

MORRIS CENTRAL SCHOOL

**District-Wide School Safety Plan
Communicable Disease – Pandemic Plan
Remote Learning Plan
And
Workplace Violence Prevention Program
2024-2025**



MORRIS CENTRAL SCHOOL

District-Wide School Safety Plan

Section 1

Introduction

I.	General Considerations and Planning Guidelines	2
II.	General Emergency Response Planning	4
III.	Communications with Others	5
IV.	Responding to Threats and Acts of Violence	7
V.	Prevention and Intervention Strategies	10
VI.	Appendixes	
	1. Listing of School Buildings	14
	2. Listing of Training Framework	15
	3. Policies Dealing with Violence on School Property	17
	4. Sample Letter	18
	5. Policies Regarding Building Security, School Safety Officers and Dissemination of Information Materials	20
	6. Description of Duties, Hiring and Screening Practices	21
	7. Listing of all current building-level emergency response plans. Identification of local and state law enforcement agencies where building level plans are filed	22
VII.	Communicable Disease – Pandemic Plan	
VIII.	Remote Learning Plan	
IX.	Workplace Violence Prevention Program	

PROJECT SAVE
(Safe Schools Against Violence in Education)
Morris Central School District
SAVE Plan

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 plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency responses plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safety Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies in each school district and its schools.

The Morris Central School District ("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.

SECTION I: DISTRICT LEVEL RESPONSE PLAN

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. Identification of School Teams

The District has created a District-wide School Safety Team including the following persons:

Position	Name
Law Enforcement Representative	Shannon Hartz
Administrators	Jamie Maistros, April Vunk
Athletic Director	Michael Iannelli
Community Representative	Carol Tyson
Parent Representative	Katarzyna Baker
Transportation Supervisor	Elizabeth Bubadias

Supt. Building & Grounds	John Tol
Cafeteria Manager	Jill Foerster
Superintendent's Secretary	Judy Matson
BOCES Safety Risk Officer	Josh Reiss
School Nurse	Katarzyna Baker
Technology Coordinator	Greg Thom

C. Concept of Operations

The Morris Central School District is a centralized PK -12 district. There is one building in the district; therefore, the District-wide School Safety Plan shall be a general guideline of school safety concerns. (See Appendix 2.)

As this is a PK-12 centralized school district, with only one building, the District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plan. All specific information for the plan will be found in the building level plan (Section 2 of this document), and the Crisis Intervention Plan (Section 3 of this document).

In the event of an emergency or violent incident, the initial response to all emergencies at the school will be by the School Crisis/Safety Team.

Upon the activation of the School Crisis/Safety Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. The exact procedures to be followed, including flowcharts for effective communication are included in the Crisis Plan.

Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan will be made available for public comment 30 days prior to its adoption. The district and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

The plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year. (A listing of dates of board approval will be kept with the district plan.)

While linked to the District-wide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under

Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 280 I-a,

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption. The plan will also be available in the District Offices for public review at any time.

SECTION II: General Emergency Response Planning

A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies. Appendix 2 of this Plan shows the results of this procedure.

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building level Emergency Response Plans and the school Crisis Plan include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

- **Natural Hazards:** Earthquakes, Tornadoes, Lightning, Severe Wind, Hurricanes, Floods, Wildfires, Extreme Temperatures, Landslides or mudslides, Winter precipitation, Wildlife
- **Technological Hazards:** Explosions, Release of hazardous materials within the school, Release of hazardous materials from outside the building, Dam Failure, Power Failure, Water Failure
- **Biological Hazards:** Infectious diseases, Contaminated food outbreaks, Toxic materials present in school
- **Adversarial, Incidental and Human-caused Threats:** Fire, Active shooters, criminal threats or actions, Gang violence, Bomb threats, Domestic Violence and abuse, Cyber-attacks, Suicide.

C. District resources and personnel available for use during an emergency

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building Level Emergency Response Plans and School Crisis Plans as deemed appropriate by the School Crisis/Safety Team.

Specific personnel and resources are identified in the Building Level Emergency

Response Plans and the School Crisis Intervention Plan. However, some examples of resources would include: (1) Personnel: EMT's, CPR/AED certification, Registered Nurse; (2) Building Resources: sheltering, food, water, phone, fax, radio communications and transportation. Responsibilities associated with specific personnel and resources are clearly outlined in these plans as well.

D. Procedures to coordinate the use of school district resources during emergencies

The District uses the Incident Command System model for emergency actions. As this is a PK -12 centralized district with only one building, for all emergencies the Incident Commander will be the Principal, and/or, his or her designee. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. All Incident Command staff are identified in the Building Level Emergency Response Plans.

E. Annual multi-hazard school training for staff and students

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the School Safety/Crisis Team, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills of other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing Plans will be revised in response to post-incident critiques of these drills. Drills will be announced ahead of time.

F. Training procedures and frameworks

Training procedures for staff in violence prevention and all emergency drills as outlined in Appendix 2, pg. 15.

SECTION III: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, local government agencies, including emergency services, can be accessed via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies. (Appendix 2, pg. 16).

B. System for informing all education agencies to whom our district sends students for educational programs

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery.

As this is a PK-12 district with all students housed in one facility, it will be the responsibility of the Superintendent, and/or designee, to notify all those involved. The bus garage will be notified by phone or radio. All teachers will be notified by intercom, phone or email. The media will be notified by direct communication with Superintendent or designee only (phone, fax, or face to face contact).

C. Outside agencies to be contacted during emergencies

All agencies available for support during emergencies are listed in the Building Level Plan (Section II, Appendix 4, pgs. 46 & 47). All phone numbers are provided. Examples of agencies included would be: law enforcement agencies, fire departments, emergency squads. Additional agencies are listed in the crisis plan. It will be the responsibility of the Superintendent and/or designee to notify outside agencies.

D. Statistical Information: concerning the District

The Building Level Emergency Response Plan will include the following information: (Section 2, appendix 6, pg. 52)

- *School Population (Students)
- *Number of staff
- *Transportation needs
- *Business and home telephone numbers of key school officials.

The Building Level Response Plan is maintained in the district office, but is a confidential document.

E. Procedure for Obtaining Advice and Assistance from Local Government Agencies.

The school administration will be responsible for contacting local agencies and providing them with copies of the District and Building Level plans for their review and comment. We will work with local emergency agencies to schedule meetings as needed for the purpose of review of the entire SAVE plan and for conducting table top exercises.

F. Communication between students and staff play a vital role in the deterrence of potentially violent incidents.

Students are encouraged to report bullying, harassment, or the threat of violence to a teacher, administrator or other staff member. They may use the anonymous bullying report that is on the district website. Students are also encouraged to seek out either a guidance counselor or their counselor. The Morris Central School also offers these additional support services: a counselor through the Bassett Health Zone, a social worker through the System of Care Grant, or through Mary Velez who is a part time teacher and certified crisis counselor.

SECTION IV: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school:

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are listed in Appendix 3, pg. 17 of this document.

The District Code of Conduct is annually:

- *reviewed by the Board of Education at a public meeting,
- *reviewed by the staff at the first Superintendent's Conference Day,
- *reviewed with all students on the first week of classes,
- *mailed to all parents.

The "Building Level Response Plan", included in Section II, specifically outlines procedures to be followed for situations such as: bomb threats, intruders, etc.

B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

Law enforcement officials (NYS Police, Otsego County Sheriff's Dept.) will be contacted by the Incident Commander as outlined in the Building Level Emergency Response Plan, and the School Crisis Plan. The building administrators will be responsible for contacting law enforcement agencies during an emergency.

C. Appropriate responses to emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such an emergency. The Building Level Emergency Response Plan and the School Crisis Plan clearly detail the appropriate response to such emergencies.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

The District will contact appropriate parents, guardians or persons in parental relation to the students via an instant notification system, media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building Level Emergency Response Plans. An example of the letter sent home to parents for the Emergency Evacuation Drill is included. (Appendix 4, pg. 18).

E. Reporting of threats of violence to school authorities:

1. Students are encouraged to inform school staff about any indirect or direct threat of violence to themselves, others or property.
2. Staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others or property.
3. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others or property.
4. Students, staff, parents, and others will be educated about the importance of reporting threats and the procedures of reporting.

F. Investigation of threats of violence

1. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
2. Whenever possible, a mental health provider will complete a threat assessment.
3. Serious acts will require the involvement of police personnel (violent offenses in accordance with SAVE requirements).
4. Chronic offenders may require a behavior intervention plan, close monitoring and police involvement.
5. Threats of placing students, staff, and others in imminent danger require an immediate call to the police.

G. Reporting acts of violence to school authorities

1. Students are encouraged to inform school staff about acts of violence toward themselves, others and property.
2. Staff are required to inform an administration of any act of violence to students, themselves, others, or property.
3. Parents and visitors are encouraged to tell staff about any acts toward students, themselves, others or property.
4. Students, staff, parents and others will be educated about the importance of reporting acts of violence and the procedures of reporting these acts.

H. Investigating acts of violence

1. The building administrator will investigate reported acts of violence and will make

- the determination of disciplinary measures consistent with the Code of Conduct.
2. Serious acts will require the involvement of police personnel (Violent offenses according to the SAVE requirements).
 3. Chronic offenders may require a behavior intervention plan, close monitoring and police involvement.
 4. Acts of violence placing students and staff in imminent danger require an immediate call to the police.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures

At this time, the MCS D has installed the following security systems: 1) entrance security 2) DVR Surveillance system 3) ID cards for staff and all personnel 4) Network Based Video Surveillance System 5) Swipe Card Entrance Monitoring System

In addition, the following safety precautions have been put in place:

The outside doors are locked immediately after arrival of buses, and remain locked during the day.

1. Hand-held radios are used by all supervising staff when monitoring students outside the building (i.e. during recess.)
2. All visitors are buzzed into school and required to check in and out at the Security booth.
3. The staff are trained annually in procedures to follow regarding visitors in the building.
4. Safety Committee meetings are held bi-monthly.

B. Procedures for the dissemination of informative materials to the media, staff, parents and students

The district will provide information concerning early detection of potentially violent behaviors to parents, staff, and students through a variety of mechanisms: monthly district newsletters, open house, annual district review of "Code of Conduct", open-house nights and staff development opportunities and workshops.

In addition, the policies and procedures for the dissemination of informative material for specific crisis situations is clearly outlined in the Building Level Response Plans (Section 2).

C. Prevention and intervention strategies

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

- *Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations,
- * After School Program and other school safety programs,
- *Mandated Personal Safety Curriculum (PK-6) presently annually.
- *A Core Team has been trained and certified in Therapeutic Crisis Intervention (TCI) with a plan of training further personnel in the future. The main purpose of TCI is to be proactive and de-escalate potentially dangerous situations before they become critical.
- *Stop-the-Bleed and CPR Training offered to all staff during the month of September

D. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel.

1. Hiring and screening process:

- * See Appendix 6 pg. 21.
- *The district follows the NYS Fingerprinting Laws.

2. Duties of hall monitors and school safety personnel:

- *The district does not hire hall monitors; however, all staff are trained on an annual basis regarding safety, emergency drills, violent incidents, etc.
- * All staff receive training and participate in drills assigned to implement skills learned on an annual basis. Drills are run multiple times per year.

E. In the Event of School Cancellation.

In the event of a school cancellation the Superintendent or designee will be responsible for: notifying the media (radio and TV stations) for the purpose of notifying parents and students. The information will also be placed on the school website and a message is sent to parents & staff through an instant notification system. This message is delivered through email, text and phone.

F. In the Event of Early Dismissal or Evacuation.

In the event of early dismissal or evacuation, the Superintendent or designee will be

responsible for notifying the staff to put the needed procedures in place and for notifying parents. See Building Response plan for complete details for conducting an evacuation. (Section II)

G. Bomb Threat

The paramount concern shall be for the safety of the pupils and personnel on District property or at school sponsored events. All administrators have familiarized themselves with the Bomb Threat Standards outlined in the BLERP(s) so that appropriate decisions may be made depending on the exact nature of the situation. A copy of the New York State Police "Bomb Threat Instructions" has been placed under or at every phone in the building.

1. If you receive a bomb threat:

- If you have a display phone, follow the directions listed on the bomb threat instructions and record the incoming phone number.
- Signal to other staff that you are receiving a bomb threat and have them immediately notify a school administrator.
- Listen carefully to the call.
- Ask the questions listed on the NYSP "Bomb Threat Instructions" to evaluate the threat.
- Write down the answers as soon as you can.
- You will be interviewed by a school Administrator and/or Police to ascertain the degree of threat.

2. Building Administrator

The Building Principal or designee makes the decision regarding evacuation, lockdowns and/or shelter in place. First responders can assist and consult with them to make their decision (joint decision making / unified command).

The school administration has the duty to instruct and train pupils by means of drills so that they may, in a sudden emergency, be able to leave the school building in the shortest time possible.

H. Hostage Taking

The Building Safety Plan procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the building administration who will notify the local police at 911.
- The building Principal, or designee, will issue the appropriate alert if necessary (i.e. lockdown or hold in place) and isolate the area.

- No response to the media will be given at this time.
- The Building Principal or designee will turn over authority to the police upon their arrival and assist as requested.

I. Intrusions

The Building Safety Plan procedures will be followed in the event of an intrusion. In general the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the building administration or designee.
- The building administration or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The building administration or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The administrator or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuses to leave, inform them that they are in violation of the law and that the police will be notified. Dial 911 and notify police of the situation.
- If the situation escalates, plain language will be utilized to notify all teachers to lock down the building as per the instructions outlined in the BLERP(s). Students attending classes outside of the building will be evacuated to a safe area designated by the BLERP(s).
- The administrator in charge or designee will turn over authority to the police upon their arrival and assist as requested.

J. Kidnapping

In the event of a kidnapping, the following response action will be taken:

1. During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the building administration, who will obtain student information and photo I.D.
2. School building staff will search the building and also utilize the public announcement system.
3. Parent/guardian will be notified. If student is not found, police will be notified.
4. The administrator in charge or designee will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
5. Parents will be notified immediately if the student is located.
6. If a student is not legally absent the district will also notify BOCES, as needed, that they could be lost, runaway or truant (determine if any friends are also missing).
7. The Building Principal and/or Administration will be notified.
8. The administrator in charge will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.

9. Parents will be notified immediately if the student is located.

SECTION VI: RECOVERY - SCHOOL DISTRICT SUPPORT FOR BUILDINGS

The Building-Level Emergency Response Team (BLERT) will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency. The District commits to monthly building Safety Committee Meetings and to quarterly District Safety Committee Meetings.

SECTION VII: DISASTER MENTAL HEALTH SERVICES

A District-Wide Post-Incident Response Team will respond in crisis situations to help provide disaster mental health services. This list includes school psychologists, school counselors, county mental health agencies, and area hospitals.

APPENDICES

Appendix 1:

Listing of all school buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephone numbers for building staff

Building Name	Address	Contact Name	Telephone Number
Morris Central School	65 Main Street	Jamie Maistros Superintendent	(607) 263-6102
PK-12 Building	Morris, NY 13808		
Morris Central School	65 Main Street	April Vunk Building Principal	(607) 263-6100
PK-12 Building	Morris, NY 13808		
Morris Central School	65 Main Street	John Tol Head Custodian	(607) 263-6115
Maintenance Building-	Morris, NY 13808		
Morris Central School Bus Garage	65 Main Street Morris, NY 13808	Elizabeth Bubadias Transportation Supervisor	(607) 263-6117

Appendix 2:

Training Procedures and Frameworks

I Training

A. Violence Prevention

1. The Morris Central School District staff will receive training in the area of violence prevention and intervention annually. Training will occur during Superintendents Conference Days and/or faculty meetings.
 - a. Training topics will be decided upon by the School Safety/Crisis Team.
 - a. Training will be provided by any of the following: Local ONC BOCES, State Police, local law enforcement agencies, local or county emergency management teams.

Emergency Drills: The Morris Central School District staff will receive training in the area of all emergency drills annually.

II Emergency Drills

- A. The district will run multiple training drills throughout the school year. All drills will be organized/coordinated by the school Administration and the school Safety/Crisis Team. Drills will:

- Be conducted in a trauma-informed, developmentally and age-appropriate manner; not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.
- Occur after annual training in emergency procedures has been provided to students and staff.
- Be completed on different days of the week and during different times of the school day.

Drills to be held:

- Evacuation (Fire) Drills: A minimum of 8 drills per school year will be held.
- Emergency Lockdown Drills: At least 4 Emergency Lockdown drills will occur annually.
 - Eight (8) of the above drills, which must include (2) lockdown drills, shall be conducted between September 1 and December 31 of each year.
- One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

All drills – Parents/Guardians will be notified within 1 week prior to the drill.

All drills except evacuation drills will be announced as a drill at the time the drill is conducted.

Students will be instructed as to safety awareness and proper behavior for drills.

- B. The School Safety/Crisis Team will meet annually to review the procedures for all drills. The team will meet to review individual situations as necessary.

Appendix 2 (Cont'd)

A copy of the plan will be shared with Local Emergency Responders (LER).

LER will be asked to meet with the district on an as needed basis to review the plan, conduct table top exercises and make revisions as necessary.

Local Emergency Responders:

*Garrattsville, Laurens, Morris and Pittsfield Fire Departments

*Morris Emergency Squad

*New York State Police

*Otsego County Sheriff's Department

*ONC BOCES, Safety Risk Management Office

Board Policy Number

3411

3412

3430

7311

Handbooks

Student Handbook

(Elementary & Secondary)

Appendix 3:

Subject

Prohibition of Weapons on School Grounds

Threats of Violence In School

Uniform Violent and Disruptive Incident System

Loss or Destruction of District Property or Resources

Subject

Code of Conduct

Appendix 4:

MORRIS CENTRAL SCHOOL

TO:
FROM:
DATE:
RE:

Parents, Students and Staff of Morris Central School
Jamie Maistros, Superintendent
October

EMERGENCY MANAGEMENT PLAN

All school districts in the State of New York are required to comply with the Commissioner's Regulation 155.13 which requires written annual instructions to parents, students and staff regarding district emergency management plans. The completed plans are on file in the Superintendent's office and are available to parents, students and staff at any time school is open, between 8:00 A.M. and 4:00 P.M.

The object of emergency planning is to anticipate problems in dealing with natural and man-made disasters. Depending on the kind of intensity of the disaster, the school may be required to carry out any of the following procedures: school cancellation, evacuation, sheltering. It is important to take note that emergency procedures may be carried out without advance notice. Children may be coming home to either empty homes, or locked doors. Parents must make contingency plans with their children to go to the homes of a neighbor if the children require supervision. A form has been sent home to all elementary parents requesting this information.

Early dismissal or "go home" drills are held at least once a year. This year's drill will take place on Thursday, October 10, 2024. At approximately 2:30 PM, all students will leave the school building, go to assigned evacuation shelters, and be picked up by the buses. This may delay your child's arrival at home.

Parents should discuss the purpose of this drill with their children, especially younger ones, in an effort to alleviate any fears or concerns children may have with leaving school at an unusual time.

Parents who pick their child up from school may do so after the drill has been completed. In the event of an actual emergency, the students may not be able to return to the school. In that case, parents will be required to "sign their child out" at each evacuation site (listed below).

Grades PK-2- Catholic Church
Grades 3-5- Methodist Church

Grades 6-8- Baptist Church
Grades 9-12 – Episcopal Church

All children attending sports practices, games, or the CROP Program will be escorted back to the school after the drill.

If you have any questions concerning this plan, or wish to make a contribution to increasing its effectiveness, please contact the Emergency District Coordinator at (607) 263-6100.

Appendix 5:

Policies regarding building security, school safety officers, and dissemination of informative materials.

Board Policy Number

3510
5670
5671
5673
5750
6170
7360

Subject

Emergency School Closings
Safety and Security
School Safety Plans
Fire Drills, Bomb Threats and Bus Emergency Drills
School Bus Safety Program
Safety of Students (Fingerprinting of New Hires)
Weapons in School and the Guns-Free School Act

* Copies of all Board of Education policies may be obtained from the Superintendent's Office.

Appendix 6:

Description of duties, hiring and screening process and required training of school safety personnel.

Board Policy Number

6120

Subject

Equal Employment Opportunity

*Copies of all Board of Education policies may be obtained from the Superintendent's Office.

Appendix 7:

Listing of all current building-level emergency response plans. Identification of local and state law enforcement agencies where building-level plans are filed.

Building Level Emergency Response Plans - Section 2, SAVE Document

Crisis Plan - Section 3, SAVE Document

New York State Police - Oneonta, New York

Otsego County Sheriff's Department - Cooperstown, New York

2024-2025

Morris School District Communicable Disease – Pandemic Plan

Table of Contents

Communicable Disease – Pandemic Plan _____	3
Prevention/Mitigation _____	4
(1) Essential Positions/Titles _____	4
(2) Protocols Allowing Non-Essential Employees to Telecommute _____	5
(3) Staggering Work Shifts of Essential Employees _____	6
Protection/Preparedness _____	7
(4) Obtaining and Storing Personal Protective Equipment (PPE) _____	8
Response _____	9
(5) Preventing Spread, Contact Tracing and Disinfection _____	10
(6) Documenting Precise Hours/Work Locations of Essential Workers _____	14
(7) Emergency Housing for Essential Employees _____	14
Recovery _____	15
Appendixes _____	16
Contact Tracing Form _____	17
Screening/Entry Log _____	18
Daily Work Log _____	19
School District Pandemic Influenza Planning Checklist _____	20

Communicable Disease - Pandemic Plan

This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Effective April 1, 2021, Labor Law §27-c amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Public employers shall prepare a plan for the continuation of operations if the Governor declares a state disaster involving a communicable disease. Education Law §2801-a requires School Districts to develop plans consistent with the new Labor Law requirement. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.**

This Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

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

Protection/Preparedness

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

Response

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

Prevention/Mitigation

We will work closely with the Otsego County Department of Health to determine the need for activation of our Plan. Suspected and confirmed cases of communicable disease will be reported to:

· Otsego County Public Health -

https://www.otsegocounty.com/departments/health_department/index.php

- Main Phone - 607.547.4230
- Email - bondh@otsegocounty.com
- Address - 140 County Highway 33W, Suite #3 Cooperstown, NY 13326
- Weekend/After-hours Consultation and Reporting: 607-547-1697

· The County Department of Health will monitor County-wide cases of communicable disease and inform School Districts as to appropriate actions.

· The Superintendent will help coordinate our pandemic planning and response effort. This person will work with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School Nurse and District Medical Director will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the School District Technology Director will also be an important team member. The District Treasurer, Director of Building & Grounds, Food Service Director, Transportation Director, and Principal will also be vital to the planning effort. Other individuals may be part of the Team as needed.

· The District-Wide School Safety Team will review and assess any obstacles to implementation of the plan. The Team will review the *CDC School District Pandemic Influenza Planning Checklist* (see appendix) to assist in this determination and has considered issues related to planning and coordination; continuity of student learning; core operations; infection control policies and procedures; and communication.

· The School District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.

· We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings, and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown most staff would be able to work remotely. However, some positions may be required to be on-site or in district for us to continue to function. The following information is addressed in the table below:

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

The worksheet below has been created in consultation with Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security.

Human Resources Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Facility Director, Custodian(s)	Facilities maintenance	Ensure building security and proper operation of building systems	Single staff per shift or work in separate areas of the building	Daily entry/exit logs and work logs
Cafeteria Manager, food service staff	Food service	Prepare/package meals for required food service	If multiple staff needed per shift, then alternate days with cohorts	Daily entry/exit logs and work logs
Transportation Director, driver(s)	Transportation	Delivery of meals and/or instructional materials	Staggered shifts not needed - drivers should not interact	Daily entry/exit logs and work logs
Technology Director, service technician	Network administration	Maintain network service, device repair as needed	Single staff per shift or work in separate rooms	Daily entry/exit logs and work logs
Principal	Instructional leader	Instructional material will need to be organized and disseminated to students	Single staff	Daily entry/exit logs and work logs
Teaching Staff	Instructors	To organize and develop instructional materials	Staggered shifts	Daily entry/exit logs and work logs
Superintendent	Organizational leader	To ensure smooth functioning of district	Single staff	Daily entry/exit logs and work logs
Treasurer	Finances	To ensure financial functions of district are being completed	Single staff	Daily entry/exit logs and work logs
Aides / Typists	Support staff	Delivery of meals and/or instructional materials	Staggered shifts	Daily entry/exit logs and work logs

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Survey staff to determine who will need devices at home to maintain operational functions as well as instructional services (This will be completed at the beginning of each academic year during opening conference days).
 - Conduct a cost analysis of technology device needs.
- **Internet Access Assessments:**
 - Survey staff to determine the availability of viable existing at-home Internet service. (This will be completed at the beginning of each academic year during opening conference days).
 - Conduct a cost analysis of Internet access needs.
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, procure, configure, and distribute appropriate mobile devices to those in need as indicated by the survey results.
 - To the extent practicable and technically possible, procure, and when available, provide appropriate Internet bandwidth to those in need as indicated by the survey results. Wi-Fi hotspots and residential commercial Internet options will be evaluated for effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- Survey the level of access to devices and high-speed broadband all students and teachers have in their places of residence. (Students/parents will be surveyed at beginning of each academic year for technology needs at home).
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

To increase options for continuing learning during extended closures technology will be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of hard-copy work for students to participate in remote or blended models where students do not yet have sufficient access to devices and/or high-speed internet.

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

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

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

The School District will utilize these base strategies and expand upon them as necessary to address any public health emergency.

Protection (Preparedness)

We will collaborate with County and local partners to assure complementary efforts.

- The School District Superintendent has been designated the communicable disease safety, whose responsibilities include compliance with the school's reopening plan, and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal levels. The coordinator shall be the main contact upon identification of positive cases and is responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding a public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>Safety Coordinator/Administrator</i>	<i>Contact #</i>
<i>PK-12 Building</i>	<i>Principal</i>	<i>607-263-6100</i>
<i>Administration</i>	<i>Principal</i>	<i>607-263-6100</i>

- Communication with parents, students, staff, and the school community will be important throughout a pandemic outbreak. Communication methods may include websites, school postings, general mailings, e-mail, special presentations, telephone, text message, reverse 911 systems and the public media. Jamie Maistros, District Superintendent has been designated District Public Information Officer (PIO) to coordinate this effort and act as the central point for all communication. The PIO will work with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by e-mail and district automated phone notification system. The District Superintendent, Principal, Technology Coordinator and Secretary to the Superintendent have access to the district's website and the District Superintendent and Principal have access to the phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. This will be achieved through the coordination with the ONC BOCES Shared Business Office. Personnel in that office will be able to assist the district's business office with important financial functions. To

maintain these essential functions off-site, shared business office staff are provided computers, printers (also for printing checks), and Wi-Fi hotspots as needed to work remotely.

- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Building and Grounds or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Building and Grounds has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to assist in essential building functions.
- The secretary to the superintendent will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented through the District Office. The superintendent and principal will help develop the plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help decide if schools need to be closed.

Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented include:

- Hard copy, self-directed lessons.
- Use of mobile media storage devices for lessons (laptop computer, jump drive, tablet, etc.).
- On-line instruction, on-line resources, on-line textbooks (Kahoot, Bloocket, Google forms, YouTube, etc.)
- Web-based modalities for live lessons (Google classroom/meet, Zoom, etc.)

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

PPE & Face Covering Availability

The District will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

- Two ply masks will be provided to staff and students as needed.
- Information will be provided to staff and students on proper use, removal, and care of masks.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than basic preliminary purchases, will be done using cooperative purchasing whenever possible.
- Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

Specialized PPE (N95s, KN95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. N95 respirators are recommended only if staff will be in contact with a suspected positive case of a contagious disease. Those employees required to wear N95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so.

PPE Supply Management

As required by Labor Law §27-c, the District will procure appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees in a quantity sufficient to provide of each type of personal protective equipment to each essential employee during any given work shift.

This PPE will be stored and replaced as follows, unless manufacturer recommendations are different:

- Keep in a clean, secure, temperature-controlled environment to prevent damage or contamination.
- Avoid storage areas that are damp or have temperature extremes.
- Use oldest supplies first and check facepiece, straps and seal material for signs of damage or deterioration.

Using the following charts for staff and students on site, the Facilities Department will work with programs to determine the overall PPE needs of the District:

Disposable Face Coverings					
Initial recommended quantities per 300 individuals					
Group	Quantity needed for 1 week	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
300 Students	300	3,600	1,800	900	1 Disposable Mask per Week per Student
90 Teachers and other staff	450	5,400	2,700	1,350	5 disposable masks per week per person
1 Nurse/Health Staff	10	120	60	30	10 Disposable masks per Week per School Nurse

PPE for Each Staff Having High Intensity Contact with Students			
Item	1 Week Supply per Staff	12 Week Supply per Staff	Assumptions
<i>Disposable Nitrile Gloves</i>	10	120	10 per Week per Staff
<i>Disposable Gowns</i>	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
N-95 Respirators*	10	120	10 per Week per Staff

Response

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the County Department of Health and other experts.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to test all communication systems to assure proper function. The District-Wide School Safety Team will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The District Treasurer will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The District Treasurer will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Building and Grounds will meet with staff and monitor ability to maintain essential function. The Director of Building and Grounds will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Director of Building and Grounds will work closely with the Superintendent or designee to implement different phases of the Plan as necessary.
- The Superintendent will meet with staff to review essential functions and responsibilities of back-up personnel. The Superintendent's Secretary will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- **Any decision to close school will be made in collaboration with the Superintendent, Local Health Department and NYS Education Department.**

(1) Preventing Spread, Contact Tracing and Disinfection

Confirmed Case Requirements & Protocols

Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. Confirmed cases will be addressed and reported based on local and state department of health requirements.

NYSDOH guidance for current information on cleaning, close and proximate contacts, and how staff can safely complete duties will be followed.

Return to School After Illness:

Schools must follow CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of a communicable disease. Depending on the disease, if a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with a communicable disease by a healthcare provider based on a test or whether they had or currently have symptoms, they should not be at school and should stay at home until they have been cleared to return by their healthcare provider.

Refer to current CDC and NYSDOH guidance for individuals who are on home isolation regarding when the isolation may end.

Staff Absenteeism

- Instructional staff will notify the superintendent's secretary when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

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

Medical Accommodations

The superintendent's office will handle medical and contagious disease accommodations; such as telework or shift modification. Requests for accommodations should be sent to jmaistros@morriscsd.org

New York State Contact Tracing Program

Contact tracing will be completed based on local and state requirements.

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

A contact tracer will:

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

Facilities: Cleaning and Disinfecting

Soiled surfaces and objects must be cleaned before being disinfected. Cleaning does not kill germs or viruses but rather removes many of them, along with dirt and other impurities, from surfaces or objects. Disinfecting then kills many of the remaining germs and viruses, lowering their number to a safe level, as judged by public health standards.

If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Routine cleaning of school settings includes:

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

Classroom/Therapy Rooms

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

Disinfecting

- Cleaning and disinfection requirements from the CDC and NYSDOH will be adhered to.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by central administration.
- Additional paper towel dispensers may be installed in other designated spaces.

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by central administration.
- The District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal

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

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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. Daily work logs will be maintained by each staff. Student and staff sign in/sign out sheets will be utilized for each building and may be used for areas within a building as needed. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is generally not required for school employees as opposed to healthcare workers and other critical care employees. However, the following local hotels/motels can be accessed if necessary:

1. The Otesaga, Cooperstown (607.547.9931)
2. Holiday Inn Express, Cooperstown (607.547.8000)
3. Best Western, Cooperstown (607.547.7100)
4. Hampton Inn Express, Oneonta (607.433.9000)
5. Courtyard Marriot, Oneonta (607.432.2200)

6. Holiday Inn, Oneonta (607.433.2250)
7. Super 8, Oneonta (607.353.6875)
8. Super 8, Norwich (607.296.0524)
9. Red Roof Inn, Norwich (607.334.2200)

If necessary, School Districts will work with the County Office of Emergency Management to determine housing options.

Recovery

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

Appendix

Screening/Entry Log	17
Daily Work Log	18
School District Pandemic Influenza Planning Checklist	19

Morris Central School District COVID-19 Preliminary On-Site Investigation

School Building Click or tap here to enter text. Today's Date Click or tap to enter a date.
 Individual Completing Form _____ Telephone # _____

Name of Person Testing Positive: Click or tap here to enter text.		Position:		
Last Date Individual was in the School Building: Click or tap here to enter text.				
Date of Birth: Click or tap here to enter text.		County of Residence: Click or tap here to enter text.		
Telephone #: Click or tap here to enter text.		Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC		
Documentation of Lab Confirmed Positive: Yes <input type="checkbox"/> No <input type="checkbox"/>		Date of Test: Click or tap to enter a date.		
Laboratory Conducting Test: Click or tap here to enter text.		Telephone # Click or tap here to enter text.		
Names of <u>students</u> in close contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts, please write NO CONTACTS across the page)				
STUDENT NAME	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
Name of <u>staff</u> in close contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts please write NO CONTACTS across the page				
NAME/POSITION/ EMPLOYEE ID #	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Date	Remote Work Log What actions were completed? [activity/means]	How was this work completed? (e.g. zoom, call, text)	Duration* *(if applicable)	District* * (if applicable)
	What type of activity was it? (meeting, pd, instructional, etc.) [type/method]			

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

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

2. Continuity of Student Learning and Core Operations:

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

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

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

4. Communications Planning (cont.):

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



Morris Central School Learning Plan for Remote Learners

Purpose:

This plan establishes guidelines and procedures for Morris Central School to deliver instruction in a remote setting. It outlines procedures and describes the roles and responsibilities of all parties involved with remote learning. For the purposes of this document, "remote learner" is defined as an individual unable to attend in-person instruction at Morris Central School.

Accessibility

Morris Central School will assess student digital accessibility through the use of a survey prior to and/or at the beginning of the school year to prepare for online instruction. Students with:

- Reliable internet access, but insufficient device capabilities will be provided with a Chromebook to complete online instruction.
- Limited internet accessibility and the potential to use a mobile hotspot device for online instruction will be provided with a mobile hotspot in addition to their Chromebook.
- No internet accessibility will be provided instruction through paper/book assignments.

Morris Central School will provide for parents to pick up learning materials and will arrange for delivery to occur on Wednesday. Where pickup or delivery is not possible, materials will be mailed directly to the student's primary residence and collection procedures will be established between the family and Morris Central School.

Teachers will collect student work and/or provide additional materials for pickup/delivery/mailing. If any staff member is unable to enter the building, they will contact administration to ensure work is delivered to students in a timely manner.

Child Nutrition

Students who are learning from home will be able to receive school meals. Food delivery will take place on Wednesdays.

Accommodations

Morris Central School will collaborate with parents/guardians to ensure to the greatest extent practicable, each student with a disability will be provided educational and related services as identified in the student's individual education plan (IEP).

The Morris Central School site Principals, Directors, Supervisor of Itinerant Services, teachers, and related service providers will collaborate with the Committee on Special Education (CSE) to ensure that students' programs and services are consistent with IEP recommendations in all instructional delivery environments (remote, hybrid, in-person). The Morris Central School Communication and Work Log, as well as Related Service Provider session notes and IEP progress notes, will be maintained consistently and uniformly. Student progress will be shared with CSE and parents on a regular basis. Morris Central School will ensure that their teachers, related service providers, and BOCES administrators (when applicable) will participate in home district CSE processes. Teachers and Related Service Providers will utilize a variety of methods to monitor student progress as referenced in the district's reopening document.

Instruction (See Appendix A)

Morris Central School teachers will utilize Google Classroom as a provision of their expanded learning classrooms. Instruction will be provided using the Google Classroom, which may also include but is not limited to additional software and virtual conferencing programs such as Google Meet. Assigned coursework will include a combination of synchronous and asynchronous activities such as class discussion via Google Meet, YouTube videos for skill/activity demonstrations and student interaction, online review modules for certification exams. Remote learners will be provided with alternative opportunities for obtaining hours towards work-based learning experiences and/or industry certification requirements. Remote learners will remain eligible to earn all Morris Central School's awards and achievements, including honor roll designations, scholarships, etc. Remote learners will be held to the grading standards and policies of Morris Central School outlined in the student handbook and will follow the Morris Central School calendar for all holidays, breaks, marking periods, etc.

Administration will develop a school-wide remote schedule for students to interact and seek feedback and support from their teachers that follows individual students' daily schedule. One day of the week will be dedicated to remote student/staff office hours to provide instructional support and answer questions. This dedicated day may also be used for remote students to enter the building by appointment to minimize exposure to health risks and complete lab portions of their coursework and/or meet with service providers.

Student contact will be made by teachers, LTAs, and/or other staff to maintain instructional connections and strengthen school/home relationships. Each teacher will maintain daily student attendance as verified through student activity in Google Classroom and their attendance on Google Meet. For students without access to the internet, daily phone contact will be made to verify attendance.

In instances where a remote learner is not engaging in the required coursework, the following steps will be taken:

1. Concerns will be raised to the school attendance officer Renee Knapp
 - Attendance officer will connect with the parent through alternative methods (email, Facebook messenger, text, emergency contact)
2. Reach out to school counselor connected with the student program
 - The counselor will connect with the outside counselor and social worker and home school counselor
3. The teacher will contact the principal
 - Student engagement meeting will be held if student engagement does not improve
 - The meeting will include attendance officer, counselor, program administrator, component school counselor and administrator to determine next steps

Counseling

Morris Central School counselors will establish daily office hours for remote learners and schedule secure virtual conference meetings to provide mandated IEP counseling.

Roles and Responsibilities

Teachers	Counselors	Licensed Teaching Assistants & Teacher Aides	Consultant Teachers
<ul style="list-style-type: none"> • Create and maintain Google Classroom • Hold office hours and communicate such times to students - be available for questions via Google Meet during scheduled office hours or through email • Develop instruction that is foundational for future learning in his/her program and for success in the next level of work or education • Teachers with college credit bearing classes will continue teaching those classes per college guidelines • Teachers will use email, phone, or Google Meet to communicate with students to determine health and safety, and to identify potential supports • Participate in PLCs, webinars, and other professional development opportunities as needed to gather and share resources for continued instruction. Instructional Support Services - Resources for Educators, (Additional Web Resources) provides Zoom trainings for CTE teachers 	<ul style="list-style-type: none"> • Evaluate student academic progress and social-emotional well-being on a weekly basis • Develop a plan to support each student's IEP or 504 • Maintain regular communication with teachers to address student concerns • Coordinate between teacher, parent, and any additional student needs such as through ONC BOCES • Implement teletherapy as deemed appropriate for students on a case by case basis • Provide progress notes and attend CSE review meetings for students on their caseloads • Participate in PLCs, webinars, and other professional development opportunities as needed to gather and share resources for continued instruction. Instructional Support Services - Resources for Educators (Additional Web Resources) 	<ul style="list-style-type: none"> • Serve as a resource for students and teachers • Provide feedback and support concerning instruction • When appropriate, attend and participate in the eLearning environment • Conduct daily check-ins with assigned students and act as a resource to share needs 	<ul style="list-style-type: none"> • Consultant teachers will continue to support students on their assigned caseload • Consultant teachers will continue to collaborate with their colleagues to increase opportunities for student success • To the greatest extent possible, Consultant teachers will continue to support the IEP or 504 for each student <p>Related Service Providers (OT, PT, Speech, TVI, THI, APE, School Psychologists)</p> <ul style="list-style-type: none"> • Establish daily routines for engaging in learning. • Regularly monitor email to check for announcements and feedback from teachers and staff. • Complete assignments with integrity and academic honesty. • Do your best to meet timelines, commitments, and due dates. • Be proactive with your teachers when having difficulty. • Comply with the Acceptable Use Policy including expectations for online etiquette.

Remote Learners	Parents of Remote Learners
<ul style="list-style-type: none"> ● Establish daily routines for engaging in learning and follow the academic schedule as detailed in the reopening plan. ● Regularly monitor email to check for announcements and feedback from teachers and staff. ● Complete assignments with integrity and academic honesty. ● Do your best to meet timelines, commitments, and due dates. ● Be proactive with your teachers when having difficulty. ● Comply with the Acceptable Use Policy including expectations for online etiquette. 	<ul style="list-style-type: none"> ● Regularly communicate concerns and issues related to the education of your child to the appropriate district staff. ● Ensure your child complies with the Acceptable Use Policy including expectations for online etiquette. ● Read and understand the student handbook/code of conduct as well as the Learning Plan for Remote Learners (available on www.morriscsd.org).

Technical Support

Technical support will be provided through Information Technology Service by emailing gthom@morriscsd.org. Your email will be answered as promptly as possible.

Communication by the Agency for Remote Learners

Communication for an individual basis:

- Telephone call
- Email
- Postal Mail

Communication for group notifications:

- Postal Mail
- District webpage
- District Facebook
- Robocall (BrightArrow)

Appendix A

MORRIS CENTRAL SCHOOL REMOTE LEARNING INFORMATION AND SCHEDULE

GRADING - PK-12

For all models of learning, grading will be consistent with the Morris Central School Grading Policy.

REMOTE LEARNING SCHEDULE - STUDENTS GRADES PK-6

All students will be provided with Chromebooks.

All classroom teachers will have a Google Classroom and post all subject area assignments in that location. Special area and support teachers will have access to the classroom teachers' Google Classrooms and will post their recordings in that one location, as well.

All teachers will be using Google Classroom for posting assignments.

There will be two blocks of time scheduled for live Google Meets (also recorded) to address social emotional needs. This will also be a time to go over the weekly schedule and provide reminders etc.

Teachers will schedule daily office hours. Monday and Thursday a minimum of one half hour will be designated. On Tuesday, Wednesday and Friday a minimum of two half hour blocks will be designated.

Recordings of daily lessons and activities will be posted daily by 8:30 a.m. In the case of an emergency remote learning day, recordings will be posted on or before 10:00 a.m.

Teachers should not exceed 2 activities a day within a given block (for example, an ELA block could include a phonics activity and a writing activity; each activity will be recorded separately).

On remote days, students will be expected to work an additional 3 to 3 ½ hours on asynchronous assigned activities, homework, RTI and Special education direct instruction, and meeting directly with teachers/staff for academic support. On Wednesdays, students are expected to put in a minimum of 5 hours of time on academic work involving the same activities as on remote days.

Families without internet access will receive flash drives with recorded lessons/activities.

Materials to support student learning will be delivered on Wednesday to students. Student work should be returned at that time.

Remote learning will follow the instructional days of the school calendar.

Student attendance will be taken based on participation and submission of assignments.

RTI services and Special Education services will be scheduled with individual families.

Class Meetings (Live/Recorded Google Meet) - SEL / Weekly Check-In Monday and Thursday - 15 -20 minutes

Prekindergarten	8:30 a.m.		4th grade	11:00 a.m.
Kindergarten	9:00 a.m.		5th grade	11:30 a.m.
1st grade	9:30 a.m.		6th grade	12:00 p.m.
2nd grade	10:00 a.m.			
3rd grade	10:30 a.m.			

Elementary Schedule - Recorded lesson/activity up to 20 minutes in length

Monday	Tuesday	Wednesday	Thursday	Friday
ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math
Science	Social Studies	Science	Social Studies	Science/Social Studies (alternate)
PE	Art	PE	Music	PE

Classroom teachers *may* also schedule Google Meets for instructional opportunities as needed.

GRADES 7-12

Students in grades 7-12 will follow the normal bell schedule. Periods will be no longer than 30 minutes. Wednesdays will be used for asynchronous learning and office hours.

On remote days, students will be expected to work an additional 2 hours on asynchronous assigned

activities, homework, RTI and Special education direct instruction, and meeting directly with teachers/staff for academic support. On Wednesdays, students are expected to put in a minimum of 5 1/2 hours of time on academic work involving the same activities as on remote days.

Instruction will be live and also recorded. Attendance and participation is required. You do not sign in to a period when you have a study hall or lunch.

Students need to check their email on a daily basis and respond to teachers.

Printed materials to support learning will be available upon request.

Materials will be delivered and picked up on Wednesdays.

Scheduled Office Hours will be set. The schedules will be posted and shared with students.

Workplace Violence Prevention Program

Morris Central School / ONC BOCES

Date: May 3, 2024

Table of Contents

Introduction..... 3

Policy Statement..... 3

Workplace Risk Assessment..... 4

Reporting an incident..... 7

Post-Incident Response..... 7

Employee Information and Training Outline..... 8

Recordkeeping Requirements..... 8

Program Review..... 8

 APPENDIX 1 Policy Statement..... 9

 APPENDIX 2 Risk Assessment..... 12

 APPENDIX 3 Training Outline..... 19

 APPENDIX 4 Incident Report..... 20

 APPENDIX 5 Program Review..... 21

Introduction

What is Workplace Violence?

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

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

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

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

Purpose of this program:

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

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

Policy Statement

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

Workplace Risk Assessment

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

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

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

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

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

Hierarchy of Controls

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

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

Examples include:

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

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

Examples include:

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

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

Examples include:

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

Prevention

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

Early warning signs of potential violence:

There is no single profile that can identify a potentially dangerous individual. However, certain patterns of behavior and events frequently precede episodes of violence. A list of indicators of increased risk of violent behavior include, but are not limited to the following:

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

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

Workplace issues that may trigger violence:

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

1. Employee issues (some examples include):

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

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

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

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

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

Please note:

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

Reporting an incident

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

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

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

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

Post-Incident Response

Any reported workplace violence incident will be thoroughly investigated. (Also see Program Review section below). The LEA and the Principal shall investigate each reported incident.

- Assure that injured employees receive prompt and appropriate medical care (This includes, but is not limited to, providing transportation of the injured to medical care. Prompt first aid and emergency medical treatment can minimize the harmful consequences of a violent incident.)
- Report the incident to the appropriate authorities as required by applicable laws and regulations
- Inform management about the incident in writing
- Secure the premises to safeguard evidence and reduce distractions during the post incident response process
- Prepare an incident report immediately after the incident, noting details that might be forgotten over time (Appendix 4 contains a sample incident report form)
- Address the need for appropriate treatment for victimized employees (In addition to physical injuries, victims and witnesses may suffer psychological trauma, fear of returning to work, feelings of incompetence, guilt, powerlessness, and fear of criticism by supervisors or managers.)

*If critical incident management or crisis counseling is needed following a workplace violence incident, arrangements will be made through management, employee unions, applicable supervisor, and/or the Principal

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

Employee Information and Training Outline

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

Recordkeeping Requirements

The record-keeping requirements outlined in 12 NYCRR Part 801, Recording and reporting Public Employees' Occupational Injuries and Illnesses (DOSH 900 or OSHA 300), must be used to document recordable injuries sustained during workplace violence incidents.

In addition to Part 801, all incidents will be investigated and documented to ensure that all threats and workplace violence incidents are reported to management. These reports will provide written notification when a violence incident occurs so that management can develop an appropriate response. The Incident Report will also create a historical record that can be used in the annual review and program update.

Program Review

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

Review of Incident Reports

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

Program Review

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

Following the submission of a written notice of concern regarding the employer's workplace violence program or that an imminent danger exists, the employer must be afforded a reasonable opportunity to address the reported concern. If the employee or authorized employee representative believes that the reported concern has not been resolved and a serious violation of the District/BOCES workplace violence prevention program still exists, the employee or authorized employee representative may request an inspection by notifying the Commissioner of Labor.

For additional information on recordkeeping or workplace violence prevention, or to request free and confidential consultation assistance, please use the contact information on the Consultation Fact Sheet available at <https://dol.ny.gov/system/files/documents/2023/10/p206-pesh-consultation-fact-sheet.pdf>

APPENDIX 1 Policy Statement

Workplace Violence Prevention Policy Statement

The district is committed to establishing and maintaining a safe and secure workplace for employees. Workplace violence is a safety hazard to the district, its employees, and everyone in the workplace, and will not be tolerated. All employees are expected to work together to create and maintain a safe and respectful work environment for everyone.

Workplace violence is defined as any physical assault or act of aggressive behavior occurring where employees perform any work-related duty in the course of their employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm; intentional and wrongful physical contact with a person without their consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

All employees are responsible for notifying their supervisor or other designated contact person of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received. All acts of workplace violence will be promptly and thoroughly investigated, and appropriate action will be taken, including contacting law enforcement where necessary.

Designated Workplace Violence Administrator/Officer Contact:

Primary Contact		Secondary Contact	
Name	April Vunk	Name	Shannon Harrington
Title	Principal	Title	Treasurer
Department	Administration	Department	District Office
Phone	(607) 263-6100	Phone	(607) 263-6100
Location	Morris Central School	Location	Morris Central School

As required by Labor Law §27-b, the district will develop and implement a Workplace Violence Prevention Program to comply with the law and its implementing regulations. The Program will include elements required by law and regulation, including:

- a. the risk factors present in the workplace
- b. the methods the district will use to prevent incidents of violence in the workplace
- c. the methods and means by which the district will address specific identified hazards
- d. a system to report workplace violence incidents in writing
- e. a written outline for employee training
- f. a plan for annual program and review

In developing the Workplace Violence Prevention Program, the district will conduct an evaluation to identify likely potential risks of violence in the workplace. Authorized employee representative(s) will be involved in:

- a. evaluating the physical environment
- b. developing the Workplace Violence Prevention Program

- c. reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken

Employee Notice and Training

As required by law, all employees will participate in Workplace Violence Prevention Training at the time of initial assignment and annually thereafter. Employees must be trained on:

- a. the details of the workplace violence prevention program
- b. the measures they can take to protect themselves from risks of violence
- c. the specific procedures the district has implemented to protect employees (such as appropriate work practices, emergency procedures, and the use of security alarms)

Additionally, at the time of initial assignment and at least annually, employees will be informed of the requirements of Labor Law §27-b, the risk factors identified in the workplace, and the location of the district Workplace Violence Prevention Program.

This policy must be posted where notices to employees are normally posted.

Allegations of Violations and Non-Retaliation

The process for employees to allege violations of the workplace violence prevention program to the state Commissioner of Labor, and the employment protections for doing so, is set forth in Labor Law §27-b and 12 NYCRR §800.6 and includes the following:

A “serious violation” of the workplace violence prevention program is the failure to develop and implement a program or address situations which could result in serious physical harm. “Imminent danger” is any condition or practice in the workplace where a danger exists which could reasonably be expected to cause death or serious physical harm immediately, or before the imminence of the danger can be eliminated through these complaint procedures.

Employees or their representatives who believe that a serious violation of the workplace violence prevention program exists or that an imminent danger exists (as defined above), must bring the matter to their supervisor’s attention in writing, and must give the district a reasonable opportunity to correct the activity, policy or practice, before notifying the Commissioner of Labor. However, such prior written notice and opportunity for correction is not required if there is an imminent danger or threat to the safety of a specific employee, and the employee reasonably believes in good faith that reporting to a supervisor would not result in corrective action.

If, after the matter has been brought to a supervisor’s attention and a reasonable opportunity to correct the issue has passed, the issue has not been resolved and the employee still believes that a violation of the workplace violence prevention program remains or that an imminent danger exists, employees or their representatives may request an inspection from the Commissioner of Labor in writing. The Commissioner will provide a copy of the request to the district, but the employee may request that their name be withheld.

A district representative and authorized employee representative may accompany the Commissioner of Labor during the inspection to assist in the inspection. If there is no authorized employee representative, the Commissioner will consult with district employees concerning workplace safety.

The district will not take retaliatory action (terminate, suspend, demote, penalize, discriminate, or other adverse employment action in the terms and conditions of employment) against any employee because

they have alleged a serious violation of the workplace violence prevention program, or imminent danger exists, requested an inspection by the Commissioner of Labor, or accompanied the Commissioner on the inspection, as prescribed by state law and regulation.

Cross-ref:

5300, Code of Conduct

8130, School Safety Plans and Teams

Ref:

Labor Law §27-b

12 NYCRR §800.6

Adoption date:

APPENDIX 2 Risk Assessment

Site Risk Assessment

Date of Survey: 1/2/2024

Facility Name: Morris Central School

Facility Address: 65 Main Street, Morris, NY 13808

Names/Titles/Organization for those conducting assessment:

Employer Representatives: BOCES

Employee Representatives: Josh Reiss, Safety & Risk Management Coordinator

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
General:			
Employees work in public setting	X		Sometimes - sports, concerts, parent conferences, front office, field trips, board meetings, safety meetings.
Employees work late at night or early morning hours	X		Lock exterior doors, do not prop open. Close hall doors during events to limit access to other areas. Have 2 way radios.
Employees work alone or in small numbers	X		Second/third shift custodians, bus drivers, late night/early morning or weekends. Be aware of surroundings. Lock exterior doors, have radio/phone, do not allow parents/public on buses-careful at bus stops.
Employees exchange money as part of job	X		Cafeteria, plays and concerts, sport events/concession, taxes. Make appointments, especially for taxes, and especially during breaks.
Employees work in area of previous security concerns		X	No areas previous concern
Employees work in high crime area		X	(regional geographic area)
Does facility have posted evacuation plan/map	X		Each occupied room
Does facility conduct routine evacuation/fire drills	X		
Is shrubbery, trees and landscaping maintained to minimize obstructions to entrances and exits	X		
Employees work with volatile persons	X		Some students, some employees, some parents. Provide de-escalation training
Do employees receive De-escalation training	X		Starting, need more.
Security:			

Is SRO, security or law enforcement present at this location? If yes list # present per shift:		X	In progress
Is security/law enforcement posted at entrances If yes, list entrances		X	School staff
Do security/law enforcement personnel patrol facility		X	School staff
Are I.D. badges required to be worn by all personnel	X		Regularly remind staff of this. Ensure visitors wear badges
Are students required to use school issued I.D. badges when on premises		X	not typically
Is card reader or equivalent required for entry to facility		X	Screened by front entrance attendant
Is facility equipped with metal detectors		X	
Is facility equipped with security cameras	X		Could add some in stairwells
Are visitors permitted to enter facility	X		Should be escorted to /from destination
Are visitors required to wear visitor I.D. badges		X	This should be done
Are emergency contact names and phone numbers posted in each occupied room		X	not typically posted but may be kept with the instructor
Is each room equipped with a telephone or radio to call for help when needed	X		Phone
Parking Lots:			
Are parking areas patrolled by security/law enforcement personnel		X	Sometimes local LE check up
Are parking areas equipped with security cameras	X		Could use more. Will be added with new bus garage
Are parking areas equipped with lights	X		
Offices:			
Do central office areas have controlled access	X		
Are office doors equipped with door locks to prevent unauthorized access	X		Locked when empty
Is office area separated from entrance with privacy glass		X	
Is office area equipped with panic alarm			
Are offices equipped with telephones to call 911	X		
Are telephones or radios used to communicate with facility personnel			
Classrooms:			

Are evacuation maps posted in each classroom	X		
Are classroom doors equipped with locks to restrict access	X		Do not circumvent latch mechanism. Are doors normally locked and closed?
Are classrooms equipped with telephones or radios	X		telephone
Are classroom personnel exposed to violent behavior from students	X		Always a possibility. Add staff as needed, TCI training
Is personal protective equipment relative to violence prevention provided to behavioral classroom personnel as needed		X	
Are classroom personnel informed of students with behavioral issues prior to student placement in classroom	X		
Have classroom personnel been provided with training on working with students with behavioral issues	X		As needed for known behavioral issues
Are windows locked to prevent uncontrolled access	X		
Is availability to items that can be used as weapons by students minimized	X		Obvious weapons such as knives or other sharp tools.
Cafeteria:			
Is cafeteria equipped with security cameras	X		
Is cafeteria locked when not in use	X		
Are cafeteria staff provided with telephones and/or radios	X		Kitchen & cafeteria
Are evacuation maps posted at all exits	X		
Auditorium:			
Are all entrances kept locked when not in use	X		
Is auditorium, stage, backstage equipped with security cameras		X	Auditorium only?
Is auditorium, stage, backstage equipped with security lighting	X		
Is backstage entrance restricted to authorized personnel only during events	X		
Are catwalks, light towers, etc. restricted to authorized personnel only			NA
Is auditorium patrolled by security/law enforcement during events		X	School staff
Gymnasium:			

Does gymnasium have exterior lighting around all entrances and exits	X		
Are locker rooms locked or monitored to prevent unauthorized entry	X		
Is the area patrolled by security/law enforcement during events		X	School staff
Is gymnasium equipped with security cameras	X		
Athletic fields			
Is security/law enforcement present for all sporting events home & away		X	School staff. LE as requested.
Are athletic fields protected from unauthorized entry with fences	X		Some, not all
Are athletic fields equipped with security/event lighting			
Are I.D.s required to be worn by school personnel at sporting events		X	
Bus Garage & busses			
Are all busses equipped with radios	X		
Are all busses equipped with security cameras	X		
Is somebody available to respond to all radio calls from drivers that are on road			
Are I.D.s required by individuals getting on busses		X	Not for students
Are two employees on board for each bus run		X	not all runs
Are busses secured or locked when not in use	X		
Is bus garage equipped with security cameras	X		
Is bus garage locked when vacant	X		
Field trips:			
Do school personnel have a copy of emergency contact names and numbers for administration	X		
Does school personnel verify I.D. of each student at beginning and end of trip	X		
Do chaperones receive security briefings prior to trip		X	
Is more than one chaperone present	X		
Building & Grounds:			

Are buildings equipped with security cameras	X		
Are buildings equipped with security lighting	X		
Are buildings/rooms locked when not in use	X		
Are employees provided with radios	X		
Is equipment locked up when not in use	X		
Staff Meetings & Conferences:			
Do security/law enforcement personnel patrol facility during these events		X	School staff
Are metal detectors utilized for after hour activities such as conferences & meetings		X	

Assessment completed by:

Name	Title	Signature
April Vunk	Principal	
Renee Knapp	Principal Secretary	
Elaine Parker	Guidance Secretary	
Judy Matson	Superintendent's Secretary	
Shannon Harrington	Treasurer	
John Tol	Custodian	
Greg Thom	IT Director	
Ryan Mason	Guidance Counselor	
Kelly Catella	Guidance Counselor	
Jenna Turner	Teacher	

Identified Risks and Control Methods

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

School A - Identified Risk	Selected Control(s)	Comments
Employees work in public setting	Have more than one staff present. Use situational awareness. Be provided de-escalation training - recommended for all staff.	
Employees work late at night or early morning hours	Be sure exterior doors are locked and closed. Do not work with headphones on. Have a cell phone, radio or access to building phones. Be familiar with emergency response procedures.	Let another staff know when you will be in the building during those hours.
Employees exchange money as part of job	Have more than one staff present when taking money from the public. Limit cash on hand and secure any large amounts/bills. Use the safe appropriately. Follow district protocol for receipt and proper documentation.	Have SRO's in the area during these times of exchanges. Make deposits at different times of day/week.
Employees work with volatile persons	Have more than one staff present. Be provided De-escalation training, conflict resolution, TCI training, other training specific to an IEP.	
Are I.D. badges required to be worn by all personnel	Require staff and visitors to wear ID badges.	
Are I.D.s required to be worn by school personnel at sporting events	Require all staff working after hour events to have ID badges visible on their person	
Do employees receive De-escalation training	All staff should receive this training at least once, preferably annually.	
Are visitors permitted to enter facility	Check in visitors and have them escorted to and from their destination. Have them wear visitor badges and return badges when checking out. Recommend using an electronic visitor management program.	

School A - Identified Risk	Selected Control(s)	Comments
Is facility equipped with security cameras	Ensure camera coverage sufficiently monitors all areas.	
Are emergency contact names and numbers posted in each occupied room	Not needed to be posted in each room but staff should know this information, or at least keep it in their desk or in their personal phone.	
Are all entrances kept locked when not in use	Keep doors shut and locked at all times. Any person without a fob or key should report to the main entrance to check in.	
Is SRO, security or law enforcement present?	Work to acquire an SRO or security officer.	
Are classrooms and offices locked when not in use	Usually, but not always. Remind staff to be diligent when leaving a space. Do not circumvent locking mechanisms.	
Are busses secured or locked when not in use	When performing pre-check, look for any suspicious packages and report if found. Add security cameras to bus parking areas.	DO NOT move or touch any suspicious package if one is found.
Field trips	Bring emergency contact information, attendance list, seating charts. Share itinerary with admin and parents.	
De-escalation training	Training on how to respond calmly to aggressive behavior. patience, "I" statements, active listening, appropriate work practices, code of conduct.etc. Being clear is kind.	

APPENDIX 3 Training Outline

Workplace Violence Prevention Training Outline

Information and training for all employees:

1. Overview of Requirements of the Workplace Violence Regulations

- a. Develop a written policy statement - employers must develop a written policy statement about the employer's workplace violence prevention program goals and objectives and provide for full employee participation through an authorized employee representative. The policy statement must be posted where notices to employees are normally posted.
 - b. Conduct a risk evaluation - employers must examine their workplace to determine if existing or potential risk factors exist that might place employees at risk of occupational assaults or homicides.
 - c. Develop a workplace violence prevention program- employers must develop a program, with input from employees or an authorized employee representative, that, among other things, includes the following: risk factors identified through the risk evaluation; how the identified risks will be addressed; the methods that will be used to try to prevent workplace violence incidents; a system to report and record any workplace violence incidents may occur in the workplace; a written outline or lesson plan for employee program trainings; and a plan to review and update the program at least once a year.
 - d. Provide training and information for employees- employers must provide each employee with information and training on the risks of workplace violence in their workplace(s) at least once a year and any time significant changes are made to the workplace violence prevention program.
2. Risk factors and measures that were identified in the risk evaluation
 - a. List Findings
 - b. Measures that employees can take to protect themselves from the identified risks including specific procedures that the employer has implemented such as:
 - i. Incident alert and notification procedures
 - ii. Appropriate work practices
 - iii. Emergency procedures
 - iv. Use of security alarms and other devices
 - v. Other existing policies, procedures and work practices relevant to WPV
 - vi. Procedures to report incidents of workplace violence
3. Location of the written workplace violence prevention program and how to obtain a copy (only employers with 20 or more full-time permanent employees are required to maintain a program in writing).
4. Privacy Concerns
 - a. How will sensitive information be handled?
 - b. Note: Information otherwise kept confidential for security reasons does not have to be disclosed to all employees. Examples of confidential information include but are not limited to information that would interfere with law enforcement investigations or judicial proceedings, would deprive a person of a right to a fair trial, would identify a confidential source or disclose confidential information relating to a criminal investigation, would reveal criminal investigative techniques or procedures except routine techniques and procedures, or would endanger the life or safety of any person.

APPENDIX 4 Incident Report

Workplace Violence Incident Report

Date of Incident:

Workplace location where incident occurred:

Time of day/shift when incident occurred:

DESCRIPTION:

Names and job titles of involved employees:

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

Name or other identifier and job titles of involved individuals:

Nature and extent of injuries arising from the incident:

Names of witnesses:

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

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

APPENDIX 5 Program Review

Workplace Violence Program Maintenance and Review

Program review (annual) completed on: _____ (date)

Stakeholders and authorized employee representatives (where applicable)

Plan and Contact Information:

The most current version of this plan will be made available to employees, their authorized representatives, and to representatives of the NYS Department of Labor by contacting or visiting the district/BOCES website

Designated Workplace Violence Administrator/Officer Contact:

Primary Contact		Secondary Contact	
Name	April Vunk	Name	Shannon Harrington
Title	Principal	Title	Treasurer
Department	Administration	Department	Business Office
Phone	(607) 263-6100	Phone	(607) 263-6100
Location	Main Office	Location	District Office

