.
- 15. MODIFICATIONS TO BE IN WRITING:** No changes, amendments or modifications of any of the terms and/or conditions of the Agreement shall be valid unless reduced to writing and signed by the Parties to this Agreement. Changes in the SCOPE OF SERVICES in this Agreement shall not be binding, unless prior to the performance of any such services, the County and Sheriff, with appropriate consultations, execute an amendment or modification to this agreement, which amendment or modification shall specifically set forth the scope of such extra or additional services, the amount of compensation, and the extension of time for performance, if any, for such services. Unless otherwise specifically provided for therein, the provisions of the Agreement shall apply with full force and effect to the terms and conditions contained in such amendment or modification.

16. ENTIRE AGREEMENT: The rights and obligations of the Parties and their respective agents, successors and assignees shall be subject to and governed by this Agreement, which supersedes any other understandings or writings between or among the Parties to the Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the duly authorized officers of the respective Parties.

GREENVILLE CENTRAL SCHOOL DISTRICT

BY: _____
SUPERINTENDENT OF SCHOOLS

DATE: _____

STATE OF NEW YORK)
)ss:
COUNTY OF GREENE)

On this ____ day of _____ 2023, before me, the above signed, _____, personally appeared, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

NOTARY PUBLIC

GREENE COUNTY SHERIFF

BY: _____
SHERIFF, GREENE COUNTY

DATE: _____

STATE OF NEW YORK)
)ss:
COUNTY OF GREENE)

On this ____ day of _____ 2023, before me, the above signed, _____, personally appeared, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

NOTARY PUBLIC

GREENE COUNTY

BY: _____

DATE: _____

Chairman of the Greene County Legislature

or

GREENE COUNTY ADMINISTRATOR

STATE OF NEW YORK)

)ss:

COUNTY OF GREENE)

On this ____ day of _____ 2023, before me, the above signed, _____, personally appeared, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

NOTARY PUBLIC

APPENDIX A
RESPONSIBILITIES OF THE SCHOOL RESOURCE OFFICER

1. OBJECTIVES OF AN SRO PROGRAM

- a. To maintain a safe campus environment conducive to learning.
- b. To create unity between law enforcement and school Districts.
- c. To improve relationships between youth, communities and law enforcement.
- d. To serve as consultants to school, staff, parents and youth on safety matters.
- e. To serve as positive role models for all.

2. PRIMARY FUNCTIONS OF THE SRO

- a. To be a visible, active law enforcement figure for the District, dealing specifically with law enforcement matters that originate on campus.
- b. To serve as a resource for students, allowing them to associate with law enforcement in the student's environment.
- c. To serve as a resource for teachers, parents and students by scheduling conferences to deal with individual or group problems and questions, particularly those that may lead to criminal activity.
- d. To appear before classrooms, community groups, PTO's, or any other group requesting lecture or information regarding a particular topic of interest within the District.
- e. To work with Building Administrators and assist in forming safety plans or other relevant school policies and procedures.
- f. To effectively communicate with all District staff when action is needed.
- g. To be available upon request for crime prevention presentations.
- h. To serve as a liaison between the District and law enforcement when law enforcement has a need to conduct business with students, staff or parents when school is in session.
- i. Notwithstanding anything to the contrary contained herein, the school is responsible for discipline unless an incident is deemed to be of a criminal nature. The SRO will advise the school and take action if they believe criminal activity is/has occurred.
- j. To serve as a crisis intervention officer, assisting in the mediation process or restorative justice process.

3. THE TRIAD APPROACH TO AN SRO PROGRAM

a. LAW ENFORCEMENT OFFICER

- i. Maintaining law and order.
- ii. Conducting criminal investigations (may include assisting building administrators conducting investigations and advising if criminal activity has occurred).
- iii. Make arrests if appropriate (criminal mischief, drugs, aggravated harassment, etc.). In an effort to minimize disruption to the learning environment, the SRO should avoid making arrests on District property while school is in session. If an arrest situation presents itself the SRO should consider the following factors when determining the best course of action: (1) whether the arrest is related to a school-related offense; (2) the seriousness of the offense; (3) whether there is an imminent threat to public safety; and (4) whether the arrest can be accomplished in an alternative manner. Unless exigent circumstances exist, the SRO should consult with a building or District administrator before making an arrest on District property.
- iv. Assist building safety teams in formulating appropriate safety policies and procedures.
- v. Assist in coordinating building safety drills, obtaining additional law enforcement assistance when needed.
- vi. Investigate truancy cases, make home visits if necessary, and advise when PINS petitions are appropriate.
- vii. Investigate child sexual assault cases or domestic violence issues.

b. LAW RELATED COUNSELOR

- i. Provide guidance to students, parents, teachers and staff on how to seek support services within and outside of the school.
- ii. Work with appropriate staff to identify "at risk" students based on the SRO's knowledge of the student's family and community.
- iii. Serves as a mentor and role model to students identified by the school as needing assistance or through interpersonal relationships developed.
- iv. Assists in the transportation of students to a hospital if they are deemed a threat to themselves or others.
- v. Assists families in identifying appropriate community resources.

c. LAW RELATED PRESENTER

i. Presents law enforcement expertise via classroom presentations or group assemblies to help students, teachers, parents and community members better understand the law. Topics may include, but are not limited to;

1. Sexual Harassment and Sexual Abuse
2. Bullying
3. Child Abuse
4. Underage Drug or Alcohol Abuse
5. NYS Graduated Driver's License Program
6. Zero Tolerance Laws
7. Relevant Legal Statutes (Vehicle and Traffic Law, ABC Law, Penal Law, etc.)
8. Internet Safety
9. Sportsmanship
10. The NYS Court System (Criminal, Family, Civil)

ii. Actively participates with the District's Safety Committee or any other inter-disciplinary teams deemed appropriate.

iii. Promotes programs that stress good citizenship and positive moral development.

16. **ENTIRE AGREEMENT:** The rights and obligations of the Parties and their respective agents, successors and assignees shall be subject to and governed by this Agreement, which supersedes any other understandings or writings between or among the Parties to the Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the duly authorized officers of the respective Parties.

GREENVILLE CENTRAL SCHOOL DISTRICT

BY: Michael Bennett
SUPERINTENDENT OF SCHOOLS

DATE: 6-12-23

STATE OF NEW YORK)
)ss:
COUNTY OF GREENE)

On this 1st day of June, 2023, before me, the above signed, Michael Bennett, personally appeared, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

Daphane L Pearson
Notary Public, State of New York Daphane L Pearson
Qualified in Albany County NOTARY PUBLIC
My Commission Expires: 11/13/2024

GREENE COUNTY SHERIFF

BY: _____
SHERIFF, GREENE COUNTY

DATE: _____

STATE OF NEW YORK)
)ss:
COUNTY OF GREENE)

On this ____ day of _____, 2023, before me, the above signed, _____, personally appeared, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

NOTARY PUBLIC

Public Employer Health Emergency Plan for the Greenville Central School District

March 8, 2021

This plan has been developed in accordance with NYS legislation S8617B/A10832.

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan was initially developed by the District. It was then submitted to the Greenville Faculty Association (GFA), Greenville Paraprofessional Federation (GPF), and Greenville Principals Association (GPA) for their review and input as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

--

As the authorized official of the Greenville Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

Scope

This plan was developed exclusively for and is applicable to the Greenville Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use the Centers for Disease Control and Prevention (CDC) [Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

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

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of Schools of the Greenville Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent of Schools.

Upon the determination of implementing this plan, all employees and contractors of the Greenville Central School District may be notified by phone, email, or any other means determined to be necessary, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Parents, students, and other community members will be notified of pertinent operational changes by way of email notifications, social media messaging, and local news outlets, amongst others. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent of Schools will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of the Greenville Central School District

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

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of one function to others
- The recovery sequence of essential functions and their vital processes

Mission Essential Functions

The mission essential functions for the Greenville Central School District have been identified as:

Information Technology/Continuity of Operations and Instruction	Provides hardware, software and internet capability for staff and students to facilitate continuity of instruction and education in remote learning environments with educators working from home. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of best practices in communication to ensure that students are able to access curricular materials, and for helping staff members disseminate information related to both academic and social-emotional education. Maintains the school's network and phone systems and is responsible for housing data that is essential to the ongoing operation of the district.
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Buildings and Grounds/Maintenance	Provides repair and continuation of systems such as water, lavatories, kitchens, generators, HVAC systems and snow removal as necessary to maintain safe access to buildings. Continues to upkeep the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.
District Office	Oversight and management of the functions performed by employees in the superintendent's office, the assistant superintendent's office (human resources) and the business office (accounting, payroll, accounts payable and purchasing) to ensure that regular business operations and services continue as necessary and/or mandated. Coordinates district wide communications and safety teams.
Health Office/ Health Services/ PPS Department	Dependent on district needs based on the DOH requirements such as testing and contact tracing. Coordinate and provide necessary mental health needs for students, staff and families.
Office Staff	Oversight of mail, phones, sign-in procedures, and building utilization and operations. Providing assistance with contact tracing efforts as necessary.
Food Service	Ensure that food can be provided to students
Transportation	Provide immediate transport of students to/from school as directed in the onset of the emergency. Follow-up roles include delivery of food, medical supplies, and learning materials in the event of a long-term closure.
Building Administrators	Responsible for overseeing the day-to-day functioning of the school community and supporting the academic success of students, promoting a positive school climate, and assisting educators.

Note: In the event of a school closure, and when authorized by state officials, the Greenville Central School District would assign teaching as a mission essential function of the organization. During a closure, having teachers on-site, in their own work space for safety, is favorable for accessibility to resources (teaching materials), technology, and internet connection.

Essential Positions

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

Information Technology/Continuity of Operations and Instruction	<ul style="list-style-type: none"> Director of Technology 	The Director of Technology establishes all priorities for IT tasks and organizes staff. Responsible for overseeing the local area network and the subsequent ongoing maintenance of this network for the district. Oversees the district's internet access, phone systems, and cell phone plans. Ensures uptime of essential equipment necessary to keep operations running and coordinates moves to secondary data centers and/or data disaster recovery in order to restore systems that may go down.
	<ul style="list-style-type: none"> Computer Network Administrator 	Responsible for providing support to teachers and students in regards to computer hardware

	<ul style="list-style-type: none"> • Technology Assistant 	and software by responding to “help desk” tickets and troubleshooting concerns.
Buildings and Grounds	<ul style="list-style-type: none"> • Director of Facilities 	Responsible for overseeing and providing direction to the B&G and maintenance department and employees to ensure a safe, clean working environment. Responsible for ordering and distribution of cleaning, maintenance and PPE supplies.
	<ul style="list-style-type: none"> • Custodians • Cleaners • Cleaner Monitors • Maintenance Workers 	Responsible for routine cleaning, disinfecting, and maintenance tasks. Responsible for performing a wide variety of tasks related to the maintenance and upkeep of campus grounds, parking lots, and fields. To ensure the safety/security of the campus.
District Office	Superintendent of Schools	The Superintendent will oversee and coordinate all operations. S/he will act as the Chief Communications Officer, unless otherwise delegated. The Superintendent will work directly with the District Office Staff, Emergency Services Personnel, and Building Administrators. Responsible for making day-to-day decisions about educational programs, budget/spending, staffing, and facilities management.
	Assistant Superintendent/ Human Resources	Responsible for assisting the Superintendent in the administration of educational programming and the development of goals to foster school improvement. Responsible for assisting the school district as a liaison to district personnel, providing guidance for personnel functions, and ensuring the complete and effective compliance with personnel policies, protocols, and practices.
	Business Official Treasurer	Responsible for assisting the Superintendent in the administration of business affairs (accounting, payroll, accounts payroll, purchasing) in such a way to provide the best services with the financial resources available. Will directly oversee and coordinate operation support services by working directly with the Director of Facilities, Transportation Supervisor and Food Service Supervisor in the coordination of supplies, services, payments and movement of materials.
	Pandemic Administrators/ Coordinators-as designated by the Superintendent of Schools	Responsible for helping the school district be in compliance with all aspects of reopening plans, reopening activities, and guidance related to the reopening of schools.

Health Office/ Health Services/ PPS Department	School Nurses	Assist building and district administrators by communicating with the local health departments for guidance, may act as the liaison to the school physician. Responsible for assessing ill students and staff and assisting in contact tracing efforts.
	Director of Pupil Personnel Department	Responsible for coordinating the efforts of the PPS Department to support students, staff and families regarding mental health, as needed.
Office Staff	School Secretaries	Responsible for answering phones, providing support to building administrators, responding to emails, greeting visitors, assisting in building sign-in procedures, accepting deliveries, and helping disseminate mail.
Food Service	Supervisor of Food Service	Will coordinate with vendors and the business office for supplies necessary in the event of a building closure to supply to-go meals. Responsible for overseeing the preparation of meals and coordinating with the Transportation Director to ensure that meals are disseminated.
	Food Service Employees	Responsible for the preparation of and making of meals for students.
	Aide Monitors (if needed)	Responsible for distribution of student meals.
Transportation	Transportation Supervisor	Responsible for the safety and efficient operation and maintenance of the transportation department. Coordinates with the Food Service Manager on meal deliveries. Transport students, food and/or supplies
	Bus Drivers	Transport students, food and/or supplies
	Mechanics	Inspection and maintenance of service vehicles
Building/District Administrators	Building Principals	Responsible for overseeing the day-to-day functioning of the school community and supporting the academic success of students, promoting a positive school climate, and assisting educators.
Faculty* and Staff	Teacher, Teaching Assistant, Aide/Monitor, Related Service Providers	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.

*In the event of a school closure, the Greenville Central School District would assign teachers and related personnel as on-site essential personnel, when authorized by state officials. During a closure, having faculty on-site, in their own work space, is favorable for accessibility to resources (teaching materials), technology, and internet connection.

Reducing Risk Through Remote Work and Rotating Work Schedules

Through assigning certain staff to work remotely and by rotating work schedules, we can decrease crowding and density at work sites.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Remote work protocols shall be developed and facilitated through coordination

with district administrators, building administrators, and the IT department to ensure that all needs are met and that safety, security, and functionality are at the forefront of any and all discussions.

Identification of Staff for Remote Work

The Greenville Central School District will initiate remote work at the direction or in collaboration with local and state officials. The district recognizes that remote work is possible for some personnel whose duties and responsibilities can be accomplished off-site. The District will ensure that employees follow their contractual work day and work week. The Greenville Central School District has identified the following personnel who can accomplish their work assignments while working remotely.

Personnel who can work remotely:

1. Teachers
2. Teachers' Assistants
3. Teachers' Aides Assigned to 1 to 1 Special Education Services
4. School Counselors/School Psychologists
5. Auxiliary Support Services (Speech Pathologists, Occupational/Physical Therapists, etc.)

Assignment of Remote Work

The Superintendent or designee, in consultation with the Assistant Superintendent in charge of Human Resources in collaboration with Administration, Directors and Supervisors, will assign remote work and corresponding work assignments to aid in the decision making process. Final decisions will be communicated to the Assistant Superintendent in charge of Human Resources and building/department administrators for dissemination to their respective staff.

Equipping Staff and Students for Remote Learning

Greenville CSD is a one-to-one technology school. All students K-12 are provided a device to take home as needed. In 2020 a needs assessment was conducted regarding the internet capabilities of students/families and faculty. In addition, a family survey was conducted to determine issues/concerns regarding internet issues at home. If families experienced extenuating circumstances, the District worked with them to develop an educational plan.*

Dependent upon circumstances, teachers will deliver content remotely from their homes or from their classrooms if allowed in order to access their technology, supplies and materials.

Remote tech support will be provided to all of our families in the use of technology and school issued one-to-one devices. All classroom teachers are provided with document cameras for broadcasting lessons to students who will be participating remotely.

The district will establish a database of internet access for all students and families within our school community. If we are required to go to fully remote instruction, in order to maintain equity and opportunities for all students GCS will:

- Continue to evaluate the effectiveness of hotspots and distribute them, based on availability, to families
- Coordinate with local agencies (example: libraries) to identify locations within the community that provide Wi-Fi for student use
- If allowable, provide locations on campus for students to access Wi-Fi

- Provide paper copies of curriculum materials if necessary.

*GCS will purchase hotspots to be loaned to families and teachers. Hotspots do require a signal from a cell tower to function.

Rotating Work Schedules Protocols

Implementing rotating work schedules may be possible for personnel whose work responsibilities must be performed on-site, and/or for personnel whose job responsibilities encompass a combination of on-site and off-site capabilities. As possible, District Administration, Directors and Supervisors will identify personnel who fall into one of the categories previously stated as a strategy of limiting overcrowding and exposure. Regardless of the type of work schedule, the Greenville Central School District will ensure, to the extent possible and based on workload, that employees are provided with their typical or contracted minimum work hours per week.

Identification of Positions for Rotating Work Schedules

The District personnel identified below, require them to be on-site, or require a combination of on-site and off-site work to accomplish their job duties and responsibilities.

Personnel who can Rotate work schedules:

1. School Administrators
2. B&G (Maintenance, Custodial, Cleaner Monitors & Cleaners)
3. Clerical Staff
4. School Nurses
5. District Office Staff
6. Bus Drivers
7. Food Service

Assignment of Rotating Work Schedules

The Superintendent or designee, in consultation with the Assistant Superintendent in charge of Human Resources in collaboration with Administrators, Directors and Supervisors as needed, will assign work assignments to aid in the decision making process. Final decisions will be communicated to the Assistant Superintendent in charge of Human Resources and building/departments administrators and Directors/Supervisors for dissemination to their respective staff. The Assistant Superintendent in charge of Human Resources will notify payroll of such decisions to ensure employee time and attendance is tracked accurately.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, Greenville Central School District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

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Within each department, the supervisor of each department will identify and prioritize work that necessitates on-site personnel. That work, where appropriate, will be divided into shifts with the highest priority work being performed by the first available shift. The department supervisor will then create staggered start/end times and offer those staggered time slots first to those employees trained and capable of performing the assigned tasks. It is understood that, because of the need to spread work out over additional shifts/hours, direct on-site supervision may not always be prudent, safe, or practical. As such, other means such as electronic video may be utilized to aid in supervision of staff.

Chain of Command

Essential personnel and other on-site personnel will report to the Superintendent of Schools, the Assistant Superintendent of Schools, Building Administration, Directors and/or Supervisors when on-site for work assignments and responsibilities.

Building Accessibility and Security

During a school closure, District buildings and facilities will be accessible to essential personnel as needed. District buildings and facilities will be closed to the public during a school closure. Arrangements should be made with building administration/Directors/Supervisors to be on campus when necessary (contractors, vendors, deliveries, etc.). The District has a security system which utilizes FOB card access to all interior and exterior doors. The security system is armed when no personnel are on campus. The district also utilizes cameras both inside the buildings and outside on the grounds for security purposes.

Cleaning Supplies and Personal Protective Equipment

The use of appropriate cleaning and disinfecting supplies and personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons
- Hand Soap & Hand Sanitizer

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Identification of Personal Protective Equipment Based on Job Duties

Each building shall be provided with a supply of disposable masks and hand sanitizer for use by students, employees, contractors, and/or visitors, as necessary. The Director of Facilities shall be responsible for monitoring and replenishing those supplies as necessary.

Given the nature of their work, buildings and grounds staff and health office staff will be supplied daily access to disposable masks, disposable gloves, face shields, and gowns as necessary. Individuals who have a job

position that requires the wearing of an N-95 respirator shall be entered into a respiratory protection program, fit tested, medically cleared, and provided N-95 respirators as required.

Procurement of Personal Protective Equipment

The Director of Facilities will contact one or more of the vendors on the District-approved supplier's list to procure the necessary PPE. The district maintains a supplier list with backup suppliers in an effort to mitigate any supply chain disruption. For unforeseen disruptions or shortages, the district shall work with the local department of health for assistance.

Storage and Accessibility of Cleaning Supplies & Personal Protective Equipment

Personal protective equipment shall be stored within the buildings where they can be tracked and accessed in the event of an emergency, and maintained in a way that prevents degradation. *PPE will be stored and supplies are accessible via the Facilities Secretary and/or Director of Facilities.*

Monitoring and Maintaining Stock of Cleaning Supplies & Personal Protective Equipment

The Director of Facilities shall track cleaning supplies and PPE inventory throughout the district. When inventory gets low, the Director of Facilities will purchase additional supplies.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. When/if a staff member is exposed, we will follow applicable Albany and/or Greene County Department of Health, New York State Department of Health, and CDC guidelines as is required and best practice. The Superintendent will be notified of all exposed individuals. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own/student workspaces based on CDC recommendations.
2. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected according to a preset schedule that emphasizes their cleaning and disinfection.
 - a. Buildings and grounds staff, with possible assistance from others, will be responsible for cleaning and disinfecting common areas, based on the requirements of each individual situation and influenced by factors such as frequency of use, the specifics of the communicable disease, and recommendations from local, state, and federal authorities.
3. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
4. Soiled surfaces will be cleaned prior to being disinfected.
5. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.

6. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. This information may be used to support contact tracing within the organization and may be shared with local public health officials.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the District's essential operations. Due to the nature of our organization and the proximity of our employees to campus, the need for housing of essential personnel would be limited or altogether unnecessary. If the district was required to provide housing, administration would work with local and state authorities to help identify and arrange for housing needs.

Appendix 5: Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Greenville Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: #6372 Data Security and Privacy Policy, #7200 Staff Technology Use and #6230 Student Code of Conduct.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will to ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; and the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board of Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's Regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school, an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing,

synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Greenville Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have internet access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the Google Drive. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them, as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's Regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy #6230 and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

GREENVILLE CENTRAL SCHOOL DISTRICT EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: #6372 Data Security and Privacy Policy, #7200 Saff Technology Use and #6230 Student Code of Conduct.
INTERNET AND DIGITAL DEVICE ACCESS	<p>The school district is a one-to-one technology school and provides all students in grades K-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their devices at home for instruction. Students in grades 6-12 have their assigned devices with them at all times, at home or at school. Students in grades K-5 have devices assigned to them and would either be sent home with the device, have it picked up by a parent, or delivered home via school bus. Communication regarding dissemination of computing devices will occur via email, text message, social media, outdoor signage, and by phone call if necessary.</p> <p>Remote tech support will be provided to all families in the use of technology and school-issued one-to-one devices.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district will work to provide hotspots to families that indicate a need for reliable internet to facilitate access to learning at home.</p>

	<p>Since hotspots require a signal from a cell tower to function, the district will continuously evaluate the effectiveness and provide other options for students in more remote areas. For example, wifi will be available in all school parking lots and outdoor learning areas as well as at the public libraries.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p>PEDAGOGY</p>	<p>All teachers in grades K-12 will use Google Classroom as their primary instructional platform.</p> <p>Several district-provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Additionally, one full time K-12 technology coach and three full time IT staff members will be available for assistance. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Classroom along with other digital platforms, teachers will deliver real-time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning. The middle and high schools will continue to follow a nine-period schedule. Elementary students should receive three hours of synchronous instruction per day - these students will sign off for special area classes and have access to small group and one-on-one learning as requested by the teacher.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students’ participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>

STUDENT EXPECTATIONS	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction, students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> • All students are expected to practice appropriate digital etiquette and responsible behavior during online classes. Additionally, students are expected to follow all rules set forth in the Student Handbook/Code of Conduct, even when partaking in remote learning. • If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	<p>The virtual day will follow the same schedule framework as the middle and high schools to which the student is assigned. The elementary school will follow a modified schedule of 3 hours of synchronous instruction (2 hours of ELA, 1 hour Math) and 2 hours of asynchronous instruction. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.</p>
COMMUNICATION PROTOCOL: INTERVENTION	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
SPECIAL SERVICES	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see this document for specific guidelines.</p>
NON- INSTRUCTIONAL SERVICES <ul style="list-style-type: none"> • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized

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education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;

- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.