

Ichabod Crane Central School District District-Wide School Safety Plan

2025 - 2026

Revised: May 2025

Address: 2910 Route 9, Valatie, New York

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Ichabod Crane Central School District District-Wide School Safety Plan

I. INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. 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 schools with local and county resources in the event of such incidents or emergencies. The District-Wide School Safety Plan is a comprehensive, multi-hazard school safety plan that covers all school buildings of the school district that addresses crisis intervention, emergency response and management at the district level.

The District-Wide Plan is responsive to the needs of all schools within the District and is consistent with the more detailed and confidential Building Level Emergency Response Plan. Schools are at risk of a wide variety of acts of violence and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law.

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

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

A. Designation of the Chief Emergency Officer

§ 155.17(c)(1)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

- a) coordination of communication between school staff, law enforcement, and other first responders;
- b) lead 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 building-level emergency response plans;
- c) ensure staff understanding of the district-wide school safety plan;
- d) ensure the completion and yearly update of building-level emergency response plans for each school building;
- e) assist in the selection of security related technology and development of procedures for the use of such technology;

- f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the districtwide school safety plan and building-level emergency response plan(s);
- g) ensure the conduct of required evacuation and lock-down drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by section 807 of the Education Law; and
- h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

The Ichabod Crane Central School District Chief Emergency Officer:

Name	Marie Digirolamo
Title	Superintendent
Telephone Number	518-758-7575

B. Appointment of the District Wide School Safety Team

Upon adoption of the District Wide School Safety Plan, the following appointments are made to the District Wide School Safety Team:

Board of Education	TBD pending Committee Assignments
District Administrator	Marie Digirolamo
Representative of Teacher Organization	Gregory Miller John Wilary
Representative of Administrator Organizations	Craig Shull Anthony Marturano Andrea Williams/Debra Berndt (Interim)
Representative of Parent Organization	
School Safety Personnel	John Moore, NYS Police Carlson Tillman, SRD
Director of Transportation/Facilities	Dan Doyle
Bus Driver and Monitor	Tami Barlow
Student (optional)*	TBD
Business Manager	Michael Brennan
Nurse	Michelle Warner
Chemical Hygiene Officer	Cori Drummond
School Counselor	Joan Tooher-Holsapple
Director of Special Education	Peg Warner
Other	Questar Health and Safety, Consultant
Other	Needham Risk Management, Safety Consultant

The District Wide School Safety Team will meet regularly throughout the year to:

- Assess and review the District-wide Safety Plan annually and make updates, as needed throughout the school year.
- Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
- Conduct training sessions as necessary.
- Support the Building-level Emergency Response Planning Teams at each school as necessary.
- Meet with local emergency responders to develop procedures for emergency situations that exceed the expertise and/or resources of the district.
- Prepare the updated District-wide School Safety Plan for the required public comment period, public meeting and adoption by the Board of Education by the required deadline of September 1 each school year.
- Additional tasks as requested by the Superintendent.

*Per the regulations, the student representative will not be present for discussions about confidential building-level response plans or portions of the district-wide emergency response strategies that are confidential, and no portion of a confidential building-level emergency response plan will be shared with the student representative(s).

C. District Information

The Ichabod Crane Central School District serves a student population of approximately 1,700. Within the district there are approximately 280 employees, who serve a variety of functions in the development and education of the entire district's student body. The Ichabod Crane CSD operates three school buildings, all located at 2910 US Route 9, Valatie, NY 12184.

Ichabod Crane Central School District Building Names and Locations

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

Principal: Anthony Marturano

Assistant Principal: Erin Russo

Ichabod Crane Primary School

2910 US Route 9

Valatie, NY 12184
Telephone: 518-758-7575 x 6002
Principal: Andrea Williams/Debra Berndt (Interim)

Ichabod Crane Central School District Office

2910 US Route 9
Valatie, NY 12184
Telephone: 518-758-7575 x 3001
Superintendent: Marie Digirolamo
<https://www.ichabodcrane.org/>

D. District Wide School Safety Plan Review and Public Comment

To comply with New York State Education Law §2801-a and Commissioner's Regulation 155.17(c)(3)(i), The District must adopt and submit its District-Wide School Safety Plan to the New York State Education Department (NYSED).

Annual Review and Update: The District-Wide School Safety Planning Team conducts meetings to review the Plan and throughout the school year, stakeholder feedback is gathered from various sources.

Public Comment Period: To ensure that the plan is in place and board approved by the September 1 deadline, the updated draft plan will be posted on the District's website. A 30-day public comment period is initiated, during which stakeholders can provide feedback.

Public Hearing and Board Adoption: A public hearing allows participation from school personnel, parents, students, and other interested parties. Following the hearing, the Board of Education adopts the final plan by September 1st, ensuring compliance with the requirement for at least one public hearing prior to adoption.

Submission to NYSED: Within 30 days of adoption, and no later than October 1st, the approved plan will be posted on the district website, and the superintendent will submit the plan URL and an attestation regarding staff training to the NYSED via the SED Monitoring application, providing contact information for the Chief Emergency Officer and details of the public comment period and adoption date.

Confidentiality of Building-Level Emergency Response Plans: In accordance with Education Law §2801-a, all school building-level emergency response plans remain confidential and are not subject to public disclosure. These plans are updated annually by September 1st and submitted to NYSED, local law enforcement, and the State Police by October 1st.

E. District Policy Manual

The policy statements formulated by the Board of Education of the Ichabod Crane Central School District are available on the district website (<https://www.ichabodcrane.org/board-of-education/board-policies/>).

The policies related to school safety include but are not limited to:

Appendix E: 1520 Public Conduct on School Property

Appendix F: 8130 School Safety Plans and Teams

Appendix G: 8130.1 Extreme Risk Protection Orders (Red Flag Law)

Appendix H: 8132 Fire Evacuation Drills

Appendix I: 8210.1 Use of Surveillance Cameras on School Property

Appendix J: 8414 School BUs Safety

Appendix K 8414.4 Use of Video Cameras on School Buses

II. 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. Examples of the topics covered:

- JCK Foundation
- Sources of Strength
- 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
- Group counseling, individual counseling, and student counseling
- Cyber bullying awareness programming
- Internet safety programs
- SADD (Students Against Destructive Decisions)
- Dignity for All Students Act (DASA)

Security Procedures

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

- All visitors entering school buildings are directed to the Main Office to provide identification and receive identification (printed lapel sticker). Anyone who is found in the building without identification is directed back to the Main Office.
- Digital video surveillance systems are installed in district facilities. Video surveillance capabilities will be reviewed and expanded as needed.
- Security audits are regularly conducted by local law enforcement, local fire department officials, insurance companies, and risk management personnel.
- Ichabod Crane CSD policy and procedures related to emergency protocols are confidential and not available to the public.

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 installation of impact resistance glass in all 3 buildings.

Consideration of Silent Panic Alarm Systems

Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which amends Education Law §2801-a to require that district-wide school safety teams consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans. District-wide school safety teams shall consider, as part of their review of the comprehensive district-wide safety plan, the installation of a panic alarm system.

Section 155.17(b) of the Regulations of the Commissioner of Education defines silent panic alarm systems as, "Panic alarm system means a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality

in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application.”

The District Wide School Safety team will evaluate and consider silent panic alarms on an annual basis.

Training, Drills, and Exercises

Trauma Informed Drills

The district will perform emergency drills in a trauma informed manner. The district will avoid using tactics in training and drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. These drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Drill Procedures

The School District shall practice emergency response procedures under its District-Wide School Safety Plan and each of its Building-Level Emergency Response Plans, where possible, in cooperation with local law enforcement, emergency preparedness plan officials, and other first responders as follows:

- Evacuation and Lockdown drills shall be conducted with students at least twelve times in each school year, eight of the required drills shall be held between September first and December thirty-first of each such year.
- Eight of all such drills shall be evacuation drills, four of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways and exit doors. Six evacuation drills will be conducted by December thirty-first.
- Four of all such required drills shall be Lockdown drills. Two Lockdown drills will be conducted by December thirty-first.
- The school district buildings may use temporary visual barriers to create a safe space during lockdown situations.
- Drills shall be conducted at different times of the school day.
- Students shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.
- Four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations.

- At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one of such drills shall be held during the first week of summer school.
- Parents or persons in parental relation shall be notified at least one week prior to the drill.
- One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- Such drills shall test the usefulness of the communications and transportation system during emergencies.
- Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency.
- With the exception of evacuation drills, at the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill.
- The District may choose to conduct tabletop exercises as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

If the district chooses to opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency, such exercises ***shall not be conducted on a regular school day or when school activities such as athletics are occurring on school grounds***. Such exercises shall not include students without written consent from parents or persons in parental relation.

Drill Notification for Persons in Parental Relation

Each building within the School District shall be required to develop a schedule and process to notify parents, and persons in parental relation of scheduled drills which will include students. Notification of all drills will be made within one week by using Parent Square.

Drills held at the District or building level will be followed by a debriefing with participant stake holders to identify areas of success and opportunities for improvement.

Building representatives will provide a report to the District-Wide Safety Team on drill status during regularly scheduled district-wide safety meetings.

Training

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

- An annual review of the building-level emergency response plan and general employee awareness training for building employees conducted by each principal or their designee.

- The annual early go home drill to test evacuation and sheltering procedures.
- Each school building conducts evacuation drills throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures.

Topics for training will include general security and safety measures, safety intervention strategies, building security awareness, violence prevention, mental health, and reporting requirements and procedures.

Training for school staff, including bus drivers and monitors, includes awareness of behaviors that may signal emotional distress or violent tendencies, as well as protocols for reporting concerns. Staff also receive annual instruction on the District Code of Conduct and participate in professional development related to threat assessment and trauma-informed practices. For example, training may cover de-escalation techniques, recognizing early signs of behavioral escalation, and strategies for supporting at-risk students. These sessions are conducted or coordinated by the Superintendent and are available through staff development days, on-demand modules, and in-person workshops.

Assignment of Responsibilities

Faculty and Staff

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 schools:

- Oversight of school building security procedures.
- Oversight and/or advisement on school security technology.
- Participation in the District Wide School Safety Team and Building Level Emergency Response Team.
- Development of relationships with students and staff.

The memorandum of understanding outlining the role and responsibilities of school safety personnel can be found in Appendix C.

Building Administrators

The Building Principal or their designee shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

- Monitor hallways, entryways, 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 Emergency Response Planning 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.
 - Ensure that employees and students shall receive annual training and drill practice on protocols for evacuation, sheltering, lockdown, 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 of Schools or their designee.

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 schools, the District completes a fingerprinting and criminal background check prior to appointment. No employee will work in the District until fingerprint clearance is received. Employees include: any person receiving compensation for work from schools; 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 the administrative team along with the application.

- 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, including but not limited to the identification of family, community, and environmental factors to teachers, administrators, school personnel, including school bus drivers and monitors, parents and other persons in parental relation to students of the school district, students and other persons deemed appropriate to receive such information. In addition, employees shall receive training on the District's Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the Superintendent of Schools.

The Ichabod Crane Central School District utilizes a multi-disciplinary safety (behavioral) threat assessment team at the building-level which assesses whether certain exhibited behaviors or actions need intervention or other support. All district staff are trained annually on the purpose and procedures of these teams. These teams meet periodically throughout the school year to discuss behavioral intervention techniques, suicide ideation, and any other topics deemed necessary.

The membership of the Safety Assessment Team is multi-disciplinary and provides an array of opinions and perspectives when evaluating a student. While an initial assessment may occur with just a mental health professional and a school administrator, follow-up steps (if necessary) should include personnel who are specific to the student. For example, if a student is involved with sports, the team could include a coach, or the team may bring in teachers who are familiar with the student. Ideally, teams will include representatives who provide differing perspectives (e.g. mental health and administration) and professionals who are familiar with the at-risk student (e.g. teachers and coaches). An example team membership includes:

- Building administrators
- School-based mental health professional (Guidance counselor/school psychologist/school social worker)
- Teacher/coach (Who is familiar with the student)
- School resource officer
- Behavior specialist
- Others who may know the student

This team can expand or contract as necessary, but functions best when it has multiple perspectives and experiences. Further information on the process is included in Appendix A.

C. Hazard Identification

The District-Wide School Safety Plan requires the identification of potential hazards and emergency response protocols. Each Building-level Emergency Response Team has identified both internal and external hazards that may warrant protective actions.

The location of potential hazards, such as chemical storage, propane & motor fuel storage, potential fire hazards, electrical hazards, playground equipment, etc. are documented in a building and facility diagram. Site hazards are identified in the County/Town Hazard Assessment in each of the plans.

III. 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. This includes, but is not limited to, the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapons, knives or other dangerous instrument capable of causing death or serious injury, riots, hostage-taking, or kidnapping.

Communications systems are:

Internal

Teachers and building employees	Public address system, email, text message, other electronic communications
Students	Public address system, verbally from supervising teachers, other electronic communications
Superintendent of Schools	Phone, email, radio, verbal communication, text message, other electronic communications
Buildings and Grounds	Phone, radio, other electronic communications
Board of Education	Phone, E-mail, other electronic communications

External

New York State Police	911 or (518) 851-2001
Columbia County Sheriff's Office	911 or (518) 828-0602
Valatie Fire Department	911 or (518) 758-7556
Parents	District Website: https://www.ichabodcrane.org

	District Office – (518) 758-7575 ParentSquare Messenger Texts and Seesaw messages E-Mail Notifications Local Media/TV Stations
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The Director of Communications or designee would be responsible for conveying emergency information to educational facilities within the district. The Director of Communications or designee would take appropriate steps to secure the following information about each educational agency within the District: Number of students, number of employees, transportation requirements associated with the evacuation of each facility and the business and home telephone numbers of key officials of each agency. Such information would be updated at least annually. Each such agency would report material changes to such data, in writing, within seven days of such change.

Information will be provided to parents, guardians or persons in parental relation in the event of a violent incident or an early dismissal through the use of telephone, email, messenger system, local and regional radio and TV stations, or website postings. The radio and TV stations are the same stations that are used to announce official delays or closings. Information regarding communication procedures is provided to parents through the website and building handbooks. Additionally, if an event occurs at the campus where students cannot be released immediately, a parent/community public information center may be established at another campus building. In the event that this public information center is established, parents and community members are encouraged not to report to the main campus where a building may be in crisis, but rather gather at a designated meeting place where regular public information statements will be made by the Director of Communications or designee.

B. Emergency Response Protocols

The Ichabod Central School District has a comprehensive multi-hazard Emergency Response Plan for each building in the district. Such plan is updated annually. The school district provides annual training to all staff and faculty on the school district's emergency response actions, includes this information in each classroom's emergency folder, and discusses it regularly throughout the year during drills, tabletop exercises, and faculty meetings.

The district uses a standardized emergency response protocol framework which includes the following actions:

Shelter/Shelter-in-Place: Used to shelter students and staff inside the building because it is safer inside the building than outside.

Hold-in-Place: Used to restrict movement inside the building while dealing with a short-term incident, such as a medical emergency.

Evacuate: Used when students and staff must leave the building.

Secure Lockout: Used when students and staff must remain inside **locked school buildings** during incidents that pose an imminent concern outside of the school.

LOCKDOWN: Used to secure students and staff inside **locked classrooms** during incidents that pose an immediate threat of violence in or around the school.

Chain of Command

Marie Digirolamo	Superintendent of Schools
Lucas Christensen/Michael Brennan	Assistant Superintendent/School District Leader of Business and Operations
Craig Shull	High School Principal
Anthony Marturano	Middle School Principal
Andrea Williams/Debra Berndt (Interim)	Primary School Principal

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 emergency response procedure(s) as directed by the Building Principal.
- Use of employees trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal and School Resource Officer of implied or direct threat.
- Determine level of threat with Superintendent of Schools/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

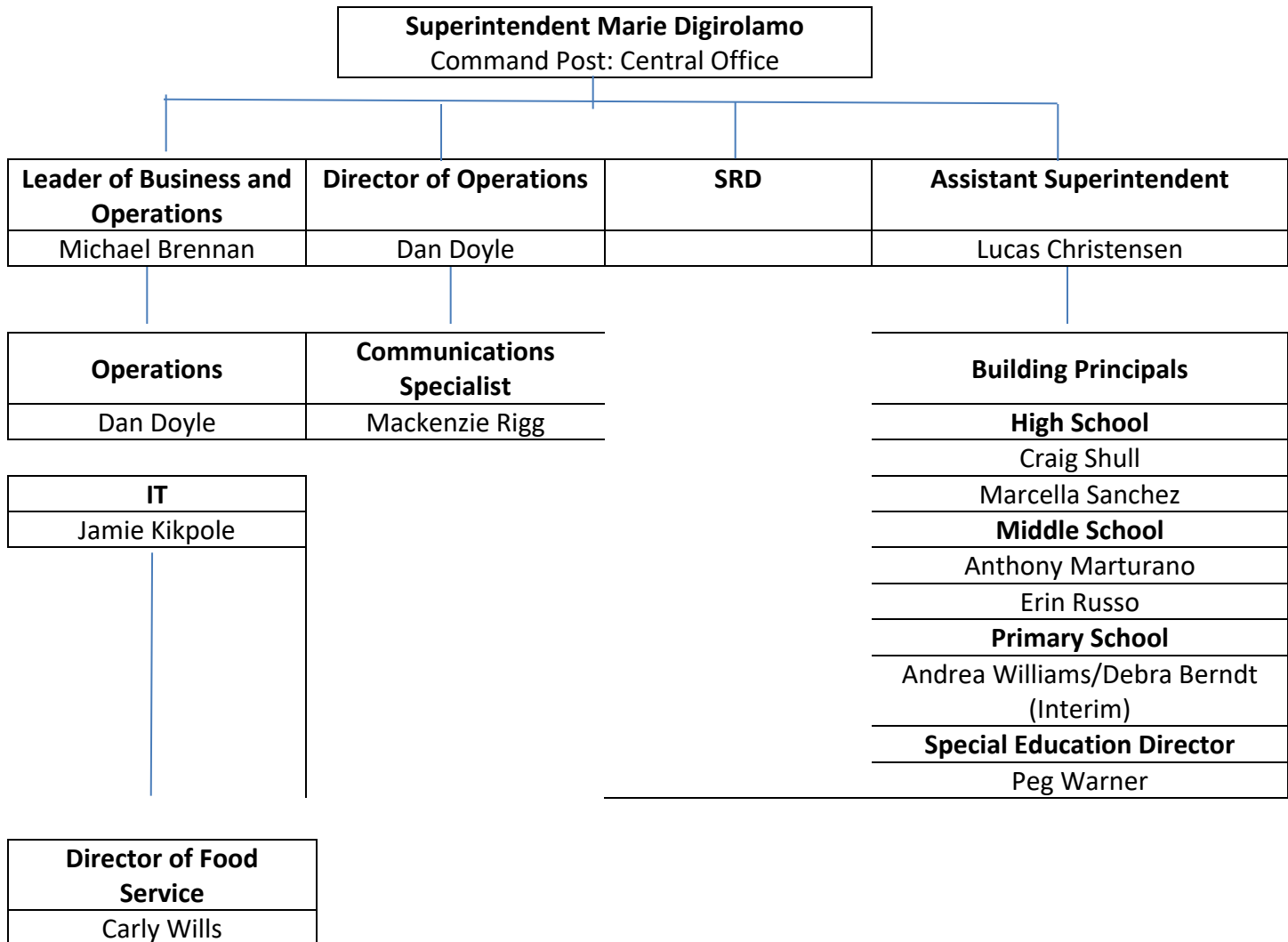
Acts of Violence

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

- Follow the emergency response procedure(s) as directed by the Building Principal as included in the Building-Level Emergency Response Plan.
- Determine level of threat with Superintendent of Schools/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary or threat is imminent, initiate Lockdown procedures and contact appropriate law enforcement agency.

- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

In the event that the district activates the Incident Command System, the following command structure will be implemented:



Follow-up actions and debrief of the violent incident should include:

1. Investigation of the incident by Building Principal and law enforcement, as necessary.
2. Preparation of written accounts of the incident by all involved.
3. Review of written accounts by the Building Principal for any disparities.
4. Appropriate disciplinary action according to the code of conduct.
5. Review of the entire incident by administration for future planning.
 - a. What happened?
 - b. Where did it happen?

- c. When did it happen?
 - d. Why did it happen?
 - e. How did it happen?
 - f. How many individuals were involved?
 - g. Are the individuals associated with a group?
 - h. How could the incident have been prevented?
 - i. What warning signs were missed?
 - j. What can we do to prevent a future incident?
6. Counseling or other needed support for the victim(s), other students and staff involved in the incident.
 7. Necessary reporting and parental notification.

Each school's Building-Level emergency response plan lists building specific response actions to criminal acts, bomb threats, civil disturbance, intrusion, hostage taking, kidnapping, as well as technological and natural disasters.

Arrangements for Obtaining Emergency Assistance from Local Government

The administration shall use the following process in making arrangements for obtaining assistance during emergencies from emergency service organizations and local government agencies:

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

Procedures for Obtaining Advice and Assistance from Local Government Officials

The 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 of Schools/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: Red Cross, fire department, police, private industry, private individuals, religious organizations and others.

District Resources Available for Use in an Emergency

The district maintains an inventory of resources available during an emergency, including fuel sources, communications, food service capability, maintenance vehicle lists, and medical supplies and AED, CPR, and First Aid trained staff.

Procedures to Coordinate the Use of School District Resources and Person-power during Emergencies

The District shall use the following procedure to coordinate the use of school resources and person-power during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent of Schools or their designee and request the necessary person-power or resources.
- The Superintendent of Schools 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 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 of Schools/Safety Team.
 - Make determination – Superintendent of Schools.
 - Contact local media – Superintendent of Schools or Director of Communications.
- School Delay
 - Monitor any situation that may warrant school delay – Building Administrators/ Superintendent of Schools/Safety Team.
 - If conditions warrant, delay opening of school.
 - Contact Transportation Supervisor to coordinate transportation issues.
 - 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 of Schools/Safety Team.
 - If conditions warrant, close school – Superintendent of Schools.
 - Contact Transportation Supervisor to arrange transportation.
 - 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 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 of Schools or Designee.
 - Contact Transportation Supervisor to arrange transportation – Superintendent of Schools 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 of Schools 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 personnel until all students have been returned home.
- Sheltering Sites (internal and external)
 - Determine the level of threat – Superintendent of Schools/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 Director of Communications to provide information and current status of the situation to parents and other inquiring parties.
 - Retain appropriate personnel until all students have been returned home.

Remote Instruction Plan

The Ichabod Crane Central School District has created a remote instruction plan and intends to enact the plan in the case of an emergency school closure where appropriate. Please find the district's remote instruction plan in Appendix B.

Continuation of Operations Plan

In accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a the District has adopted a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing and can be found in Appendix D.

Closure of a School Building

In accordance with Section 155.17(f) of the Commissioner’s Regulations, the District has established a protocol for reporting to the New York State Education Department (NYSED) and the BOCES district superintendent whenever a building-level emergency response plan is activated and results in the closure of a school building.

Reporting to NYSED

In the event of an emergency that requires the activation of the District-Wide School Safety Plan or a Building-Level Emergency Response Plan, and that results in the closure of a school building for in-person instruction, the superintendent or building principal will contact the BOCES district superintendent via telephone or email, and notify the Commissioner of Education via the NYSED “Report of School Closure” portal as soon as is practicable following the decision to close the building.

Even in cases where remote instruction continues during the emergency, a Report of School Closure must still be submitted. This includes closures where instruction is temporarily relocated to another facility or conducted through virtual platforms.

Required Follow-Up Reporting

Once it is deemed safe to re-open the building and resume in-person instruction, the Superintendent or building principal will complete a corresponding “Report of School Re-Opening” using the NYSED portal. This report must include:

- The actual duration of the closure;
- The instructional location and modality during the closure (e.g., remote, hybrid, alternate site);
- Any additional details that were not available at the time of initial closure.

Scope and Applicability: Closures that require this reporting include, but are not limited to:

- Natural disasters (e.g., hurricanes, floods, earthquakes);
- Infrastructure failures (e.g., extended power outages, water supply issues);
- Public health emergencies (e.g., infectious disease outbreaks);
- Threats to safety (e.g., bomb threats, active shooter incidents);
- Extraordinary adverse weather events, excluding routine snow days.

Routine weather-related closures due to snow do not require submission of a Report of School Closure or notification to the BOCES district superintendent.

By following this reporting protocol, the District ensures transparency, accountability, and compliance with state requirements while supporting the safety and continuity of learning for all students.

C. Hazard Identification

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

- Route 9 – Potential for hazardous materials incidents, large fires, and/or explosions
- Nearby shopping centers

- School fuel storage systems
- Proximity of Key Bank

The buildings and grounds associated with each of these facilities have the potential for a main campus or Building-Level emergency or incident.

IV. RECOVERY

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District Plan supports the building-level plan by deploying district resources that support the school’s building-level emergency response team and the post-incident response team. A debriefing by the Building Level Post-Incident Response Team is an essential part of the recovery phase following an emergency incident. The debriefing will be used in part to evaluate the district’s plan for possible revisions.

Central Administration Support for Buildings

The Ichabod Crane Central School District provides resources and personnel to support the Building-Level Emergency Response Team(s) and Post-Incident Response Team(s). Each building-level plan identifies the Incident Command System primary and alternate appointments, and in the aftermath of an emergency, the district will facilitate the opportunity to debrief and rehab in a controlled environment. Additionally, members of the Post-Incident Response Team will be provided with sufficient staffing to allow the rotation of personnel, and the opportunity to debrief and rehab in a controlled environment.

Disaster Mental Health Services

The district will work with the School Psychologist, Guidance Director, and School Nurse to coordinate disaster mental health resources through the Columbia County Mental Health Department, community sources, neighboring school districts, and other disaster mental health providers to fully support members of the crisis response team.

If necessary, the district will coordinate 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

In conclusion, the Ichabod Crane Central School District's safety-related programs and procedures are under the oversight of the Chief Emergency Officer and will be revised as necessary to effectively respond to evolving circumstances.

Appendix A: Enhancing School Safety Using a Threat Assessment Model An Operational Guide for Preventing Targeted School Violence

This guide was prepared by the staff of the U.S. Secret Service National Threat Assessment Center (NTAC) (2018)

INTRODUCTION

When incidents of school violence occur, they leave a profound and lasting impact on the school, the community, and our nation as a whole. Ensuring safe environments for elementary and secondary school students, educators, administrators, and others is essential. This operational guide was developed to provide fundamental direction on how to prevent incidents of targeted school violence, that is, when a student specifically selects a school or a member of the school community for harm. The content in this guide is based on information developed by the U.S. Secret Service, Protective Intelligence and Assessment Division, National Threat Assessment Center (NTAC)

When establishing threat assessment capabilities within K-12 schools, keep in mind that there is no profile of a student attacker. There have been male and female attackers, high-achieving students with good grades as well as poor performers. These acts of violence were committed by students who were loners and socially isolated, and those who were well-liked and popular. Rather than focusing solely on a student's personality traits or school performance, we can learn much more about a student's risk for violence by working through the threat assessment process, which is designed to gather the most relevant information about the student's communications and behaviors, the negative or stressful events the student has experienced, and the resources the student possesses to overcome those setbacks and challenges.

CREATING A COMPREHENSIVE TARGETED VIOLENCE PREVENTION PLAN

Ensuring the safety of our schools involves multiple components, including physical security, emergency management, and violence prevention efforts in the form of a threat assessment process. This process begins with establishing a comprehensive targeted violence prevention plan. The plan includes forming a multidisciplinary threat assessment team, establishing central reporting mechanisms, identifying behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders. It can also help schools mitigate threats from a variety of individuals, including students, employees, or parents. This guide provides basic instructions for schools on creating a targeted violence prevention plan, the focus of which is to decrease the risk of students engaging in harm to themselves or the school community. These recommendations serve as the starting point on a path to implementation that will need to be customized to the specific needs of your school, your student body, and your community. When creating these plans, schools should consult with legal representatives to ensure that they comply with any applicable state and federal laws or regulations.

STEP 1. ESTABLISH A MULTIDISCIPLINARY THREAT ASSESSMENT TEAM

The first step in developing a comprehensive targeted violence prevention plan is to establish a multidisciplinary threat assessment team (hereafter referred to as the "Team") of individuals who will direct, manage, and document the threat assessment process. The Team will receive reports about concerning students and situations, gather additional information, assess the risk posed to the school

community, and develop intervention and management strategies to mitigate any risk of harm. Some considerations for establishing a Team include:

Some schools may pool their resources and have a single Team that serves an entire district or county, while other districts may choose to have a separate Team for each school.

Teams should include personnel from a **variety of disciplines** within the school community, including teachers, guidance counselors, coaches, school resource officers, mental health professionals, and school administrators. The multidisciplinary nature of the Team ensures that varying points of view will be represented and that access to information and resources will be broad.

The Team needs to have a **specifically designated leader**. This position is usually occupied by a senior administrator within the school.

Teams should establish **protocols and procedures** that are followed for each assessment, including who will interview the student of concern; who will talk to classmates, teachers, or parents; and who will be responsible for documenting the Team's efforts. Established protocols allow for a smoother assessment process as Team members will be aware of their own roles and responsibilities, as well as those of their colleagues.

Team members should meet whenever a concerning student or situation has been brought to their attention, but they should also **meet on a regular basis** to engage in discussions, role-playing scenarios, and other teambuilding and learning activities. This will provide members of the Team with opportunities to work together and learn their individual responsibilities so that when a crisis does arise, the Team will be able to operate more easily as a cohesive unit.

STEP 2. DEFINE PROHIBITED AND CONCERNING BEHAVIORS

Schools need to establish policies defining prohibited behaviors that are unacceptable and therefore warrant immediate intervention. These include threatening or engaging in violence, bringing a weapon to school, bullying or harassing others, and other concerning or criminal behaviors. Keep in mind that **concerning behaviors occur along a continuum**. School policies should also identify behaviors that may not necessarily be indicative of violence, but also warrant some type of intervention. These include a marked decline in performance; increased absenteeism; withdrawal or isolation; sudden or dramatic changes in behavior or appearance; drug or alcohol use; and erratic, depressive, and other emotional or mental health symptoms.

If these behaviors are observed or reported to the Team, schools can offer resources and supports in the form of mentoring and counseling, mental health care, tutoring, or social and family services.

The threshold for intervention should be relatively low so that Teams can identify students in distress before their behavior escalates to the point that classmates, teachers, or parents are concerned about their safety or the safety of others. It is much easier to intervene when the concern is related to a student's struggle to overcome personal setbacks, such as a romantic breakup, than when there are concerns about threats posed to others.

During the assessment process, Teams may identify other **concerning statements and actions** made by the student that may not already be addressed in their policies. Gathering information about these behaviors will help the Team assess whether the student is at risk for attacking the school or its students and identify strategies to mitigate that risk.

STEP 3. CREATE A CENTRAL REPORTING MECHANISM

Students may elicit concern from those around them in a variety of ways. They may make threatening or concerning statements in person, online, or in text messages; they may engage in observable risky behavior; or they may turn in assignments with statements or content that is unusual or bizarre. When this occurs, those around the student need a method of reporting their concerns to the Team.

Schools can **establish one or more reporting mechanisms**, such as an online form posted on the school website, a dedicated email address or phone number, smart phone application platforms, or another mechanism that is accessible for a particular school community.

Students, teachers, staff, school resource officers, and parents **should be provided training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.**

Teams need to be sure that a team member proactively monitors all incoming reports and can **respond immediately** when someone's safety is concerned.

Regardless of what method schools choose to receive these reports, there should be an **option for passing information anonymously**, as students are more likely to report concerning or threatening information when they can do so without fear of retribution for coming forward.

The school community should feel confident that team members will be responsive to their concerns, and that **reports will be acted upon, kept confidential, and handled appropriately.**

STEP 4. DETERMINE THE THRESHOLD FOR LAW ENFORCEMENT INTERVENTION

The vast majority of incidents or concerns that are likely to be reported can be handled by school personnel using school or community resources. For example, the most common types of reports submitted to Safe2Tell Colorado during the 2016- 2017 school year were related to suicide, bullying, drugs, cutting (self-harm), and depression.² Some of these common reports may not require the involvement of law enforcement. Those that do warrant law enforcement intervention include threats of violence and planned school attacks, which constituted Safe2Tell's sixth and seventh most common types of reports, respectively.

Reports regarding student **behaviors involving weapons, threats of violence, physical violence, or concerns about an individual's safety** should immediately be reported to local law enforcement. This is one reason **why including a school resource officer or local law enforcement officer** on the Team is beneficial.

If a school resource officer is not available to serve on the Team, schools should set a clear threshold for times and situations **when law enforcement will be asked to support or take over an assessment**. For example, it might be necessary to have law enforcement speak with a student's parent or guardian, search a student's person or possessions, or collect additional information about the student or situation outside the school community during the assessment.

STEP 5. ESTABLISH ASSESSMENT PROCEDURES

Teams need to establish clearly defined processes and procedures to guide their assessments. Note that any safety concerns should be immediately addressed before the procedures described below take place. When followed, the procedures should allow the Team to form an accurate picture of the student's thinking, behavior, and circumstances to inform the Team's assessment and identify appropriate interventions.

Maintain documentation to keep track of when reports come in; the information that is gathered; when, where, and how it was obtained; who was interviewed; the behaviors and circumstances of the student of concern; and the intervention strategies taken. Documentation requirements, such as forms and templates, should be included in the plan to ensure standardization across cases.

Use a community systems approach. An effective approach for gathering information to assess a student of concern is **to identify the sources that may have information on the student's actions and circumstances**. This involves identifying the persons with whom the student has a relationship or frequently interacts and the organizations or platforms that may be familiar with the student's behaviors. Students exist in more than one system and they come in contact with people beyond their classmates and teachers at school. Gathering information from multiple sources ensures that Teams are identifying concerning behaviors, accurately assessing the student's risks and needs, and providing the appropriate interventions, supports, and resources.

Examine online social media pages, conduct interviews, review class assignments, and consider searching the student's locker or desk. Team members should also review **academic, disciplinary, law enforcement, and other formal records** that may be related to the student. When reviewing school records, be sure to determine whether the student has been the subject of previous reports to school officials, especially if the student has a history of engaging in other concerning or threatening behaviors. Also determine if the student received any intervention or supports and whether those were beneficial or successful. The Team may be able to draw on information from previous incidents and interventions to address the current situation for the student. This factor further emphasizes the importance of the Team's documentation to ensure the accuracy and availability of information regarding prior contacts the student of concern may have had with the Team.

Build rapport that can facilitate information-gathering efforts. By demonstrating that their goal is to support individuals who may be struggling, while ensuring that the student and the school are safe, Teams may be better able to build a positive relationship with a student of concern and the student's parents or guardians. When Teams have established this rapport, parents or guardians may be more likely to share their own concerns, and the student may be more forthcoming about frustrations, needs, goals, or plans.

Evaluate the student's concerning behaviors and communications in the context of their age and social and emotional development. Some students' behaviors might seem unusual or maladaptive, but may be normal for adolescent behavior or in the context of a mental or developmental disorder. To ensure that these students are being accurately assessed, collect information from diverse sources, including the reporting party, the student of concern, classmates, teammates, teachers, and friends. Consider whether those outside of their immediate circle, such as neighbors or community groups, may be in a position to share information regarding observed behaviors.

Investigative themes

Teams should organize their information gathering around several themes or areas pertaining to the student's actions, circumstances, and any other relevant threat assessment factors. Addressing each theme is necessary for a complete assessment and may uncover other avenues of inquiry to help determine whether the student is at risk for engaging in violence. Using the themes to identify where the student might be struggling will help the Team identify the most appropriate resources. Keep in mind, there is no need to wait until the Team has completed all interviews or addressed every theme before taking action. As soon as an area for intervention is identified, suitable management strategies should be enacted.

Motives

Students may have a variety of motives that place them at risk for engaging in harmful behavior, whether to themselves or others. If you can discover the student's motivation for engaging in the concerning behavior that brought him/her to the attention of the Team, then you can understand more about the student's goals. The Team should also assess how far the student may be willing to go to achieve these goals, and what or who may be a potential target. Understanding motive further allows the Team to develop management strategies that can direct the student away from violent choices.

Communications

Look for concerning, unusual, bizarre, threatening, or violent communications the student made. The student's communications may reveal grievances held about certain issues or a possible intended target. They may allude to violent intentions or warn others to stay away from school at a certain time. They may reveal information relevant to the other investigative themes by making reference to feelings of hopelessness or suicide, a fascination with violence, interest in weapons, or other inappropriate interests. These statements might be made in person to classmates, teammates, or friends; in writing on assignments or tests; and/or via social media, text messages, or photo or video-sharing sites. Earlier NTAC research that examined attacks on schools found that not every student directly threatened their target prior to attack, but in a majority of incidents (81%), another person was aware of what the student was thinking or planning. It is important for Teams to remember that a student who has not made threatening statements may still be at risk for engaging in violence. Whether or not the student made a direct threat should not be the lone indicator of concern.

Inappropriate interests

Gather information about whether the student has shown **an inappropriate or heightened interest in concerning topics such as school attacks or attackers, mass attacks, or other types of violence**. These interests might appear in the student's communications, the books the student reads, the movies the student watches, or the activities the student enjoys. The context of the student's interests is an important factor to consider. For example, a student's interest in weapons may not be concerning if the student is a hunter or is on the school's rifle team, with no evidence of an inappropriate or unhealthy fixation on weapons. In other situations, the context surrounding a student's interest in weapons could be of concern. For example, if a student is fixated on past school shooters or discusses what firearm would be best to use in a mass attack.

Weapons access

In addition to determining whether the student has any inappropriate interests or fascination with weapons, the Team should assess whether the student **has access to weapons**. Because many school attackers used firearms acquired from their homes, consider whether the family keeps weapons at home or if there is a relative or friend who has weapons. Sometimes parents who keep weapons at home incorrectly assume that their children are unaware of where they are stored or how to access them. If there are weapons at home, the Team should determine if they are stored appropriately and if the student knows how to use them or has done so in the past. The Team should also remember that firearms are not the only weapons to be concerned about. Even though many school attackers have used firearms in carrying out their attacks, explosives, incendiary devices, bladed weapons, or combinations of these weapons have been used in past attacks.

Stressors

All students face stressors such as **setbacks, losses, and other challenges** as part of their lives. While many students are resilient and can overcome these situations, for some, these stressors may become overwhelming and ultimately influence their decision to carry out an attack at school. Gather information on stressors the student is experiencing, how the student is coping with them, and whether there are supportive friends or family who can help the student overcome them. Assess whether the student experienced stressors in the past that are still having an effect, such as a move to a new school, and whether there might be additional setbacks or losses in the near future, like a relationship that might be ending. **Stressors can occur in all areas of a student's life**, including at school with coursework, friendships, romantic relationships, or teammates, or outside of school with parents, siblings, or at jobs. Many students can experience bullying, a stressor which can take place in person at school or online at home. Teams should intervene and prevent bullying and cyberbullying of a student who has been brought to their attention. More broadly, administrators should work to address any concerns regarding bullying school-wide and ensure their school has a safe climate for all students.

Emotional and developmental issues

Anxiety, depression, thoughts of suicide, and other mental health issues are important factors to consider when conducting an assessment. Keep in mind that students with emotional issues or developmental disorders might behave in a way that is maladaptive but might not be concerning or threatening because the behavior is a product of their diagnosis. **Behaviors exhibited by a student with a diagnosed disorder need to be evaluated in the context of that diagnosis and the student's**

known baseline of behavior. If the student is experiencing feelings related to a diagnosable mental illness, such as depression, then the Team needs to consider the effect of these feelings on their behaviors when assessing the student's risk of engaging in harm to self or others.

Desperation or despair

Assess whether the student feels **hopeless, desperate, or out of options**. Determine if the student has had thoughts about or engaged in behaviors that would indicate the student's desperation. The Team should determine whether the student has felt this way before, how the student managed those feelings then, and whether those same resources for coping are available to the student now. Consider whether the student has tried addressing the problems in a positive way, but was unable to resolve them, thereby leading to a sense of hopelessness about their situation.

Violence as an option

Some students, who are feeling hopeless and out of options, **may think violence is the only way to solve a problem or settle a grievance**. The Team should look to see whether the student thinks violence is acceptable or necessary, if the student has used violence in the past to address problems, and whether the student has thought of alternative ways to address the grievances. The Team should also assess whether peers, or others, support and encourage the student to use violence as a means to an end. If possible, connect the student with more positive, prosocial role models who discourage violence and identify more acceptable ways to solve problems.

Concerned others

In previous incidents, many students made statements or engaged in behaviors prior to their attacks that elicited concern from others in their lives. Assess whether parents, friends, classmates, teachers, or others who know the student are worried about the student and whether they have taken any actions in response to their concerns. Gather information on the specific behaviors that caused worry or fear. These could **include behaviors that may have elicited concerns about the safety of the student or others**, such as unusual, bizarre or threatening statements; intimidating or aggressive acts; indications of planning for an attack; suicidal ideations or gestures; or a fixation on a specific target. **Other behaviors that elicit concern may not necessarily be indicative of violence**, but do require that the Team assess the behavior and provide appropriate supports. Examples of these behaviors include alcohol or drug use; behavior changes related to academic performance, social habits, mood, or physical appearance; conflicts with others; and withdrawal or isolation.

Capacity to carry out an attack

Determine whether the student's thinking and behavior is organized enough to plan and execute an attack and whether the student has the resources to carry it out. **Planning does not need to be elaborate** and could be as simple as taking a weapon from home and inflicting harm on classmates at school. Other student attackers may develop more complex and lengthier plans. At the very least, carrying out an attack requires that the student has access to a weapon and the ability to get that weapon to school undetected.

Planning

Targeted attacks at school are **rarely sudden or impulsive** acts of violence. The Team should assess whether the student has made specific plans to harm the school. The student might create lists of individuals or groups targeted for violence, or research tactics and materials needed to carry out the attack. The student may conduct surveillance, draw maps of the planned location, and test security responses at school. He/she may write out detailed steps and rehearse some aspects of a plan, such as getting to the school, the timing of the attack, or whether to attempt escape, be captured, or commit suicide. The student may also acquire, manufacture, or practice with a weapon.

Consistency

The Team should **corroborate the student's statements** to determine that they are consistent with the student's actions and behaviors and with what other people say about the student. When inconsistencies are identified, the Team should then try to determine why that is the case. For example, the student might say that he/she is handling a romantic break-up well, but posts on social media indicate the student is struggling to move on, and friends report that the student is more upset or angry about the break-up than reported. Determine whether the inconsistency is because the student is deliberately hiding something or if the inconsistency stems from another underlying issue. For example, a depressed student may claim that they are isolated, even if they regularly go out with a large group of students. If the inconsistency is deliberate, it is important to determine why the student feels the need to conceal their actions. The concealment may be as simple as a fear of facing punishment for some other inappropriate behavior, or it may be related to hidden plans for a violent act.

Protective factors

A thorough threat assessment requires understanding the full picture of a student's behaviors and environment, which also includes accounting for the positive and prosocial influences on the student's life. The Team should identify factors that may restore hope to a student who feels defeated, desperate, or in a situation that is impossible to overcome. This includes determining whether the student has a **positive, trusting relationship with an adult at school**. This could be a teacher, coach, guidance counselor, administrator, nurse, resource officer, or janitor. A trusted adult at school in whom the student can confide and who will listen without judgment can help direct a student toward resources, supports, and options to overcome setbacks. Learn who the student's friends are at school and if the student feels emotionally connected to other students. A student may need help developing friendships that they can rely on for support. Positive situational or personal factors might help to deter a student from engaging in negative or harmful behaviors. Changes in a student's life, such as having a new romantic relationship or becoming a member of a team or club, might discourage any plan to engage in violence. The Team could also use activities or groups the student wants to take part in as motivation for the student to engage in positive and constructive behaviors, such as attending class, completing assignments, and adhering to a conduct or behavior code.

STEP 6. DEVELOP RISK MANAGEMENT OPTIONS

Once the Team has completed a thorough assessment of the student, it can **evaluate whether the student is at risk for self-harm or harming someone else** at school. Concern may be heightened if the student is struggling emotionally, having trouble overcoming setbacks or losses, feeling hopeless, preoccupied with others who engaged in violence to solve problems, or has access to weapons.

Remember, the Team is not attempting to predict with certainty if violence will happen. Instead, evaluate the presence of factors that indicate violence might be a possibility. Teams can then **develop risk management strategies that reduce the student's risk for engaging in violence** and make positive outcomes for the student more likely.

Each student who comes to the Team's attention will require an **individualized management plan**. The resources and supports the student needs will differ depending on the information gathered during the assessment.

Often, the Team will determine that the student is not currently at risk for engaging in violence, but **requires monitoring or is in need of guidance** to cope with losses, develop resiliency to overcome setbacks, or learn more appropriate strategies to manage emotions.

Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the Team may need to also access community resources to assist with managing the student.

Sometimes management involves suspension or expulsion from school. When this is necessary, Teams and school administrators should consider how it might affect their ability to monitor the student.

Removing a student from school does not eliminate the risk to the school community. Several school attacks have been carried out by former students who had been removed from the school or aged out of their former school. A suspended or expelled student might become isolated from positive peer interactions or supportive adult relationships at school. Teams should develop strategies to stay connected to the suspended or expelled student to determine whether the student's situation is deteriorating, or the behaviors of concern are escalating so that they can respond appropriately. Management plans should remain in place until the Team is no longer concerned about the student or the risk for violence. This is accomplished by addressing the following basic elements that can reduce the likelihood a student will engage in violence and provide support and resources for those in need.

Notify law enforcement immediately if a student is thinking about or planning to engage in violence, so that they may assist in managing the situation.

Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the student of concern.

Create a situation that is less prone to violence by asking the family or law enforcement to block the student's access to weapons, while also connecting the student to positive, prosocial models of behavior. Another option may involve removing the student from campus for a period of time, while maintaining a relationship with the student and the student's family.

Remove or redirect the student's motive. Every student's motive will be different, and motives can be redirected in a variety of ways. These strategies may include bullying prevention efforts or offering counseling for a student experiencing a personal setback.

Reduce the effect of stressors by providing resources and supports that help the student manage and overcome negative events, setbacks, and challenges.

STEP 7. CREATE AND PROMOTE SAFE SCHOOL CLIMATES

A crucial component of preventing targeted violence at schools relies on developing positive school climates **built on a culture of safety, respect, trust, and social and emotional support.**

Teachers and staff in safe school environments support diversity, encourage communication between faculty and students, intervene in conflicts, and work to prevent teasing and bullying. Students in safe school climates feel empowered to **share concerns with adults**, without feeling ashamed or facing the stigma of being labeled a "snitch." Administrators can take action to develop and sustain safe school climates.

Help students feel connected to the school, their classmates, and teachers. This is an important first step to creating school climates that are supportive, respectful, and safe. **Encourage teachers and staff to build positive, trusting relationships with students** by actively listening to students and taking an interest in what they say.

Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult. At one school, administrators used a faculty meeting to identify students who lacked a solid connection with an adult at school. They provided faculty with a roster of enrolled students and asked them to place a mark next to students with whom they had a warm relationship. For students without a mark next to their name, popular, well-liked teachers and staff were asked to reach out and develop positive connections with them.

Help students feel more **connected to their classmates and the school.** One teacher asked her elementary students to write down names of classmates they wanted to sit next to. If a student's name did not appear on anyone's list, the teacher placed that student's desk next to a friendly or outgoing classmate in an effort to help the student develop friendships. This effort could be easily adapted with middle or high school-aged students by asking students to identify one or two classmates they would like to be partnered with for a project and assigning any student not named on a list to be partnered with a friendly or outgoing classmate.

Adults can also help students **identify clubs or teams at school** they can join or encourage them to start their own special interest group.

Schools can also support positive school climates by implementing school-wide Positive Behavioral Interventions and Supports (PBIS) programs. These programs actively teach students what appropriate behavior looks like in a variety of settings, including in the classroom, with their friends, or among adults. Teachers frequently praise prosocial behavior they observe and encourage students' good

behavior. PBIS can improve academic outcomes for schools and has been shown to reduce the rates of school bullying.

While teachers and staff can foster relationships and connectedness among the student body, **students themselves have a role to play** in sustaining safe school climates. They should be actively engaged in their schools, encouraged to reach out to classmates who might be lonely or isolated, and empowered to intervene safely when they witness gossiping, teasing, and bullying.

STEP 8. CONDUCT TRAINING FOR ALL STAKEHOLDERS

The final component of a comprehensive targeted violence prevention plan is to identify training needs for all stakeholders, including faculty, staff, and administrators; students; parents; and school resource officers or local law enforcement. **School safety is everyone's responsibility.** Anyone who could come forward with concerning information or who might be involved in the assessment process should be provided with training. Effective training addresses the goals and steps of an assessment, the type of information that should be brought forward, and how individuals can report their concerns. It might be beneficial for staff and students to hear presentations, see videos, and role-play scenarios so they have a thorough understanding of their responsibilities and the steps they can take to keep their school safe. Each audience will require a slightly different message, but some stakeholders may also benefit from attending training together, such as parents and students, or school faculty/staff and law enforcement personnel. When developing a training program, consider how frequently each stakeholder will receive training, and whether to vary the delivery method of trainings. Also, each audience may have unique needs.

Faculty, staff, and administrators

Every adult at school needs training related to threat assessment and violence prevention, **including administrative, maintenance, custodial, and food service staff.** Training can include who should be notified when concerning or threatening information is discovered, what information should be brought forward, how school staff might learn about information, and the steps school staff can take to safely intervene with concerning or threatening situations. Providing training on other topics, such as suicide awareness and prevention, conflict resolution, mental health, and developmental disabilities, might also allow school faculty, staff, and administrators to foster positive school climates.

Students

Students need training on the threat assessment process, where to report concerns, and what information they should bring forward. Students also need assurances that they can make a report to the Team or another trusted adult **anonymously**, that their information will be **followed up on**, and will be kept **confidential**. Training can also educate students about other actionable steps they can take to cultivate a safe school climate, including ways they can safely intervene with bullying, gossip, or name-calling. Messaging should demonstrate to students that there is a big **difference between "snitching," "ratting," or "tattling," and seeking help.** While snitching is informing someone for personal gain, here, students are encouraged to come forward when they are worried about a friend who is struggling, or when they are trying to keep someone from getting hurt. Remind students that if they are concerned about a classmate or friend, they need to keep speaking out until that person gets the help they need. Finally, maintaining a safe school climate includes providing students with training

or lessons to acquire skills and abilities to manage emotions, resolve conflicts, cope with stress, seek help, and engage in positive social interactions.

Parents.

Parents should also be trained on the threat assessment process at their child's school and their role in that process. They should be clear on who to call, when, and what information they should be ready to provide. Parents can also benefit from training that helps them recognize when children and teenagers may be in emotional trouble or feeling socially isolated. Training can also reduce the stigma around mental, emotional, or developmental issues and provide information on available resources and when they should seek professional assistance.

Law enforcement and school resource officers.

Not every school will have a school resource officer, but schools can still develop relationships with local law enforcement agencies and personnel. Schools can encourage local officers to co-teach classes at the school, serve as coaches or assistant coaches of sports teams, and work with parents and teachers at after-school events. In some communities without school resource officers, local law enforcement agencies have encouraged officers to "adopt a school," stopping by the school to greet and become familiar with students and teachers, eating lunch on campus, or doing paperwork in an office at the school. Like parents and teachers, local law enforcement and school resource officers need to be aware of the school's threat assessment process and their own responsibilities once a threat is identified. Training for law enforcement and school resource officers should also provide familiarity with emergency response procedures the school has in place and the layout of the campus. Officers and school staff might benefit from attending training together so that all parties are aware of the point at which local law enforcement should be involved in an investigation. This would also allow officers to get to know administrators, teachers, counselors, facilities and maintenance personnel, and other school staff. It is much easier to work through an emergency situation when schools and law enforcement are already familiar with each other and their procedures.

CONCLUSION

Despite having a comprehensive targeted violence prevention plan in place, and despite a school and Team's best efforts at prevention, incidents of targeted school violence may still occur. It is critical to develop and implement emergency response plans and procedures and provide training on them to all stakeholders. The U.S. Department of Homeland Security recommends that emergency response plans be developed with input from local law enforcement and first responders.⁵ For example, procedures should be developed for reporting emergencies, evacuation procedures and routes, use of emergency notification systems, and information regarding local hospitals or trauma centers. Law enforcement and first responders should be apprised of these plans and procedures and know how to implement them.

Everyone has a role in preventing school violence and creating safe school climates. The threat assessment procedures detailed in this guide are an important component of school safety and security efforts and have been determined to be the best-practice in the prevention of targeted school violence. The model highlights that students can engage in a continuum of concerning behaviors and communications, the vast majority of which may not be threatening or violent. Nevertheless, it encourages schools to set a low threshold when identifying students who might be engaging in unusual

behavior, or experiencing distress, so that early interventions can be applied to reduce the risk of violence or other negative outcomes.

Appendix B: Remote Instruction Plan

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. To the extent possible, the district shall try to maintain the use of a single online learning platform.

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 was 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/emotion al activities)
	10:15 - 10:45 am	10:15 - 10:45 am	10:15 - 10:45 am	

10:15 - 10:45 am Independent Reading	Independent Reading	Independent Reading	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.

Appendix C: School Resource Deputy Contract

INTERMUNICIPAL AGREEMENT REGARDING SCHOOL RESOURCE DEPUTIES & BODY WORN CAMERAS

WITNESSETH

This agreement is made this 3 day of July, 2023, by and between the Ichabod Crane Central School District, a school district of the State of New York, with offices at 2910 Route 9, Valatie, New York 12184 (hereinafter the "School District") and the Columbia County Sheriff's Office (hereinafter the "Sheriff"), a municipal corporation of the State of New York in and for the County of Columbia, having an its office and principal place of business at 85 Industrial Tract, Hudson, New York 12534.

WHEREAS, the County of Columbia, Columbia County Sheriff's Office and Ichabod Crane Central School District have requested said agreement be amended to add certain provisions as set forth herein;

WHEREAS, in June 2020, Governor Andrew Cuomo issued Executive Order 203, directing, "each local government which has a police agency operating with police officers as defined under 1.20 of the criminal procedure law must perform a comprehensive review of current police force deployments, strategies, policies, procedures, and practices, for the purposes of addressing the particular needs of the communities served by such police agency and promote community engagement to foster trust, fairness, legitimacy and to address any racial bias and disproportionate policing of community of black people, people of color and poor people"; and

WHEREAS, the Columbia County Police Reform Panel was formed in October 2020 to conform with New York State Executive Order 203, and a plan was developed after a comprehensive review of local police force developments, strategies, policies, procedure and practices through consultation with community stakeholders, the transparent and collaborative process included a diverse population of individuals; Columbia County residents, including people of color, law professionals, elected officials, mental health and substance use professionals and local law enforcement. In furtherance of Columbia County Police Reform Panel recommendations to promote transparency and accountability, Columbia County Sheriff Deputies including those who serve as SRDs shall be equipped with body worn cameras (BWC) during the performance of their law enforcement duties.

WHEREAS, the respective governing boards of the Ichabod Crane Central School District, the Columbia County Sheriff, and the County of Columbia have determined that it is in their mutual interests to enter into this addendum to their original agreement for the following purpose: to govern the use of body worn cameras by the SRD in the School District and outline those provisions related to the use, storage, retention and destruction of the recordings produced therefrom;

NOW, THEREFORE, in furtherance of their mutual interests and in consideration of the mutual covenants and agreements herein contained, and compliance with the terms and conditions specified herein, the County, School District and the Sheriff hereby agree to the following:

1. The Sheriff agrees to provide each Deputy Sheriff with a body worn camera ("BWC") that shall be worn by the School Resource Deputy ("SRD") while on active duty within the School District to further maintain a safe campus environment that is conducive to learning and work.
2. The Sheriff agrees in connection with the performance of duties under this Agreement, the SRD may activate a body worn camera ("BWC") only in connection with a law enforcement activity.
3. The Sheriff agrees that upon a written New York State Freedom of Information of Law (FOIL) request of the District, the County shall provide the District with a copy of any video, or portion thereof, recorded by a BWC activated by the SRD while on District premises. All requests will be subject to applicable state and federal laws regarding disclosure.
4. The Sheriff agrees that any video recorded by a BWC activated by the SRD shall be retained by the County in accordance with the New York State, LGS-1 Retention and Disposition Schedule for New York Local Government Records.
5. The Sheriff agrees that at all times while such video is stored by the County, it will be done so in a secure manner to maintain the confidentiality of the video.
6. The parties agree after the expiration of the retention period, the video recorded by the BWC and all copies thereof in the SRD's or County's possession will be destroyed by the County in a manner that maintains the confidentiality of the video recording and in accordance with the New York State, LGS-1 Retention and Disposition Schedule for New York Local Government Records.
7. The parties agree that except as otherwise provided herein, Columbia County Sheriff's Office Policy O12B (Body Worn Cameras) will apply to the SRD's use of a BWC in connection with the performance of the SRD's duties under this Agreement, a copy of which is attached hereto and made part hereof.

IN WITNESS WHEREOF, the parties hereto have caused this Addendum to be executed by the following individuals as of the date(s) written below.

Dated: July 3, 2023 By: Marie Digirolamo
Marie Digirolamo, Superintendent
Ichabod Crane Central School District

Dated: 7/21/2023 By: [Signature]
Donald Krapf, Sheriff
Columbia County Sheriff's Office

Dated: 7-24-23

By: 
Matt B. Murell, Chairman
Columbia County Board of Supervisors

Authorized by the Board of Supervisors of the County of Columbia on the 15th day
of July, 2023 pursuant to Resolution No. 278-2023.

Approved as to form:
(County Attorney)

REVIEWED AS TO FORM


LYNELLE TAYLOR
COLUMBIA COUNTY ATTORNEY

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 D: Continuation of Operations

Promulgation

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

This plan has been developed with input from Ichabod Crane Administrators Association, Ichabod Crane Teachers Association, CSEA, and Ichabod Crane Nurses Association as required by the amended New York State Labor Law. Feedback from all of the associations was taken into consideration in the preparation of the final document.

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

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

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

By: Marie Digirolamo

Title: Superintendent of Schools

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

Scope

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

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication.

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

- The health and safety of our employees and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expects us to maintain a level of mission essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor.

- Per S8617B/A10832, ‘essential employee’ is defined as a public employee or contractor that is required to be physically present at a work site to perform their job.
- Per S8617B/A10832, ‘non-essential employee’ is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job.

Concept of Operations

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

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

The Superintendent of Schools of the school district, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor’s office, directing the implementation of changes as necessary. Updates of this plan will be published on the District Website and posted conspicuously in all school buildings.

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

- Maintain the safety of employees, contractors, and our constituency.
- Provide vital services.
- Provide services required by law.
- Sustain quality operations.
- Uphold the core values of the school district.

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

Essential functions are prioritized according to:

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

The following provides a list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. This anticipates how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak.

Per S8617B/A10832:

- Essential employee is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Non-essential employee’ is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job.

A list of district-identified essential job functions and workers can be found on the chart below. It is important to note that those performing essential job functions will abide by the staggered schedule, in order to maintain and ensure safety for all employees.

Essential Function	Description
Information Technology/Continuity of Operations and Instruction	Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of best practices in communication to ensure that students are able to access curricular materials, and for helping staff members disseminate information related to both academic and social-emotional education.
Buildings and Grounds	Continues to upkeep the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.
District Office	Oversight and management of the functions performed by employees in the superintendent’s office, the business office, and the payroll and purchasing office to ensure that regular business operations and services continue as necessary and/or mandated.

Health Office/Health Services	Upon consultation with the district physician and the County Department of Health, school nurses may be responsible for assessing ill staff and students, providing consultation to the district office, following up with healthcare providers, and providing assistance with contact tracing efforts as necessary.
School Building Main Office Staff	Oversight of mail, phones, sign-in procedures, and building utilization and operations.
Food Service	Ensure that food can be provided to students
Transportation	To ensure that meals may be delivered to students
Building Administrators	Responsible for the overseeing of and day-to-day functioning of the school community and supporting the academic success of students

Essential Titles

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

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology/Continuity of Operations and Instruction	Director of Information Technology and staff	Responsible for overseeing the local area network and the subsequent ongoing maintenance of this network for the district. Oversees the district's internet access, phone systems, and cell phone plans. Responsible for providing support to teachers and students in regard to computer hardware and software. Will respond to "help desk" and troubleshooting concerns.
Buildings and Grounds	Facilities Director	Responsible for overseeing and providing direction to the B&G department and employees to ensure a safe working environment.
	Cleaners Maintenance Workers	Responsible for routine cleaning, disinfecting, and maintenance tasks. Responsible for performing a wide variety of tasks related to the maintenance and upkeep of campus grounds, parking lots, and fields.
District Office	Superintendent of Schools	Responsible for making day-to-day decisions about educational programs, budget/spending, staff, and facilities
	Business Manager	Responsible for assisting the Superintendent in the administration of business affairs in such a way to provide the best services with the financial resources available
	District Clerk	Responsible for assisting the school district as a liaison to district personnel, providing guidance for personnel functions, and ensuring the complete and effective compliance with personnel policies, protocols, and practices
Health Office/Health Services	District Pandemic Coordinator	Responsible for helping the school district come in to and remain in compliance with all aspects of reopening plans, reopening activities, and guidance related to reopening. Assists building and district administrators by communicating with the local health department for guidance, may act as the liaison to the school physician, and is responsible for assisting other nurses in assessing ill students and staff

	School Nurse	Responsible for assessing ill students and staff and assisting in contact tracing efforts
School Building Main Office Staff	Administrative Assistant	Responsible for answering phones, providing support to building administrators, responding to emails, greeting visitors, assisting in building sign-in procedures, accepting deliveries, and helping disseminate mail.
Food Service	Food Service Manager	Responsible for overseeing the preparation of meals and coordinating with the Transportation Director to ensure that meals are disseminated.
	Cafeteria Worker, Cooks	Responsible for the preparation of and serving meals to students.
Building Administrators	Building Principals, Director of Special Education	Responsible for overseeing the day-to-day functioning of the school community and supporting the academic success of students, promoting a positive school climate, and assisting educators.
Transportation	Transportation Director	Responsible for the safety and efficient operation and maintenance of the transportation department. Coordinates with the Food Service Manager on meal deliveries.
	Drivers/ Aides	Will provide meal deliver as required.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible.

Working remotely requires:

- Identification of staff who will work remotely
- Approval and assignment of remote work
- Equipping staff for remote work, which may include:
 - Internet capable laptop
 - Necessary peripherals
 - Access to VPN and/or secure network drives

- Access to software and databases necessary to perform their duties
- A solution for telephone communications
 - Note that phone lines may need to be forwarded to off-site staff

Remote work protocols shall be developed and facilitated through coordination with district administrators, building administrators, and the IT department to ensure that all needs are met and that safety, security, and functionality are at the forefront of any and all discussions.

Approval and Assignment of Remote Work

The Superintendent of Schools or their designee, in consultation with the other administrators and/or supervisors as needed, will review requests for remote work and corresponding work assignments to aid in the decision-making process. Final decisions will be communicated to the building administrators for dissemination to their respective staff. The District Clerk will notify payroll of such decisions to ensure employee time and attendance is tracked accurately.

Equipping Staff and Students for Remote Learning

The school district shall work with the Director of Technology to support non-essential employees and students during an extended school closure. In order to support this, students K-12 and instructional faculty and staff shall be provided with Chromebooks as possible to ease the transition to remote learning/working. Non-instructional staff who work remotely will have access to Chromebooks based on their individual needs for them to effectively perform their job duties remotely. In addition, the IT Department has established protocols for the repair of Chromebooks, as well as protocols for assisting in the procurement of internet access at an individual's home, if they do not have internet. The IT Department will also be responsible for assisting individuals in the procurement of a VPN or other secure network drives as is deemed necessary and for providing access to software and databases that are deemed necessary for somebody to perform their duty.

Staggered Shifts

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

Staggering shifts requires:

- Identification of positions for which work hours will be staggered will be identified by the Superintendent of Schools, administrators, and supervisors.
- Consultation with association leadership will be conducted by the Superintendent and Business Manager.
- Discussion with staff will be conducted by the administrators and supervisors. Approval and assignment of changed work hours will be documented and signed off on by staff.
- Administrators or supervisors will provide copy to the District Clerk and Payroll office.

Identification of Positions with Staggered Work Hours and Approval Process

District buildings and grounds staff may be assigned to staggered shifts to ensure coverage before, during, and after core business hours. Nurses and other building positions may also be realigned to ensure greater coverage during the day and to line up with the needs of our population.

The approval and assignment of changed work hours must be reviewed by the district's Building Administrator. Factors such as staffing levels, the ability to provide physical distancing, and ways to improve efficiency and/or effectiveness will be considered in the decision-making process.

Personal Protective Equipment

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

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

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

Protocols for providing PPE include the following:

- Identification of need for PPE based upon job duties and work location
- Procurement of PPE
 - As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months.
 - Public employers must be able to mitigate supply chain disruptions to meet this requirement.
- Storage of, access to, and monitoring of PPE stock
 - PPE must be stored in a manner which will prevent degradation.
 - Employees and contractors must have immediate access to PPE in the event of an emergency.
 - The supply of PPE must be monitored to ensure integrity and to track usage rates.

Director of Facilities or their designee will track PPE inventory by building in the form of an inventory report that will be submitted to the District Office for review each week. When inventory gets low (defined as having less than two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months), the Director of Facilities or their designee will notify the Purchasing/Payroll Clerk who will contact one or more of the vendors on the District approved suppliers list to procure the necessary PPE. The District maintains and periodically updates the supplier list in an effort to mitigate supply chain disruptions. For unforeseen supply disruptions or shortages, the District will work with the Columbia County Public Health Department for assistance.

Storage of PPE

- A supply of PPE generally to cover the next 5-10 days is stored at each building supervisor's office.
- Additional PPE for the next 2-3 weeks is stored in the storage areas of each building.
- The district's main supply of PPE needed for the next 1-2 months is stored in the district's central facilities storage location for distribution to buildings as needed.
- A PPE inventory is conducted at each building every 1-2 weeks.

Identification of Personal Protective Equipment Based on Job Duties

Each building shall be provided with a supply of disposable masks and hand sanitizer for use by students, employees, contractors, and/or visitors, as necessary. shall be responsible for monitoring and replenishing those supplies as necessary. Individuals with a medical necessity and an approved reasonable accommodation will be provided N-95 respirators as necessary.

Given the nature of their work, buildings and grounds staff and health office staff will be supplied daily access to disposable masks, disposable gloves, face shields, and gowns as necessary. Individuals who have a job position that requires the wearing of an N-95 respirator shall be entered into a respiratory protection program, fit tested, medically cleared, and provided N-95 respirators as required.

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. When/If a staff member is exposed, we will follow applicable local Department of Health, New York State Department of Health, and CDC guidelines as is required and best practices.

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

Cleaning and Disinfecting

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

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

Employee Leave

The District will adhere to any federal or state paid / unpaid leave provisions regarding quarantine, testing, exposure, and treatment protocols during a declared public health emergency.

Represented employees will have access to contractual leave as outlined in their respective bargaining unit agreements.

Non-represented employees have access to leave based on their current job titles and as outlined in board policy.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Locations shall include specific areas inside school buildings and specific areas outside on school grounds. This information may be used by the New York State Department of Health and local Health Department to support contact tracing within the organization and may be shared with State and/or local public health officials.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and

safety and the continuity of the school district's essential operations. If such a need arises, the school district shall work with local and state authorities to help identify and arrange for housing needs.

Appendix E: 1520 Public Conduct on School Property

ICHABOD CRANE 1520

PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing a safe, welcoming, engaging, respectful, orderly environment that is conducive to learning. The district invites the members of the public to join them in the educational process, competitive and artistic events, and other school functions. In order to maintain this kind of an environment, the public must also adhere to the expectations of the district. For purposes of this section of the code, “public” means all persons when on school property or attending a school function including students, teachers and district personnel.

The expectations for the public’s conduct on school property and at school functions are not intended to limit freedom of speech or peaceful assembly, but to support the conducive learning environment, and maintain order, and prevent infringement on the rights of others.

All persons on school property or attending a school function must conduct themselves in a safe, respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, may:

1. Intentionally injure any person or threaten to do so, or endanger the safety of themselves or others.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.

13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Smoke a cigarette, cigar, pipe, electronic cigarette (i.e., vape), or use chewing or smokeless tobacco, or smoke/vape/ingest cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).

B. Consequences

Persons who violate this code will be subject to the following consequences:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection.
2. Students. They will be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They will be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75. They will be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They will be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The Principal or designee is responsible for enforcing the conduct required by this code.

When the Principal or designee sees an individual engaged in actions not conducive to achieving the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination, misconduct or otherwise not allowed behaviors, which in their judgment does not pose any immediate threat of injury to persons or property, the Principal or designee will tell the individual that the behavior is not allowed and attempt to persuade the individual to stop. The Principal or designee will also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the undesired behaviors, or if the person's actions pose an immediate threat of injury to persons or property, the Principal or designee will have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district will initiate disciplinary action against any student or staff member, as appropriate, with the "Consequences" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

Cross ref: 1240-R Visitors to the School Regulation

Ref: Education Law §2801

Appendix F: 8130 School Safety Plans and Teams

ICHABOD CRANE 8130

SCHOOL SAFETY PLANS AND TEAMS

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. The Board of Education recognizes its responsibility to adopt and keep current a comprehensive district-wide school safety plan and building-level emergency response plan(s) which address violence prevention, crisis intervention, emergency response and management. Taken together, the district-wide and building-level plans shall provide a comprehensive approach to addressing school safety and violence prevention, and provide the structure where all individuals can fully understand their roles and responsibilities for promoting the safety of the entire school community. The plans shall be designed to prevent or minimize the effects of serious violent incidents and emergencies, declared state disaster emergencies involving a communicable disease or local public health emergency declaration and other emergencies, and to facilitate the district's coordination with local and county resources. The plans will also address risk reduction/prevention, response and recovery with respect to a variety of types of emergencies and violent incidents in district schools. and will address school closures and continuity of operations.

In accordance with state law and regulation, the district will have the following safety teams and plans to deal with violence prevention, crisis intervention and emergency response and management:

Comprehensive District-Wide School Safety Team and Plan

The Board will annually appoint a district-wide school safety team that includes, but is not limited to, a representative from the following constituencies: the Board, teachers, administrators, and parent organizations, school safety personnel and other school personnel (including bus drivers and monitors). This team is responsible for the development and annual review of the comprehensive district-wide school safety plan and must consider the installation of a panic alarm system. The plan will cover all district school buildings and will address violence prevention (Taking into consideration a range of programs and approaches that are designed to create a positive school climate and culture), crisis intervention, emergency response and management including communication protocols, at the district level. It shall include all those elements required by law and regulation including protocols for responding to declared state disaster emergencies involving a communicable disease that are substantially consistent with the provisions of Labor Law §27-c and an emergency remote instruction plan.

The district-wide safety plan will include contracts or memoranda of understanding that define the relationship between the district, personnel, students, visitors, law enforcement, and public or private security personnel. These contracts or memoranda will be consistent with the Code of Conduct, and will define the roles, responsibilities, and involvement in the schools of law enforcement or security personnel. The role of school discipline will be clearly delegated to school administration.

The Board may also appoint a student representative to the district-wide school safety team. However, no confidential building-level emergency response plans will be shared with the student member, nor will the student member be present during discussion of any confidential building-level emergency response plans, or confidential portions of the district-wide emergency response strategy.

The Superintendent of Schools or designee will be the district's chief emergency officer, and will coordinate communication between school staff and law enforcement and first responders. The chief emergency officer will ensure that all staff understand the district-wide school safety plan and receive annual training on the building-level emergency response plan, including all elements required by state law and regulations) violence prevention and mental health, and will also ensure that district-wide and building-level plans are completed, reviewed annually, and updated as needed by the designated dates. The chief emergency officer will ensure that the district-wide plan is coordinated with the building-level plans, and will ensure that required evacuation, emergency dismissal, and lockdown drills are conducted.

Multi-Disciplinary Behavioral Assessment Teams/Threat Assessment and Reporting Concerns

The district-wide school safety plan will establish building-level multidisciplinary behavioral assessment teams. The plan will include a description of the team and its purpose. Such teams will assess whether certain exhibited behaviors or actions need intervention or other support.

Students and families will be encouraged to bring their concerns to any district employee. Annual staff training will include information on the purpose and procedures of the team.

The Building Principal is responsible for keeping the Superintendent informed about the activities of the team. Team members will receive appropriate training.

Building-Level Safety Team and Emergency Response Plans

Each Building Principal is responsible for appointing a building-level emergency response planning team that includes representation from teachers, administrators, parent organizations, school safety personnel, other school personnel (including bus drivers and monitors), local law enforcement officials, fire officials and other emergency response agencies. The emergency response planning team is responsible for the development and review of a building-level emergency response plan for each district building. The plan(s) will address response to emergency situations, such as those requiring evacuation, shelter/shelter-in-place and lockdown at the building level and will include all components required by law and regulation, including measures necessary to comply with Labor Law § 27-c to respond to public health emergencies involving a communicable disease. These confidential plans will include evacuation routes, shelter sites, medical needs, transportation and emergency notification of parents and guardians, and as of July 1, 2025 considerations for the access and functional needs of student and staff, and procedures for the reunification of students with parents/persons in parental relation following an emergency.

To maintain security and in accordance with law, the building-level emergency response plan(s) are confidential and not subject to disclosure under the Freedom of Information Law or any other law.

Building-level emergency response plans will include protocols in response to carbon monoxide alarms or detection. Alarm or detection of carbon monoxide will result in the appropriate actions as described by the emergency response plan.

Building-level emergency response plans must designate:

- an emergency response team for incidents that includes appropriate school personnel, law enforcement officials, fire officials and representatives from local, regional and/or state emergency response agencies to assist the school community in responding to a violent incident or emergency; and

- a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and other related personnel to assist the community in coping with the aftermath of a serious violent incident or emergency.

During emergencies, staff are authorized to temporarily cover classroom door vision panels when it is likely to protect staff and students. For example, covering vision panels may prevent an intruder from determining if a classroom is occupied, thereby discouraging attempts to gain access. During emergencies, staff are also authorized to temporarily block doors to slow the access of intruders. Building-level emergency response plans must address the temporary covering of door vision panels and the temporary blocking of doors during emergencies.

Drills

The building principal is responsible for conducting drills every school year of the emergency response procedures under the building-level emergency response plan including procedures for evacuation, lockdown and emergency drills as required by state regulations.

Any drill conducted during the school day with students present must be done in a trauma-informed, developmentally and age-appropriate manner, and will not include tactics intended to mimic an actual act of violence or emergency. Except for evacuation drills, at the time a drill is conducted, students and staff will be informed that it is a drill. The district will give parents or persons in parental relation advance notice (at least one week) prior to each drill.

Annual Review and Adoption

All plans will be annually reviewed and updated, if necessary, by the appropriate safety team by September 1. In conducting the review, the teams will consider any changes in organization, local conditions and other factors including an evaluation of the results of the emergency response procedures drills which may necessitate updating of plans. If the plan requires no changes, then it shall remain in effect. If the district-wide plan requires change, then the updated plan shall be submitted to the Board of Education in time to allow 30-days of public comment and to hold a public hearing which provides for the participation of school personnel, students and other interested parties prior to Board adoption. All plans must be adopted by the Board of Education by September 1.

Reporting to the State and Law Enforcement

The Superintendent of schools is responsible for filing the district-level school safety plan and any amendments to the plan to the Commissioner within 30 days after its adoption, no later than October 1 of each year. The district-wide plan will be posted on the district's website. Each Building Principal is responsible for submitting the building-level emergency response plan for the building, and any amendments to the plan, to the appropriate local law enforcement agency and the state police within 30 days after its adoption, but no later than October 1.

Cross ref:

0115 Bullying and Harassment Prevention and Intervention

5310 Code of Conduct

Ref: Education Law §2801-a (school safety plans)

Executive Law §2B (state and local natural and manmade disaster preparedness)

Labor Law §27-c

8 NYCRR §155.17 (School Safety Plans and Teams)

School Safety Plan Guidance, New York State Education Department, June 2010

Effective Date: February 4, 2025

Appendix G: 8130.1 Extreme Risk Protection Orders (Red Flag Law)

ICHABOD CRANE 8130.1

EXTREME RISK PROTECTION ORDERS

(The “Red Flag Law”)

Extreme risk protection orders are court orders that restrict the ability of a person, who is judged likely to engage in conduct that would result in serious physical harm to him/herself or others, to purchase or possess firearms, rifles or shotguns, or attempt to do so.

Under state law, Building Principals are permitted to petition the state Supreme Court for extreme risk protection orders for students currently enrolled in their building, or students who were enrolled in their building in the six months immediately before filing the petition (referred to in this policy as “currently-enrolled” and “recently-enrolled” students, respectively).

When district staff members have reason to believe, either personally or through information received by others, that a currently-enrolled or recently-enrolled student is likely to engage in conduct that would result in serious physical harm to him/herself or others, they are expected to report their concerns to the Building Principal or his/her designee. This is in keeping with employees’ general responsibility for student safety, as well as their own interests for maintaining a safe working and learning environment.

Any other person, including but not limited to students, parents, and community members, may also bring their concerns to the Building Principal or his/her designee that a currently-enrolled or recently-enrolled student is likely to engage in conduct that would result in serious physical harm to him/herself or others.

If the Building Principal or his/her designee is absent from the building, the Superintendent of Schools will be the main point of contact to report concerns.

When a Building Principal or his/her designee (or the Superintendent of Schools should the Building Principal or his/her designee be absent from the building) receives concerns from persons under this policy, or has his/her own concerns about a student, he/she must immediately notify the Superintendent of Schools. The Superintendent will contact the school attorney, and both will assist the Building Principal in determining the appropriateness of petitioning the court for an extreme risk protection order.

When determining whether it is appropriate to petition the court for an extreme risk protection order, the district may consider, among other things, the following factors as they relate to the student:

1. Threats or acts of violence or physical force made against him/herself or another person;
2. Violating or allegedly violating orders of protection (i.e., restraining orders);
3. Pending criminal convictions or charges involving weapons;
4. Recklessly using, displaying, or brandishing a firearm, rifle or shotgun;
5. Violating previous extreme risk protection orders;
6. Evidence of recent or current drug or alcohol abuse; and

7. Evidence that the student has recently acquired a firearm, rifle, shotgun, other deadly weapon (including but not limited to knives, clubs, and metal knuckles), dangerous instrument (including items capable of causing death or serious physical injury, when used for that purpose), or ammunition.

Additionally, the Building Principal is directed to contact local law enforcement, in accordance with the Code of Conduct, district-wide school safety plan, and building-level emergency response plan.

In consultation with the Superintendent and school district attorney, the Building Principal may designate, in writing, certain other employees at that school to petition the court for the extreme risk protection order. Such employees include: the Superintendent, teachers, school guidance counselors, school psychologists, school social workers, school nurse, any other personnel required to hold a teaching or administrative license or certificate, and certain coaches (those who are full- or part-time paid employees required to hold either a temporary coaching license or professional coaching certificate).

Under Education Law section 3023, the district must defend and indemnify employees against lawsuits for negligence, accidental bodily injury or property damage where the employee is performing his/her duties within the scope of employment.

The Superintendent or his/her designee is directed to take appropriate steps to notify district staff of the provisions of this policy. This includes ensuring that employees are trained and knowledgeable about when and how to properly utilize the law to best protect the school from violence. Staff will be notified of who is designated to file extreme risk protection orders in the building or district.

Cross-ref:

5300, Code of Conduct

8130, School Safety Plans and Teams

Ref:

Civil Practice Law and Rules Article 63-A

Education Law §3023

Effective Date: March 3, 2020

Appendix H: 8132 Fire Evacuation Drills

ICHABOD CRANE 8132

FIRE EVACUATION DRILLS

The Board of Education and the Superintendent of Schools shall be responsible for conducting eight (8) fire drills at each school in order to instruct students and staff in exiting the school building in an emergency in the shortest time possible and without confusion and panic. Additionally, each school must conduct four (4) lockdown drills for a total of twelve (12) drills per year. Eight (8) of the twelve (12) drills shall be held before December 31st.

Fire evacuation drills shall include instruction on fire drill exits and fire alarm boxes, as well as fire drill procedures. At least one-third of all such required drills shall be through use of fire escapes on buildings where fire escapes are provided. At least two additional

drills shall be held during summer school in buildings where summer school is conducted, and one such drill shall be held during the first week of summer school.

Each school of the district shall maintain a detailed floorplan for exiting the building during fire evacuation drills and real fires. Such floorplans and a detailed description of exits and routes to follow shall be included in each school's faculty handbook.

Cross-ref: 8130 Emergency Plans

Ref: Education Law §807

Effective date: January 10, 2017

Appendix I: 8210.1 Use of Surveillance Cameras on School Property

ICHABOD CRANE 8210.1

USE OF SURVEILLANCE CAMERAS ON SCHOOL PROPERTY

The Board of Education is responsible for maintaining and fostering student discipline, as well as safeguarding the facilities and property of the district. The Board further recognizes the importance of student, staff and visitor privacy. After careful consideration, the Board supports the use of surveillance cameras on school grounds. Cameras are an important component of the district's overall approach to safety, which also includes but is not limited to: identification badges, locks, lighting, and alarms. Surveillance cameras are intended to monitor student behavior, promote student and staff safety, and to deter vandalism and other criminal activity. However, this does not preclude other uses deemed appropriate by the Board of Education. Recordings may be used as evidence of misconduct in disciplinary proceedings.

District surveillance cameras will only be used in public areas where there is no "reasonable expectation of privacy." Audio recordings shall not be utilized by school district employees without the express permission of the Superintendent or his/her designee; however, such prohibition does not preclude the use of audio recordings by law enforcement officials in accordance with their duties and/or as otherwise authorized by law.

Any video recording used for surveillance purposes in school buildings and/or on school property shall be the sole property of the district. The Superintendent or his/her designee shall be the custodian of such recordings. All video recordings will be stored in their original form and secured to avoid tampering and protect confidentiality. The district shall comply with all applicable state and federal laws related to student records in retaining these recordings.

Requests to view a video recording must be made in writing to the Superintendent or his/her designee. If the request is granted, viewing shall occur in the presence of the district's custodian of the recording. Under no circumstances will the video be duplicated and/or removed from district premises, unless in accordance with a court order and/or subpoena.

The district will post appropriate signage at entrances to the school notifying students, staff and the general public of the district's use of surveillance cameras. Students and staff will receive additional notification. Such notification may include publication in the district calendar, employee handbook and student handbook.

The Superintendent is authorized to develop such regulations and procedures as may be necessary to implement this policy.

Ref: 20 U.S.C. §1232g (Family Educational Rights & Privacy Act)

Arts & Cultural Affairs Law Art. 57-A

Public Officers Law §87

Records Retention & Disposition Schedules for Use by School Districts, Schedule ED-1

Effective Date: February 4, 2014

Appendix J: 8414 School Bus Safety

ICHABOD CRANE 8414

SCHOOL BUS SAFETY

The Superintendent of Schools and Building Principals shall cooperate with governmental agencies on matters of safety. They shall establish and check loading and unloading procedures at each school and student conduct on buses. The Superintendent of Schools shall arrange for a minimum of three bus emergency drills on each school bus during the school year, with the first occurring during the first week of school, the second between November 1 and December 31 and the third between March 1 and April 30.

The drills must include instruction and practice in the location, use, and operation of the emergency door, fire extinguishers, first aid equipment, and windows as a means of escape in case of fire or accident. Drills must also include instruction in safe boarding and exiting procedures, with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking, and in the importance of orderly conduct by school bus passengers.

Such instruction and the conduct of the drills shall be given by a member of the teaching or student transportation staff selected by the Building Principal of each school. Instructors will be assisted by the bus driver.

Students attending public and nonpublic schools who do not participate in the bus drills as required by the Regulations of the Commissioner also shall be provided with drills on school buses, or as an alternative, shall be provided with classroom instruction covering the content of such drills.

No drills shall be conducted when buses are en route.

The Superintendent shall certify on the annual report to the State Education Department that the district has complied with the above requirements.

Cross-ref: 8416, Special Use of School Buses

Ref: Education Law §§2; 1501-b; 1502; 3602(7)(b); 3623; 3625-a; 3636; 3635-b 8 NYCRR §156.3(h)

Effective date: February 2, 2016

Appendix K: 8414.4 Use of Video Cameras on School Buses

ICHABOD CRANE 8414.4

USE OF VIDEO CAMERAS ON SCHOOL BUSES

The Board of Education recognizes its responsibility to maintain and improve discipline and to insure the safety and welfare of its staff and students on school transportation vehicles.

After having carefully considered and balanced the rights of privacy with the district's duty to ensure discipline, health, welfare and safety of staff and students on school transportation vehicles, the Board authorizes the use of video cameras on its school buses.

Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities.

Students in violation of bus conduct rules shall be subject to disciplinary action in accordance with established Board policy and regulations governing student conduct and discipline.

The district shall comply with all applicable state and federal laws related to student records when such recordings are considered for retention as part of the student's record.

Video recordings shall be used primarily for the purpose of evidence for disciplining of students. However, the district may use such recordings for any other purpose it deems appropriate.

The Superintendent of Schools is directed to develop regulations governing the use of video cameras in accordance with the provision of law and established Board policies and regulations.

Ref: 20 U.S.C. §1232g (FERPA)

Arts & Cultural Affairs Law, Art. 57-A (Local Government Records Law) Public Officers Law §87

8 NYCRR Part 156.9(d)

Records Retention & Disposition Schedules for Use by School Districts, Schedule ED-1 (1991)

Effective Date: January 8, 2013

NYSSBA Sample Regulation 8414.4-R VIDEO CAMERAS ON SCHOOL BUSES REGULATION

The following regulation will govern the use of video cameras on school buses:

1. Video cameras will be used on school buses transporting students to and from school or extracurricular activities at the discretion of the Transportation Supervisor.
2. Staff and students are prohibited from tampering or otherwise interfering with video camera equipment.
3. The district will notify students, their parents or guardians, and staff at the beginning of each school year that video cameras may be used on school buses transporting students to and from school and extracurricular activities. The notice will include a copy of the Board of Education's video camera policy and regulations.
4. Video recordings will be maintained as long as the district deems it necessary to do so.
5. The district will comply with the provisions of federal law regarding student records requirements as applicable in the district's use of video recordings. Video recordings considered for retention as part of a student's record will be maintained in accordance with established student record procedures governing access, review and release of student and other school district records.
6. All video recordings will be stored and secured to avoid tampering and ensure confidentiality.
7. A written log will be maintained of the date the recording was made, the vehicle video recorded, name of driver, the date of viewing, and the signature of the viewer.
8. Video recordings will be stored for 30 days after initial recording, whereupon such recordings may be released for erasure.
9. Review of video recordings will be conducted by the Transportation Supervisor and the Building Principal or his/her designee.
10. Viewing will be permitted only at school-related sites including the transportation office, school buildings, or central administrative offices.

Effective Date: January 8, 2013