GREECE CENTRAL SCHOOL DISTRICT



DISTRICT-WIDE

SCHOOL SAFETY PLAN

REVISED JULY 2026

2026-2027

GREECE CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SAFETY PLAN

DATE OF BOE REVIEW: July 14, 2026

DATE OF BOE ADOPTION: August 18, 2026

Table of Contents

Section 1.0 General Information and Guidelines **Page**

1.01 Introduction 4
1.02 Summary of Laws 4

Section 2.0 Risk Reduction, Prevention and Intervention

2.01 Prevention/Intervention Strategies 5
2.02 Training, Drills and Exercises 5
-Training
-Multi-Hazard Training
-Drills and Exercises
2.03 Implementation of School Security 6
-Security Personnel – Hiring and Training
-Security Personnel – Responsibilities and Authority
-Visitor Access 7
-Video Surveillance 7
-Intrusion Detection 7
2.04 Vital Educational Agency Information 7
2.05 Early Detection of Violent Behaviors 7
2.06 Hazard Identification 8
2.07 School Resource Officers (SRO's)School Safety Officers 8
2.08 Workplace Violence Prevention 9

Section 3.0 Preparedness

3.01 Chief Emergency Officer 10
3.02 District-Wide School Safety Team 10
3.03 Emergency Operations Group 10
3.04 Superintendent's Cabinet 10
3.05 Command Post 11

Section 4.0 General Response Procedures

4.01 Concept of Operations 12
4.02 Implementation of Incident Command System 12
4.03 Initial Response 12
4.04 Organization and Assignment of Responsibility 13
4.05 Direction, Control, and Coordination 13
-Coordination with Responders
-Use of Resources
4.06 Administration, Finance, and Logistics 13
-Agreements and Contracts

4.07 Communication During Emergencies 13
4.08 Multi-Hazard Response 14
4.09 Emergency Notifications 14
4.10 Responses to Acts of Violence: Implied or Direct Threats 14
4.11 Specific Response Protocols 15
4.12 Obtaining Advice and Assistance from Local Government 15
4.13 District Resources Available During an Emergency 16
4.14 Emergency Responses 16
4.15 Crime Scene Management 16
4.16 Emergency Evacuation of Non-Ambulatory Disabled Individuals with Disabilities 16
4.17 Accounting for All Persons 16
4.18 Family Reunification Plans 17
4.19 Crises Occurring Outside of Normal School Hours 17
4.20 Procedures for Informing Other Education Agencies of an Emergency 17
4.21 Procedures for Sheltering Students, Staff, and Visitors 17
4.22 Medical Emergencies and Mental Health 18
4.23 Sudden Cardiac Arrest Preparedness - Cardiac Arrest Response 18

Section 5.0 Recovery

5.01 District Support for Buildings 19
5.02 Disaster Mental Health Services 19
5.03 Review and Debriefing 19
5.04 Post-Incident Response 19
5.05 Trauma and Grief Team (TIG) 20
5.06 Continuity of Operations Plan (COOP) 20
5.07 Response to Declared Pandemic 20
5.08 Emergency Remote Instruction Plan 22

Section 6.0 Building-Level Emergency Response Plans

6.01 Plan Development and Maintenance 24
6.02 Distribution of the Plan 24
6.03 Record of Distribution 24

Section 7.0 Emergency Closings and Early Dismissal

7.01 District Closings 25
7.02 District Evacuations and Early Dismissal Procedures 26

APPENDIX #1

27

SECTION 1.0

General Information and Guidelines

1.01 INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the District-Wide Safety Plan and each school's Building-Level Emergency Response Plan (BLERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. Emergency Response Plans provide parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Individualized policies and procedures have been developed by the Greece Central School District (GCSD) based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training.

The District-Wide Safety Plan is required by law to be posted on the District website and contains only basic safety information. Each individual school building in the GCSD also has an independent Building-Level Emergency Response Plan (BLERP) that contains information about school Emergency Response Team members, students and staff with special needs and any other information critical to each school building. BLERP's are not available to the public and are confidential. BLERP's are submitted to the New York State Police and local emergency responders (police and fire departments) as required by law, for review and approval.

1.02 SUMMARY OF LAWS

New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set standards for District-Wide Safety/Emergency Response Plans. Both laws set minimum requirements of a District-Wide Safety Plan and Building-Level Emergency Response plans which include policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies.

SECTION 2.0

Risk Reduction, Prevention and Intervention

2.01 PREVENTION / INTERVENTION STRATEGIES

The administration of the GSCD believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at some or all of the GCSD schools that promote open communication and have a positive impact on the quality of life in our schools:

- Positive Behavioral Interventions and Supports (PBIS)
- Bullying Reporting Process
- Peer Mediation
- Twilight Academies (extended day programs)
- Anonymous 24-hour “Safe School Helpline” for reporting issues relative to school violence and safety
- District Safety Officers (retired/active police officers, armed guards)
- Trained and licensed NYS Security guards located throughout the district
- Truancy Attendance Committee to address chronic absenteeism
- Trauma, Illness and Grief (TIG) Teams
- National Incident Management System (NIMS) and Incident Command System (ICS)
- Social emotional learning direct instruction and the counseling curriculum plan
- Teen Court/Restorative Justice
- Building and District Threat Assessment Teams
- Updated Code of Conduct outlining all expected behavior and consequences for students, staff, parents and visitors. This includes a list of prohibited items on school property.
- Tap App School Safety Platform with an emergency application

2.02 TRAINING, DRILLS AND EXERCISES

Training

The District understands the importance of training. All school staff, students, and others deemed appropriate by the school receive training during the school year to better prepare them for an incident. The annual training reviews the District-Wide School Safety Plan and individual Building-Level Emergency Response Plans to brief staff on their roles and communication procedures during an emergency. The District also submits certification to the NYSED that all district and school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff receive this training by September 15th of each school year.

Multi-Hazard Training

The District provides annual multi-hazard school safety training for staff and students. Staff annual training is completed by September 15th of each year. Multi-Hazard Training includes roles and responsibilities in the BLERP's as well as updated emergency response terms: shelter/shelter in place, hold/hold in place, evacuate/evacuation, secure lockout, and lockdown. The components of this training are consistent district-wide. Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills will focus on our standard response actions to potentially dangerous or threatening incidents. The use of tabletop drills to accomplish or compliment this training will be considered when live drills are impractical or not sufficient to meet the training goals.

Drills and Exercises

The GCSD follows all mandated guidelines regarding the number of drills and exercises that must be conducted during the school year. The number of drills and exercises are established by New York State.

The current guidelines state that there must be four (4) Lockdown drills, eight (8) evacuation drills, and one (1) early release drill per school year. The District's Chief Emergency Officer will coordinate and conduct these drills in conjunction with the local police and emergency responders.

The GCSD follows all mandated guidelines regarding conducting all drills in a trauma-informed, developmentally and age-appropriate manner. No props, actors or simulations or other tactics intended to mimic a school shooting, other violent act or emergency shall be used.

In the event the district wishes to participate in full-scale exercises on school grounds with local law enforcement and emergency responders, all NYSED Commissioner regulations will be followed. No exercises will occur during school activities and written parental consent will be obtained in the event that any students are participating.

Parents or persons in parental relations will be given advance notice of each drill being conducted at their child's school building within one week preceding any such drill. These notifications will generally take place utilizing individual school weekly newsletters, emails to parents/guardians, district wide phone notification systems (connect-ED), or email.

2.03 IMPLEMENTATION OF SCHOOL SECURITY

Security Personnel – Hiring and Training

All GCSD security guards are hired and trained consistent with the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services. Continual training is provided to maintain licensing and skills. The GCSD is a licensed New York State Security Guard Training School and trains its own security guards.

Security Personnel – Responsibilities and Authority

The District employs security personnel to assist the schools in dealing with all manners of security and safety issues. The principal role of our security personnel is to safeguard the

District's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the District's assets from theft and damage. Security personnel employed by the district are authorized to carry out this role consistent with the Policies and Regulations of the District, applicable New York State Law, Security Standard Operating Procedures and District training.

Visitor Access

School access is controlled during the regular school day by locking down the building and utilizing one point of entry and the buzzer/intercom/camera to screen visitors prior to entrance into the building. Consistent with GCSD Board Policy and Code of Conduct, an approved visitor to a school will present valid government issued photo identification and be given a pass prior to gaining access to the building. All District employees are required to wear identification at all times.

Video Surveillance

All District school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for district officials and local law enforcement use.

Intrusion Detection

The District's buildings are protected by an intrusion detection alarm system that is linked to a central monitoring station.

Weapon Detection

District secondary schools are outfitted with weapon detection systems. These systems allow for individuals and their bags to be screened for weapons, dangerous items, or prohibited items immediately upon entering the building. These systems are used for all students and visitors throughout the school day.

2.04 VITAL EDUCATIONAL AGENCY INFORMATION

The GCSD maintains certain information about each school building within the District including, but not limited to: school populations, transportation needs and emergency telephone numbers of key personnel. In addition, similar information on other district departments as well as the assistance that those departments could provide in the event of an emergency is also maintained at the District level. A list of data and contacts will be updated and made available to key personnel (including all Principals) but is not available to the general public.

2.05 EARLY DETECTION AND VIOLENT BEHAVIORS

The District acknowledges the importance of early recognition and intervention into conflicts and potentially violent behaviors.

- The District will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly

scheduled staff training sessions. All threats of violence are taken seriously and investigated.

- The District recognizes that despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the District has developed a bullying reporting process. Each Greece school has identified a DASA coordinator responsible for this function.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence. The District has established an anonymous 24-hour "Safe School Helpline" to provide another means for such information to be brought to the attention of those who need to know so that the situation can be addressed in a timely manner.
- The District has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.
- The District has trained building and district level Threat Assessment Teams that meet periodically throughout the school year. The purpose of these teams is to identify, discuss, and address any ongoing threats or potential threats involving students, parents, staff members or other individuals that affect the school community.
- All staff members are trained in GCSD procedures of reporting threats of violence and threats of suicide annually.

2.06 HAZARD IDENTIFICATION

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip locations. These hazards (and how to handle each issue) will be documented in each Building Level Emergency Response Plan.

2.07 SCHOOL RESOURCE OFFICERS or SCHOOL SAFETY OFFICERS

In the event that the GCSD has contracted with the Greece Police in order to provide a School Resource Officer (SRO) or a private security company for armed District Safety Officers (DSO), guidelines have been established to follow NYS mandates regarding school discipline. The new Regulations state that every school shall define the roles and areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct. School discipline in the GCSD is delegated to each building Principal. Investigations involving possible infractions of the District's Code of Conduct and the imposition of discipline thereunder are the responsibility of the school's administration. While the SRO may act as a resource to a school administrator during an investigation, the SRO may not directly question students or assign discipline. General guidelines for discipline are contained in the Code of Conduct. The roles of the SRO are listed in the contract between the Greece Police Department and the GCSD.

Per NYS Education Department Guideline 155.17 a new guideline established in 2019 states that the GCSD will have an MOU with the Police Department or Security Company stating that the Police Department or Security Company delegates school discipline to the GCSD. This MOU will be contained in the School Resource Officer or Security Company Agreement.

School officials may conduct searches of students' property and person as permitted by New York State Law. The SRO should not become involved in administrative searches unless specifically requested by the school to provide security, protection, or for the handling of contraband. Administrative searches must be at the direction and control of the school principal. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have school staff act as his/her agent.

2.08 WORKPLACE VIOLENCE PREVENTION PROGRAM

To help prevent workplace violence in public schools, on September 6, 2023, the Governor signed legislation (S1746/A1120) amending the Workplace Violence Prevention Law (Section 27-b of Labor Law), extending coverage to elementary and secondary public education that was previously exempted. This was done by removing the exemption from the definition of "employer" in the law. The amendment of 12 NYCRR Part 800.6 has also been immediately authorized by the legislation. These changes will be effective 120 days (January 4, 2024) after becoming law.

The Greece Central School District complies with all regulations regarding this new requirement. The Greece Central School District Policy is posted on the Greece Central School District website under "required postings" and can be found at this link: https://www.greececsd.org/Page/4024 The necessary forms to report an incident are also located on this web link.

SECTION 3.0

PREPAREDNESS

3.01 CHIEF EMERGENCY OFFICER

Each school year, the GCSD appoints a Chief Emergency Officer. The designated Chief Emergency Officer is responsible for:

1) Coordination of the communication between school staff, law enforcement, and other first responders.
2) Leading the efforts of the District-Wide School Safety Team in the completion and yearly update of the District-Wide School Safety plan and the coordination of the district-wide plan with the BLERP's.
3) Ensure staff understanding of the District-Wide School Safety Plan.
4) Ensure the completion and yearly update of BLERP's for each school building.
5) Assist in the selection of security related technology and development of procedures for the use of such technology.
6) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan.
7) Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

3.02 DISTRICT-WIDE SCHOOL SAFETY TEAM

The District-Wide School Safety Team is appointed by the Board of Education each school year. It may include, but is not limited to, representatives of the school board, teachers, administrators, law enforcement, local emergency responders, parents,school safety personnel and other school personnel including bus drivers and monitors. The District-Wide School Safety Team is responsible for addressing safety issues within the district and developing and updating District-Wide School Safety Plan on a yearly basis.

3.03 EMERGENCY OPERATIONS GROUP

During an emergency, the Emergency Operations Group shall function under the command of the Superintendent of Schools and the District's Chief Emergency Officer. The District's Chief Emergency Officer will be designated at a Board of Education meeting annually. Under normal circumstances, the District's Chief Emergency Officer will be the Director of School Safety and Security.

3.04 SUPERINTENDENT'S CABINET

The Superintendent's Cabinet includes all Assistant Superintendents. This group may be activated to provide assistance to any building in need.

3.05 COMMAND POST

During an emergency, the Superintendent of Schools or their designee may activate the Emergency Operations Group when necessary, and they will meet at a designated location. In addition to the Emergency Operations Group, the Superintendent may summon the Cabinet members and resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extent of the event.

SECTION 4.0

GENERAL RESPONSE PROCEDURES

GENERAL RESPONSE ACTIONS FOR EMERGENCIES

Subsequent sections of this District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every District employee to take those actions which are geared toward preserving the health and safety of all students, staff and visitors. Specific detailed responses are listed in each individual BLERP.

4.01 CONCEPT OF OPERATIONS

The overall strategy of the District-Wide School Safety Plan and BLERP's is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school staff generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

4.02 IMPLEMENTATION OF INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the building Principal and will be the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. NYCRR Section 155.17 requires a definition of a chain of command consistent with the Incident Command System.

4.03 INITIAL RESPONSE

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the District and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the Building Level Emergency Response Plan.

4.04 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITY

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. The Building-Level Emergency Response Planning Team will be used to delegate these tasks.

4.05 DIRECTION, CONTROL, AND COORDINATION

Coordination with Responders

The BLERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Operations Group and the Superintendent's Cabinet to help secure these resources.

4.06 ADMINISTRATION, FINANCE AND LOGISTICS

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized district officials. This is a function of the Assistant Superintendent of Finance and Administrative Services.

4.07 COMMUNICATION DURING EMERGENCIES

The school will contact and maintain communications with parents, the media and emergency responders during an incident. The School Incident Commander or Chief Emergency Officer works with the District's Community Relations Manager and emergency responders to

coordinate the release of information to ensure that information is consistent, accurate and timely. Communication procedures are detailed further in the Building Level Emergency Response Plans. Communication is also assisted by the Tap App which is installed on teachers and staff phones, tablets and computers to help with managing an incident.

4.08 MULTI-HAZARD RESPONSE

There are many variables that could impact the manner in which the Building-Level Emergency Response Planning Team responds to a particular occurrence. These variables could include but are not limited to: time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it is not practical to try and map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building Principal or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The Principal or designee will provide leadership, organize activities and disseminate information with the assistance of the District's Emergency Operations Group or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

4.09 EMERGENCY NOTIFICATIONS

Notification of significant events or events that required a call to 9-1-1 shall be made to the Director of School Safety and Security (via cell phone). The Director of School Safety and Security is the Chief Emergency Officer and the liaison to the police department for the District. In their absence, notifications may be made to the Assistant Director of School Safety and Security. The Director of School Safety and Assistant Director of School Safety and Security will notify the Superintendent of Schools immediately. These notifications shall occur at the earliest and safest possible time during the response phase. The Superintendent, Chief Emergency Officer or their designee will request the additional resources necessary to assist in the building's issue. One of the possible options will be to activate the Emergency Operations Group and the Superintendent's Cabinet. The goal of the Emergency Operations Group and the Superintendent's Cabinet is to provide assistance and resources as needed to deal with the crisis at hand.

4.10 RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT THREATS

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the District to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible.

Depending on the imminent nature of the threat, the following procedures may be used by the district:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform the building Principal or designee of implied or direct threat or troubling behaviors or communications.
- Contact 9-1-1 if the threat may be imminent or for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the student making the threat can be prosecuted. Prosecution in Criminal or Family Court provides another opportunity for intervention.
- The building Principal or designee may initiate a threat assessment inquiry to attempt to determine the level of threat.
- If time permits, this inquiry would also involve interviewing potential witnesses as well as the parties involved. Some factors to consider when evaluating the level of threat include, but are not limited to, specificity of threat to a person or persons, mention of specific means or weapons, specific reason or justification, history of student, known access to weapons and propensity for violence.
- Monitor the situation, adjust response as appropriate, and include the possible use of the counseling staff.
- Follow up with the appropriate procedures as outlined in the District's Code of Conduct.
- Any threats of violence or implied threats of violence shall be reported by staff to an administrator immediately and without delay. Administrators will investigate all instances of threats or suicidal ideations without delay.
- All concerns of self harm or suicidal ideations shall be reported to an administrator immediately. Administrators shall investigate these concerns and involve the appropriate mental health staff immediately.
- Students, staff and guardians may also report any threats of violence or implied threats of violence or self harm to the anonymous reporting procedures listed on the district website. Currently, the district uses the Safe School Hotline to report these concerns.
- Each district building has staff trained in threat assessment and has a threat assessment team. The district also has a District-Wide Threat Assessment team that is trained on how to investigate and manage threats of violence and how to involve the police if necessary. These threat assessment teams meet at regular intervals throughout the school year.
- The building and district level threat assessment teams have procedures in place for contacting parents and guardians for threats of violence or self harm.

4.11 SPECIFIC RESPONSE PROTOCOLS

The District has established appropriate response actions to a variety of emergency situations. They are detailed in each BLERP as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place. These specific procedures are referred to as Threat Specific Annexes and include responses that include but are not limited to incidents such as Kidnapping, Intrusions, Active Shooters, Bomb Threats and more.

4.12 OBTAINING ADVICE AND ASSISTANCE FROM THE LOCAL GOVERNMENT

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the Superintendent of Schools will activate the Emergency Operations Group and the Superintendent's Cabinet to help provide needed assistance. The GCSD is partnered with the Town of Greece and its subdivisions (police, fire etc.) for these

specific circumstances. The Town of Greece is partnered with Monroe County and the County Emergency Preparedness Officials.

4.13 DISTRICT RESOURCES AVAILABLE DURING AN EMERGENCY

The District has identified district-based resources, which may be available during an emergency. These resources are available through the Emergency Operations Group and the Superintendent's Cabinet. The District Wide Safety Team may also be activated which includes the key members of the district regarding transportation, facilities, buildings and grounds and security.

4.14 EMERGENCY RESPONSES

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, schools are provided with standardized definitions. These annexes are defined in detail in the Building Level Emergency Response Plans and quick reference guides. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all persons, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section in the District-Wide Safety Plan. The District utilizes the Tap App to help assist in activating a designated Emergency Response.

4.15 CRIME SCENE MANAGEMENT

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remains as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures are outlined in the BLERP's.

4.16 EMERGENCY EVACUATION OF NON-AMBULATORY DISABLED INDIVIDUALS WITH DISABILITIES

Each building Principal is responsible for identifying non-ambulatory disabled staff or students and listing that information in their BLERP. This includes assigning an area of rescue assistance for such person on floors above or below the level of discharge. Since BLERP's are provided to local emergency responders, this information will be readily available during an emergency.

4.17 ACCOUNTING FOR ALL PERSONS

The Building-Level Emergency Response Plan has procedures in place to:

- Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Report to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismiss students if they have been relocated.
- Staff members may utilize the Tap App to assist in Accounting for all Persons.

4.18 FAMILY REUNIFICATION PLANS

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at each building's evacuation site and will require assigned personnel and plans that should be detailed in each BLERP. Depending on the nature of the emergency, a reunification plan will be put into place at the command post, with the assistance of the police department and emergency responders. There are agreements with neighboring school districts for housing students temporarily if needed.

4.19 CRISES OCCURRING OUTSIDE NORMAL SCHOOL HOURS

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The building Principal will notify their Chief Emergency Officer of the Crisis and the appropriate actions will be taken.

4.20 PROCEDURES FOR INFORMING OTHER EDUCATIONAL AGENCIES OF AN EMERGENCY

1. The Chief Emergency Officer/Director of School Safety and Security will evaluate the impact of an emergency on other educational agencies within the District.

2. If the impact is evident, the Chief Emergency Officer/Director of School Safety and Security will telephone the contact person at each affected educational agency and inform them of the status of the emergency.

3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Director of School Safety and Security will contact the Greece Police for assistance in communicating information to these educational facilities.

4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer/Director of School Safety and Security will make arrangements to implement this assistance.

4.21 PROCEDURES FOR SHELTERING STUDENTS, STAFF, AND VISITORS

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the building principal or their designee will contact the Chief Emergency Officer/Director of School Safety and Security (via cell phone). The Chief Emergency Officer/Director of School Safety and Security will notify the Superintendent of Schools. If it becomes apparent that students will not be able to leave the facility, the school principal will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services. It shall be the responsibility of the Chief Emergency Officer/Director of School Safety and Security to inform appropriate police, Red Cross, and emergency preparedness officials.

GCSD has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact

for those agencies during the crisis. The Chief Emergency Officer will take appropriate actions during such incidents.

4.22 MEDICAL EMERGENCIES AND MENTAL HEALTH

A medical emergency is a result of a minor or major illness, or injury to an individual, and can be of such severity as to be life threatening, or merely cause the victim discomfort or pain. The District does not expect unlicensed staff to provide medical care. The District does expect unlicensed staff to call for emergency assistance (e.g. 9-1-1, school nurse) and stay with the victim until help arrives. In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available, or in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each BLERP will designate Building-Level Response Planning Teams that may be used to respond in a medical emergency.

GCSD has also developed policy and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signs of suicide or suicidal ideations, they should report those signs or issues to an administrator immediately and without delay. The Administrator will investigate the issue with counselors using the Columbia Rating Scale and contact parents with available resources as necessary.

4.23 SUDDEN CARDIAC ARREST PREPAREDNESS - CARDIAC EMERGENCY RESPONSE PLAN (CERP)

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Greece Central School District develops the following Cardiac Emergency Response Plan (CERP) core elements to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. The District CERP core elements are applied within building-specific CERP annexes contained in each Building-Level Emergency Response Plan. Sudden Cardiac Arrest Preparedness training is provided on an annual basis to all district staff.

CERP Core Elements

Cardiac Emergency Response Team (CERT): Each building will have identified primary and alternate trained staff as part of their Cardiac Emergency Response Team. CERT roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.

CPR/AED Training Requirements: The district -wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building -level emergency response teams.

AED Placement and Maintenance: AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.

Communication Protocols: *Internal*; CERT activation and role assignments; *External*; Immediate EMS activation and coordination with responding agencies.

Practice Drills: Annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.

Continuous Improvement: Annual review of the plan and post -incident/debrief updates to procedures. After-action reports will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

SECTION 5.0

RECOVERY

5.01 DISTRICT SUPPORT FOR BUILDINGS

In addition to support during an emergency, the District will use all resources at its disposal to support the Emergency Operations Group, Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security and facility restoration.

5.02 DISASTER MENTAL HEALTH SERVICES

In addition to District mental health services, District office staff will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

5.03 REVIEW AND DEBRIEFING

The involved school's Building-Level Emergency Response Planning Team will meet to review the specific incident to determine if the school's BLERP was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the Emergency Operations Group and/or representatives of local emergency response agencies. The review and debriefing may include the items summarized in the next section describing the Post-Incident Response Guide.

5.04 POST-INCIDENT RESPONSE

The GCSD has a “Responding to Tragedy and Crisis” plan. The Emergency Operations Group, Superintendent's Cabinet, Trauma and Grief Team and the Building-Level Post-Incident Response Team will have the responsibility of assisting the school community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency. It is likely, however, that these duties and responsibilities will be shared by members of the Trauma and Grief Team, Building-Level Emergency Response Planning Team, and the remainder of the school community.

- Convene at the earliest possible time following the crisis for a meeting to help the Principal prepare a written statement for the staff to be presented at the emergency staff meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.
- Review roles in providing support during the day of the critical incident.
- Attend an end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with the Principal, following staff debriefing, if possible, to process the day’s events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family and community. Feedback will be recorded on the Building-Level Emergency Response Plan feedback form for evaluation purposes.
- Meet after the passage of two to three weeks to evaluate and possibly revise the plan based on students, staff, family, and community feedback.

5.05 TRAUMA AND GRIEF TEAM (TIG)

The District TIG team is a group of counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss. The TIG team will oversee the initial and on-going training program for all building crisis teams and maintain records. The TIG team is also responsible for coordinating District crisis team activities.

5.06 CONTINUITY OF OPERATIONS PLAN (COOP)

As part of the COOP, the District will use resources to:

- Identify primary and secondary relocation sites for each building that meet the needs of the school.
- Allow the COOP to be activated at any time and sustain it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.

- Identify personnel to assist in developing COOP and training them.
- Identify resources available to students and staff for online learning in case schools may not be occupied

5.07 DISTRICT RESPONSE TO DECLARED PANDEMIC

In September of 2020, Governor Cuomo signed into law that requires public employers, including school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving a communicable disease. The legislation amends the New York Education Law to require that District Safety Plans include protocols for responding to declared public health emergencies involving communicable diseases that are consistent with section 27-c of the Labor Law.

The Greece Central School District's main Safety Plan is located on the Greece Central School District website (greececsd.org). The plan is updated and adopted by the Board of Education every summer. The District has a designated Chief Emergency Officer, Assistant Directors of Safety and Security, and Medical Director. The District also has clearly identified the roles of the Superintendent's Cabinet and Emergency Operations Group. These members are appointed annually and are activated during a crisis and follow all Incident Command protocols.

The current Continuity of Operations Plan is listed in section 5.6 of the Main Safety Plan. This section states that the District will use resources to:

- Identify primary and secondary relocation sites for each building that meet the needs of the school.
- Allow the Continuity of Operations Plan to be activated at any time and sustain it for up to 30 days.
- Re-establish essential functions, such as restoration of school operations and maintaining the safety and well-being of students and the learning environment.
- Ensure students receive applicable related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify and train personnel to assist in development of a Continuity of Operations Plan.
- Identify resources available to students and staff for online learning in case schools cannot be occupied.

Response to Declared Pandemic Plan

During a declared pandemic, the Superintendent of Schools will follow the Greece Central School District's Main District-Wide Safety Plan. The Superintendent's Cabinet and Emergency Operations Group will be activated. Both of these groups have the ability to meet remotely if necessary. The Emergency Operations Group has the ability to be extended to include necessary personnel in order to address the overall scope of the declared pandemic.

The Superintendent's Cabinet, the Emergency Operations Group, Director of Safety and Security, Assistant Director of Safety and Security and the Medical Director will work to identify the following based on the declared pandemic:

a. list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job.

b. A description of protocols the employer will follow for nonessential employees to telecommute.

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

d. Protocols the employer will implement to procure personal protective equipment (PPE)

e. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace.

f. Protocols for documenting hours and work locations, including off-site visits, for essential employees.

g. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees.

h. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

5.08 Emergency Remote Instruction Plan (ERI)

The Greece Central School District has an Emergency Remote Instruction Plan as required by NYS §155.17(c)(1)(xxi)(a-d) that is kept by the Executive Director of Technology, Communication, and Strategic Initiatives (**and available in Appendix #1 of this document)**. That plan includes policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. The following questions are answered in the ERI:

a. How will the district ensure that all students have access to a computing device?
b. How will the district disseminate computing devices to students?
c. How will the district communicate with families about the dissemination of computing devices?
d. How will devices be serviced and/or repaired?
e. If not using computing devices, how will students participate in instruction?
f. Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

The plan also includes policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. The following questions are in answered in the ERI:

a. How will the district determine the need for access to the internet in student's places of residence?
b. How will the district ensure that all students have access to the internet?
c. How will the district work with the community organizations and local public spaces to ensure students have access to Wi-Fi points?
d. The plan is consistent with the information provided by families in the Student Digital Resources data collection.

Expectations for school staff as to the proportion of time Spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. The following questions are answered in the ERI:

a. How will the district ensure that school staff have the necessary tools, including device and Wi-Fi, to deliver emergency instruction from their place of residence?
b. What portion of the school day will be spent on synchronous instruction?
c. What portion of the school day will be spent on asynchronous instruction?
d. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?
e. What training is provided to teachers in order to help adapt their instruction to the district expectations?

A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. The following questions are answered in the ERI:

a. How will the district determine which students for whom the remote instruction via digital technology is not appropriate?
b. How will the district provide instruction for those students whom remote instruction by digital technology is not appropriate?
c. How will the district provide synchronous instruction for those students who do not have adequate internet

A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. The following questions are answered in the ERI:

a. How will the district ensure that special education and related services will be provided remotely?
b. How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter. The following questions are answered in the ERI:

a. How many hours of instruction will the district plan to claim for each day of an emergency closure?

SECTION 6.0

BUILDING-LEVEL EMERGENCY RESPONSE PLANS

6.01 PLAN DEVELOPMENT AND MAINTENANCE

Each Greece Central School District Building-Level Emergency Response Plan will be developed by the Building-Level Emergency Response Planning Team under the direction of the Director of School Safety and Security. NYCRR Section 155.17 requires that each school shall have a Building-Level Emergency Response Planning Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and Post Incident Response team will also be appointed. The Building-Level Emergency Response Planning Team is responsible for the overall development, maintenance, and revision of the Building-Level Emergency Response Plan (BLERP) and for coordinating training and exercising the School BLERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

6.02 DISTRIBUTION OF THE PLAN

NYCRR Section 155.17 mandates that a copy of the BLERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. This function will be completed by the Director of School Safety and Security.

Send Building-Level Safety Plans to:

New York State Police
Headquarters – Field Command
Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:
info@safeschools.ny.gov

6.03 RECORD OF DISTRIBUTION

Copies of the BLERP's, including appendices and annexes are recommended to be distributed to your School Building-Level Emergency Response Planning Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Emergency Response Planning Team.

SECTION 7.0

EMERGENCY CLOSINGS AND EARLY DISMISSAL

7.01 DISTRICT CLOSINGS

The decision to close school is based on the nature of the emergency and the expected impact that the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers and/or bus riders. The District may close all of its schools or only one of its schools, depending upon the specific nature of the emergency. It may also elect a late starting time or an early dismissal, depending on an up-to-the-minute appraisal of the specific situation.

The Superintendent of Schools (or designee) will make every effort to decide school closings in a timely manner. This will be done after the district has thoroughly evaluated the situation and after consulting with the Town of Greece, police, weather bureau, and other District departments. All school closings will be reported to local radio and television stations for broadcast to the general public and posted to www.greececsd.org. An automated phone call will also inform families of emergency closings whenever possible.

Whenever District schools close, all public, private, and parochial schools in the district are also closed. No transportation is provided for Greece students attending schools outside the District and all afternoon and evening activities will ordinarily be canceled.

Parents, staff, and students should not call their neighborhood school, District Office, or radio and television stations to ask if schools are open. Telephone lines become tied up quickly, which prevents crucial calls from going through.

Parents should instruct their children on where they are to stay when school is closed, or when school is dismissed early. Working parents should make prior arrangements with friends and neighbors for the temporary housing of their children in the event that an emergency arises while they are not at home.

While the District will make every effort to make decisions that are in the students' best interest, weather, street, and sidewalk conditions can vary widely among individual schools because the District is so large. Weather conditions can also change radically within a very short period of time. For these reasons, parents are always the final authority in deciding if their children are to be sent to school during any given emergency when the schools are open.

The Director of Communications is responsible for notifying the appropriate news agency to announce school closings or delays. The up to date list of news agencies notified will be maintained by the Director of Communications.

7.02 DISTRICT EVACUATIONS AND EARLY DISMISSAL PROCEDURES

1) **If a building needs to evacuate to another location:**
    - As soon as possible, the building will notify transportation that there is a possibility that we may have to evacuate the building and transport the students to an alternative location.
    - Transportation will transport students to the building that is designated in the BLERP unless directed to take the students to a different location by the Incident Commander.

2) **If there is a potential for an evacuation to send students home the process is as follows:**
    - As soon as possible, the building will notify transportation that there is a possibility that the building needs to be evacuated and the District needs to transport the student's home.
    - The Transportation Department will run PM routes, therefore both the Transportation Department and the building will print from MapNet the PM routing sheets in the event that the decision is made to send the students home.
    - It is important to note that the PM route sheets contain all of the special needs, babysitter and PM drop information.
    - All drivers will be given a copy of the PM route sheet prior to leaving for their specific route.
    - The Transportation Department will attempt to send buses that correspond to the actual PM route or place temporary bus numbers on those buses that do not correspond to the actual route.
    - Students who attend KidsCare will be transported to the building that students would have been transported to if the decision were to evacuate a building to another school as outlined in the District's School Safety Plan.
    - The District/building will work with the Director of Communications to send a notice to parents that the district is sending the students home early so those at work or not at home can make proper arrangements.

APPENDIX #1

Greece Central School District
Emergency Remote Instruction (ERI) Plan
Required by NYS §155.17(c)(1)(xxi)(a-d)

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.

a. How will the district ensure that all students have access to a computing device?

All students in grades 6-12 have a district Chromebook assigned to them to take home including over summer. Students in grades K-5 have Chromebooks assigned to them in school that can be sent home with students for emergency remote instruction (ERI)

b. How will the district disseminate computing devices to students?

In the event of requiring ERI, schools will send each K-5 student home with the Chromebook they use during the school day. The technology department will coordinate with schools to provide pickups at the schools or at a centralized location as needed and also coordinate with the Transportation Department and Community Schools Office to deliver devices to homes as needed.

c. How will the district communicate with families about the dissemination of computing devices?
The above information will be broadcast via our parent phone and email messaging systems as well as via social media.

d. How will devices be serviced and/or replaced?

Throughout ERI, the district will maintain a call-in help line as well as drop-in “Tech Spot” help center at the Transportation and Support Services Facility at 1790 Latta Road. The technology department will also coordinate with the Transportation and Community Schools departments to deliver device repair/replacement units as needed.

e. If not using computing devices, how will students participate in instruction?

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.

f. Is your plan consistent with the information provided by families in the Student Digital Resource data collection?

Yes.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.

a. How will the district determine the need for access to the internet in students’ places of residence?

The district maintains a list of families who reported as not having sufficient internet access at home to support ERI on the annual digital equity survey. Schools will contact these families and we will also use our Family Support Hotline to publicize and arrange pick up or delivery of a wifi hotspot to support ERI.

b. How will the district ensure that all students have access to the internet?.

We will ensure all students have access to the internet to support ERI by providing open wi-fi in all school parking lots, identifying individual family needs and providing hotspots as detailed above, and promoting public wifi sources in the school neighborhoods (see below).

c. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?

The Greece Public Library and several local shops, supermarkets, restaurants, and coffee shops provide free wifi in the GCSD boundaries. During a time of extended ERI we will promote our hotspot program in these establishments as well.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.

a. How will the district ensure that school staff have the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?

School staff are invited to call our technology helpline and/or visit our Tech Spot to obtain any technology tools or wifi hotspots as needed to deliver ERI. This information is disseminated via district and school communications.

b. What portion of the school day will be spent on synchronous instruction?

At the K-5 level there will be a 20 minute live morning meeting and a 20 minute SEL block along with periodically scheduled instructional conferences.
At the 6-12 level students will meet live virtually each period with their classroom teacher to review learning targets, agenda, and assignments for the day. Additional live experiences will be scheduled based on the needs and routines of each course.

c. What portion of the school day will be spent on asynchronous instruction?

At the K-5 level students will have up to 4 hours of asynchronous instruction including instructional videos, digital lessons, reading and writing, and skill practice.
At the 6-12 level students will have asynchronous instruction each period that will accompany live instruction that will vary based on the needs of the course.

d. How will instruction be personalized to support students' individualized needs, including supporting ELL/ML students?

The district will provide ELLs and MLs with a structured learning environment that emphasizes language production and provides digital scaffolds to support the learning process. Some examples of these would be: Online language tools, such as Imagine Language and Literacy, EdPuzzle and RAZ Kids; Virtual Office Hours, Visual Schedules, Talking Points and Google Translate.

e. What training is provided to teachers in order to help adapt their instruction to the district expectations?

The district instructional technology teacher coaches provide in person and virtual training and support on tools and best practices for ERI via technology. District instructional coaches will all have daily virtual hours to support teachers with questions and training they may need. The ENL Department has participated in professional learning with the BOCES School Library Systems staff about digital texts, videos, audiobooks and interactive tools that are available in a variety of languages.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

a. How will the district determine which students for whom remote instruction via digital technology is not appropriate?

The department of instruction will work with the special education department and ENL department to determine student needs and the appropriateness of remote instruction being used via digital technology. The department of instruction will also work with the community schools team and utilize family surveys to identify students who may need alternative instructional delivery methods.

b. How will the district provide instruction for those students for whom remote instruction by digital technology is not appropriate?

Students will receive paper copies of work and notes to support their asynchronous learning experiences. Depending on the type of emergency closure the district will attempt to schedule periodic in person check-ins with the students.

c. How will the district provide synchronous instruction for those students who do not have adequate internet access?

The district will provide internet hotspot devices to families who do not have adequate internet access.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

a. How will the district ensure that special education and related services will be provided remotely?

We will ensure that, in the case of full school closure or quarantine, the remote instruction model will provide a consistent daily schedule of synchronous and asynchronous instruction that supports the unique needs and abilities of students with disabilities.

b. How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

We have worked with our staff to equip them with digital instructional tools and training in order to provide the same quality of service that students would receive in an in-person environment.

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

a. How many hours of instruction will the district plan to claim for each day of an emergency closure

The district will be claiming 5 hours instructional hours each day consisting of a mix of synchronous and asynchronous experiences.

2026-27 BOARD OF EDCATION

Mr. Mark Buonaugurio

Mr. Todd Butler

Mrs. Annamaria Falzarano

Ms. Tracey Farmer

Mrs. Jenne LaPlaca

Mrs. Mary Lyke

Ms. Monica Seaman

Mrs. Nichole Siwicki

Mr. Jordan Stenzel

SUPERINTENDENT OF SCHOOLS

Mr. Jeremy Smalline

SUPERINTENDENT'S CABINET

Mr. Marc Fleming
Deputy Superintendent

Dr. Christine Baker
Assistant Superintendent
Student Achievement and Educational Services

Mr. Romeo Colilli
Assistant Superintendent
Finance and Administrative Services

Ms. Gina Larsen
Assistant Superintendent
Human Resources

Ms. Kelly Flagler
Assistant Superintendent
Student Achievement and Family & Community Engagement

Dr. Michael Zaffuts
Assistant Superintendent
Student Achievement and Accountability

DIRECTOR OF SECURITY

Mr. Casey Voelkl
585-966-2422

GREECE
CENTRAL SCHOOL DISTRICT
ONE VISION ONE TEAM ONE GREECE

District Offices: 750 Maiden Lane, Rochester, NY 14615
Mailing Address: P.O. Box 300, N. Greece, NY 14515-0300
Telephone: 585.966.2000
Web Address: www.greececsd.org