

**Ichabod Crane CSD
District-Wide School Safety Plan
For Public Comment**

**2023-2024
Revised: July 2023**

2910 Route 9, Valatie, New York

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ICHABOD CRANE CENTRAL SCHOOL DISTRICT

District-wide School Safety Plan

Commissioner's Regulation 155.17 Project 14

I - INTRODUCTION

Emergencies and violent incidents in districts are critical issues that must be addressed throughout the Ichabod Crane Central School District. School 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 response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and man-made disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

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

II - GENERAL CONSIDERATIONS

A. Purpose

The Ichabod Crane Central School District's District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Ichabod Crane Central School District's Board of Education, the Superintendent of the Ichabod Crane Central School District 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 Ichabod Crane Central School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, transportation, administrators, parent organizations, school safety personnel and other school personnel. The Chief Emergency Officer is the Superintendent of Schools. The Chief Emergency Officer duties include:

- Coordination of the communication between school staff, law enforcement, and other first responders.
- Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan.
- Ensure staff understanding of the district-wide school safety plan.
- Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building.
- Assist in the selection of security related technology and development of policies for the use of such technology;

- Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th; and
- Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

C. Concept of Operations

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

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The School Board shall adopt the District-wide School Safety Plan only after one public hearing that provides for

the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education.

- Full copies of the District-wide School Safety Plan and any amendments shall be submitted to the New York State Education Department within 30 days of adoption.
- This plan shall be reviewed periodically during the year and maintained by the District-wide School Safety Team. The required annual review shall be completed on or before September 1 of each year after its adoption by the Board of Education.

III - RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Program Initiatives

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

- Character Education programming
- Student's Bill of Rights and Responsibilities
- The district's Code of Conduct
- DARE Program
- Too Good For Drugs (K-3)
- Second Step (K-3)
- Peaceful Classrooms K-8 (for classroom teachers)
- Mindfulness & Peaceful Kids (Guidance Counselor's, Psychologist's)
- Targeted Homerooms (MS students)
- Connections HS Program
- Bullying awareness for staff members
- The district has anti-bullying awareness programming in place for students
- Group counseling, individual counseling, and student counseling
- Cyber bullying awareness programming
- Internet safety programs
- SADD (Students Against Destructive Decisions)

Facilities Initiatives

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

- The school has developed a parent/visitor sign-in procedure and requires the use of visitor ID badges with visual contact.
- The school has developed limited access for visitors at each building.
- The school district has enhanced entrance door hardware.
- The district has installed surveillance equipment on school buses.
- The district has installed electronic surveillance systems in key areas of the building.
- The district has implemented handheld communication systems for key school officials.
- The school has implemented classroom emergency procedures.

- The district has implemented an enhanced school bus driver communication system.
- The district has provided identification badges for staff.
- The strategic implantation of impact resistance glass in all 3 buildings.

Training, Drills, and Exercises

The district has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:

- An annual review of the Building-level emergency guides and general employee awareness training for building employees conducted by each principal.
- The annual early go home drill to test evacuation and sheltering procedures.
- Each school building conducts emergency drills throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures.
- The district may conduct tabletop exercise in cooperation with members of local emergency services.
- The district shall conduct drills and other exercises to test and evaluate the effectiveness of the district emergency response plan. Each principal will be required to complete a minimum number of student drills as follows:
 - 4 lockdown drills, 8 fire/evacuation drills. 8 of which must be conducted by December 31 of each year, the balance must be conducted during the remainder of the school year
- The district may conduct a tabletop exercise with the building-level safety teams to test the components of the emergency response plan. The narratives, sequence of events and messaging for each exercise may be developed by select members of the District-wide School Safety Team, Emergency Management consultants, and local emergency services. The suggestions and necessary enhancements of the Building-level plan noted during the evaluation shall be documented and provided to the Building-level Safety Team and District-wide Safety Team for further evaluation.
- Topics for training will include general security and safety measures, intervention strategies with difficult or challenging students, building security awareness, and reporting requirements and procedures.
- In the execution of their duties faculty, aides and monitors shall have responsibility for:
 - Monitoring halls, lavatories, locker rooms, locker bays and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.
 - Observation of the general property, including the immediate outside area/perimeter of the building(s), with an obligation to report suspicious activity to district or building administration.
 - Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment.

School Safety Personnel

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

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

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

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

Hiring and Screening of School Personnel

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

Fingerprinting and Criminal Background Checks

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

Reference Checks

References are thoroughly checked prior to extending an employment offer.

- Reference check forms are used for instructional, non-instructional and transportation personnel.
- Reference checks are completed and reviewed by both the hiring supervisor and the administrator in charge of the program area.
- Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:

- Do you have knowledge of any violations of safety or security by (prospective employee) related to students, employees or others?
- Why did (prospective employee) leave your employment? Or, Do you know why (prospective employee) is leaving your employment?
- Would you rehire (prospective employee)? If no, why not?

B. Early Detection of Potentially Violent Behaviors

The district has implemented policies and procedures related to the early detection of potentially violent behaviors. Each building principal is responsible for the dissemination of informative materials regarding the early detection of potentially violent behaviors to employees and parents each school year. (Appendix 3). In addition, employees shall receive training on the districts Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the Superintendent.

C. Hazard Identification

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

Building	Employees	Students	Transportation Capabilities
Ichabod Crane High School Telephone: 518-758-7575 x 4002 Principal: Craig Shull	90	556	55 Buses
Ichabod Crane Middle School Telephone: 518-758-7575 x 5007 Co-Principals: Timothy Farley and Anthony Marturano	120	650	
Ichabod Crane Primary School Telephone: 518-758-7575 x 6002 Principal: Andrea Williams	70	556	

IV - RESPONSE

A. Notification and Activation (Internal and External Communications)

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

Internal

Teachers and building staff	Public address system
Administrators and Office staff	Activation of district emergency calling system
Students	Public address system and verbally from supervising teachers

Superintendent of Schools	Phone by principal's secretary
Buildings and Grounds	Phone or radio by principal's secretary

External

State Police/Columbia County Sheriff	911
Columbia County Emergency Dispatch	911 / 518-828-3344
Parents	District emergency calling system whenever possible
News Media	Superintendent of Schools
BOCES District Superintendent	Phone by district office

- Arrangements for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in the NYS/BOCES Communication Flow Chart. The following are examples of the types of arrangements that could be used by the district during county-wide emergencies:
 - Superintendent (District-wide IC or backup IC) in an emergency will contact the Columbia County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
 - The district has identified resources for an emergency from the following agencies: Columbia County Civil Defense Office, American Red Cross, Columbia County Emergency Services Office, New York State Police, Columbia County Sheriff, Columbia County Mental Health office and Needham Risk Management.
 - If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee will notify the appropriate city officials (i.e. Mayor, Highway Dept., Town Administrator, and/or Public Safety). The district would contact the Village of Valatie / Town of Kinderhook, as needed. Likewise, should there be an emergency within the community that has the potential to impact the facilities of the school district, the Superintendent shall be notified immediately.

- If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries; the Chief School Emergency Officer (Superintendent) will activate a phone tree to inform all necessary parties. The phone tree will be located in the Building-Level Emergency Response Plan

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

Responses to Acts of Violence: Implied or Direct Threats

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

- Follow the classroom emergency procedures as directed by the Building Principal.
- Use of employees trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.

- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence

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

- Follow the classroom emergency procedures as directed by the Building Principal.
- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal/Superintendent.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

The Ichabod Crane Central School District has a comprehensive multi-hazard Emergency Response Plan. Such plan is updated annually. Copies of the plan are available in each Principal’s Office and in the district office. Elements of the plan include:

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

Chain of Command

Marie Digirolamo	Superintendent of Schools
Lucas Christensen/Michael Brennan	Assistant Superintendent/Business Manager
Craig Shull	High School Principal
Anthony Marturano	Middle School Co-Principal
Andrea Williams	Primary School Principal
Tim Farley	Middle School Co-Principal

Arrangements for Obtaining Emergency Assistance from Local Government

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

- Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.
- Superintendent/Designee contacts highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

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

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

District Resources Available for Use in an Emergency

The Ichabod Crane Central School District maintains an internal list of resources available during an emergency, including facilities, bulk petroleum, buses and trucks.

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

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

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

Protective Action Options

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

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

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

V - RECOVERY

A. District Support for Buildings

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

B. Disaster Mental Health Services

The district office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools. The Superintendent or their designee may gain additional resources as the situation requires. Potential providers include Questar III BOCES Crisis Management Team, Columbia Memorial Hospital, and the Columbia County Mental Health Center

VI - 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 employees.

Appendix 2:

Summary of Building-level plan.

Appendix 3:

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

Appendix 4:

School Resource Officer Agreement

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

Ichabod Crane Central School District Office

2910 US Route 9
Valatie, NY 12184

Telephone: 518-758-7575 x 3001
Superintendent: Marie Digirolamo

Ichabod Crane High School

2910 US Route 9
Valatie, NY 12184

Telephone: 518-758-7575 x 4002
Principal: Craig Shull

Ichabod Crane Middle School

2910 US Route 9
Valatie, NY 12184

Telephone: 518-758-7575 x 5007
Co-Principals: Timothy Farley and Anthony Marturano

Ichabod Crane Primary School

2910 US Route 9
Valatie, NY 12184

Telephone: 518-758-7575 x 6002
Principal: Andrea Williams

Appendix 2 – Ichabod Crane Central School District Building-Level Emergency Response Plan Summary

Commissioner’s Regulation 155.17

INTRODUCTION

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

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

GENERAL CONSIDERATIONS AND GUIDELINES

A. Purpose

The Ichabod Crane Central School District’s Building-level Emergency Response Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Ichabod Crane Central School District Board of Education, the Principals of the Ichabod Crane Central School District schools appointed a Building-level Emergency Response Team and charged it with the development and maintenance of the School Emergency Response Plan.

B. Identification of School Teams

Each building has developed two emergency teams:

- Building-level Emergency Response Team
- Building-level Post-incident Response Team

C. Concept of Operations

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

D. Plan review and public comment

- This plan will be reviewed periodically during the year and will be maintained by the Building-level Emergency Response Team. The required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of this plan will be made available for public comment at least 30 days prior to its adoption. The School Board may adopt the district-wide and building-level plans only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.
- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the Building-level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.

PLAN SUMMARY

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Designation of School Teams

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

B. Prevention/Intervention Strategies

- Training for emergency teams and individuals who have safety responsibility, including de-escalation training, has been conducted as determined in the district-wide school safety plan.
- Procedures for an annual review and the conduct of drills and exercises to test components of this school's plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials have been developed and will be implemented.
- The District-wide School Safety Plan requires annual multi-hazard training for students and staff. The school's plan describes how this training will be provided to staff and students in the building.

C. Identification of Sites of Potential Emergencies

The District-wide School Safety Plan requires an identification of sites of potential emergency. The Building-level Emergency Response Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

RESPONSE

Ichabod Crane CSD District-Wide Plan:

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A. Assignment of Responsibilities

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

B. Continuity of Operations

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

C. Access to Floor Plans

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

D. Notification and Activation

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

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

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

E. Hazard Guidelines

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

F. Evacuation Procedures

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

- Evacuation before, during and after school hours (including security during evacuation)
- Evacuation routes (internal & external)
- Sheltering sites (internal & external)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students
- Other procedures as determined by the Building-level Emergency Response Team.

G. Security of Crime Scene

Policies and procedures have been established for securing and restricting access to the crime scene in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property.

RECOVERY

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

Short-term actions for recovery include:

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

Long-term actions for recovery include:

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

Appendix 3 - The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Early Warning Signs

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

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

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

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

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

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

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

Identifying and Responding to Imminent Warning Signs

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

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

Imminent warning signs may include:

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

Threat Assessment

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

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

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies

of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

Personality Traits

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

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

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- Demonstrates unusual interest in sensational violence;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, Hitler, Satan or others associated with violence and destruction;
- Manifests behavior that is relevant to carrying out a threat, spends inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, class, work, time with friends.

Family Dynamics

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

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

School Dynamics

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

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

Social Dynamics

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

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

Appendix 4 – SRD Memorandum of Understanding

ATTACHMENT A

School Resource Deputy Sheriff's Responsibilities

1. Consult with and coordinate activities as requested by a school principal.
2. Abide by School Board policies to the extent that such compliance does not interfere with or impede the SRD in the performance of his or her duties as a law enforcement officer.
3. The SRD shall develop an expertise in presenting various specialized subjects, including Federal and State mandates in drug abuse prevention education and shall provide these presentations at the request of school personnel in accordance with the established curriculum.
4. The SRD shall offer assistance to students with issues dealing with probation, mental health, drug and alcohol treatment centers and any other services that can assist in a student's health and well-being, and refer them to the appropriate agency, where necessary and/or appropriate.
5. The SRD shall act as a mentor, advisor, and law enforcement officer and develop a rapport with the staff, students, parents and any outside agencies, as necessary and/or appropriate and encourage group discussions about law enforcement with students, faculty and parents.
6. The SRD shall make him/herself available for parent, student and teacher conference if requested by school officials.
7. Under no circumstances shall the SRD be a school disciplinarian. The SRD will not be involved in the enforcement of disciplinary infractions that do not constitute violations of law.
8. Attend meetings with parents and faculty groups to solicit their support and understanding of the SRD school program and to promote awareness of law enforcement functions.
9. To confer with the principal of the school to which the SRD is assigned to develop plans and strategies to prevent and/or minimize dangerous situations on or near campus or involving students at school related activities.
10. Perform such duties as described herein as requested by the school principal. However, such duties shall not include things normally assigned to school personnel such as lunchroom or hall duty. Nothing herein shall preclude the SRD from being available in areas where interaction with students is expected.

11. The SRD shall familiarize himself/herself with and shall abide by School District policy and applicable law concerning interviews with students should it become necessary to conduct formal law enforcement interviews with students or staff on school property or at school functions under the jurisdiction of the School District insofar as same shall be in harmony with standard police practices and standing general orders.
12. Initiate law enforcement action as necessary and notify the school principal as soon as possible, and, whenever practicable advise the principal before requesting additional law enforcement assistance on campus and undertake all additional law enforcement responsibilities as required by standard police practices and standing general orders.
13. The SRD shall assist the school officials in building security issues and shall take any other emergency actions, as needed, to maintain a safe and secure school.
14. The SRD shall act as a liaison for other law enforcement officers in matters regarding School District policies while on school grounds.
15. The SRD shall affirm the role of law enforcement officer by wearing the police agency issued uniform, unless doing so would be inappropriate for scheduled school activities. The uniform shall be worn at events where it will enhance the image of the SRD and his/her ability to perform his/her duties.
16. The SRD shall assist in school activities if requested by school officials. These activities will commensurate with the duties of the SRD.
17. The SRD in pursuing the performance of his/her duties shall coordinate and communicate with the school principal or the principal's designee.

Appendix 5 – Emergency Remote Instruction Plan

Ichabod Crane CSD Emergency Remote Instruction Information

Availability of Devices and Internet Access

In order to facilitate the educational process in the event of an emergency situation that would require remote instruction for students, the school district completes the annual Student Digital Resources collection process to better inform how this plan can serve the school community. The purpose of this survey is so that the school district can understand the level of access to technology that students within the school district have, primarily in regards to their access to the internet and computers.

To support remote learning, the district will make computer devices and hotspot devices available to the greatest extent possible. In third through twelfth grade, students shall be assigned a computing device and internet access as necessary. In kindergarten through second grade, students will be provided with access to a device and internet access as needed during periods of remote learning. When this is not possible, the school district shall work with community partners to help ensure that public access wi-fi points are available for students and families throughout the community to allow for them to participate in remote learning.

The school district's technology department shall be responsible for assisting students with internet access, including, but not limited to, the use of hotspot devices, and may also be tasked with servicing devices that may not be working properly. This group may also be responsible for providing on-site instructional support for technology integration and for providing learning opportunities through tutorial videos and other virtual means.

Should the school district determine in advance that emergency conditions may require the school district to provide remote instruction during the following day(s), students and staff shall be informed of this possibility via their existing internal and external communication channels with as much advance notice as possible. The school district may communicate this information via the public address system, verbal communication, letters sent home, social media posts, phone calls, and via text messages.

Inevitably, there may be students in the school community for whom remote learning is not appropriate or possible. In these situations, the school district shall assess that individual's unique needs and try to accommodate them with in-person learning, to the extent that is possible. The school district may also consider utilizing 1:1 aides, instruction by phone, or the creation and dissemination of paper materials to the students home, as well as other methods, to better support their individual needs.

Provision of Special Education and Related Services

Should remote learning become necessary, the school district shall ensure that special education services are provided to students who need them, in accordance with their individualized education programs (IEPs) and to ensure that they receive a free appropriate public education (FAPE). In order to facilitate the provision of special education and related services the school district shall ensure that:

- Each student with a disability will be provided the special education services identified in the student's Individualized Education Plan (IEP) as written. Services listed on the IEP may need to be amended to ensure the health and safety of students and staff.
- Regardless of the model (in-person, hybrid, fully remote), parents can expect their child's special education teachers and related service providers to be in contact with them and their students via phone, email, google classroom, or other virtual connections.

- Teachers and related service providers will be providing a variety of resources, materials, and activities that will be designed to continue to allow them to increase academic skills and progress in the New York State Learning Standards.

Expectations for Time Spent in Modalities and Foundation Aid

In the event that the school district were required to go to emergency remote instruction, students shall be provided with opportunities throughout the course of the day to interact with teachers and their peers during live instruction, including group work and question and answer sessions within the classroom structure. The school district’s schedule shall roughly follow what is listed below.

Grades K -3

- Students in K-3 will remain with their assigned class/teacher for full reopening.
- Students in K-3 will maintain a full school day schedule which would include live Google Meets with the teacher in both ELA and Math groups, daily.
- Students in K-3 will continue viewing teacher guided instructional videos via Seesaw and are responsible to complete follow up activities as assigned by the teacher.
- Students will be expected to follow a structured school day schedule from 7:40 am - 2:40 pm each day as indicated below.

Mon.	Tues.	Wed.	Thurs.	Fri.
7:40 - 8:00 am Morning Announcement from Principal	7:40 - 8:00 am Morning Announcement from Principal	7:40 - 8:00 am Morning Announcement from Principal	7:40 - 8:00 am Morning Announcement from Principal	7:40 - 8:00 am Morning Announcement from Principal
8:00 - 9:30 am ELA Video and activity *RS/Phonics and comprehension skill (Frontloading from RS pacing guide)	8:00 - 9:30 am ELA Video and activity *Guided Reading Groups *Google Meet (30 minutes per groupX2)	8:00 - 9:30am ELA Video and activity *Guided Reading Groups *Google Meet (30 minutes per groupX2)	8:00 - 9:30 am ELA Video and activity *Guided Reading Groups *Google Meet (30 minutes per groupX2)	8:00 - 9:30 am ELA Video and activity *Google Meet/RTI (30 minutes per groupX2)
9:45 - 10:15 am Daily Writing	9:45 - 10:15 am Daily Writing	9:45 - 10:15 am Daily Writing	9:45 - 10:15 am Daily Writing	*Fun Friday Activities (physical/emotional activities)

10:15 - 10:45 am Independent Reading	10:15 - 10:45 am Independent Reading	10:15 - 10:45 am Independent Reading	10:15 - 10:45 am Independent Reading	9:45 - 10:15 am Daily Writing
11:00 - 12:30 pm Math Video and activity Google Meet (30 min.per group x 2)	11:00 - 12:30 pm Math Video and activity Google Meet (30 min.per group x 2)	11:00 - 12:30 pm Math Video and activity Google Meet (30 min.per group x 2)	11:00 - 12:30 pm Math Video and activity Google Meet (30 min.per group x 2)	10:15 - 10:45 am Independent Reading
12:30 - 1:00 pm Lunch	12:30 - 1:00 pm Lunch	12:30 - 1:00 pm Lunch	12:30 - 1:00 pm Lunch	11:00 - 12:30 pm Math Google Meet/RTI (30 min. per group x 2)
1:00 - 1:30 pm Support Services Google Meet	1:00 - 1:30 pm Support Services Google Meet	1:00 - 1:30 pm Support Services Google Meet	1:00 - 1:30 pm Support Services Google Meet	12:30 - 1:00 pm Lunch
1:00 - 1:45 pm Teacher Open Office Time	1:00 - 1:45 pm Teacher Open Office Time	1:00 - 1:45 pm Teacher Open Office Time	1:00 - 1:45 pm Teacher Open Office Time	1:00 - 1:30 pm Support Services Google Meet
1:45 - 2:25 pm Special	1:45 - 2:25 pm Special	1:45 - 2:25 pm Special	1:45 - 2:25 pm Special	1:00 - 1:45 pm Teacher Open Office Time
2:30 - 2:40 pm Closing Announcements	2:30 - 2:40 pm Closing Announcements	2:30 - 2:40 pm Closing Announcements	2:30 - 2:40 pm Closing Announcements	1:45 - 2:25 pm Special
				2:30 - 2:30 pm Closing Announcements

Grades 4 - 8

- Students and teachers will follow their regular schedules and will attend classes virtually.
- Staff will give students periodic screen breaks.
- Instruction will be provided through a variety of formats including large and small group instruction in Google Meet, Google Classroom, online videos, and additional learning applications.

Grades 9-12

- Students and teachers will follow their Day 1 / Day 2 schedules and will attend virtual classes. A modified schedule will be provided to students and staff that allows for short breaks from screens during each block. Students will be expected to attend class virtually following a specific time schedule.
- Instruction will be provided through a variety of formats including large and small group instruction in Google Meet, Google Classroom, online videos, and additional learning applications.

For state aid purposes, the school district estimates that they will spend approximately six hours of time in remote instruction due to emergency conditions.