Elwood UFSD
District-Wide Safety Plan
July 1, 2026

This booklet contains the Emergency Procedures for the Elwood Union Free School District and is for PUBLIC REVIEW ONLY.

If clarification is required or you would like to make suggestions and or comments, please contact the Assistant Superintendent for Business, Ms. Lorraine Dunkel at 631-266-5400 ext. 1404.

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PLAN REVIEW AND PUBLIC COMMENT

Pursuant to Commissioner's Regulation, Section 155.17(e) (3), a copy of the plan summary will be made available for public comment at least 30 days prior to its adoption.

The District-wide School Safety Plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

The plan must be formally adopted by the Board of Education yearly.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department by October 1st.

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INTRODUCTION

The Elwood School District School Safety Plan (as required by the SAVE Law – Safe Schools against Violence in Education – Commissioner of Education Regulation 155.17 and Education Law 2801-a) has been established to provide for the safety, health and security of both students and staff and allows for input from the entire school community. This particular component of Project SAVE is a comprehensive planning effort that addresses prevention, mitigation, protection, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

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

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Using this suggested planning format assists schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practice to improve outcomes following emergency situations.

The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency's "Guide for Developing High-Quality School Emergency Operations Plans (2013)". The organization of this guide supports two key practices being adopted in New York State. First, the Guide provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

Functional Annexes focus on critical operational functions and the courses of action developed to carry them out.

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State.

Actions and best practices outlined in the Threat/Hazard Annexes section, detail what to do in the event of various emergencies.

SUMMARY OF LAWS

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response ("school emergency response plan"). Section 2801-a prescribed minimum requirements of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies. The Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17. Regulations are hyperlinked within this document.

155.17 (b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocation education and extension board and the chancellor of the City School District of the City of New York Shall adopt by July 1, 2001, and shall update by July 1st of each succeeding year, a district wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

155.17 (e) (2) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

- 155.17 (e)(2)(i) Policies and Procedures for Safe Evacuation
- 155.17 (e)(2)(ii) Designation of Response Teams
- 155.17 (e)(2)(iii) Procedures for Emergency Responder Access to Building Plans and Road Maps
- 155.17 (e)(2)(iv) Communication in Emergencies
- 155.17 (e)(2)(v) Definition of the chain of Chain of Command Consistent with NIMS/ICS
- 155.17 (e)(2)(vi) Coordinated Plan for Disaster Mental Health Services
- 155.17 (e)(2)(vii) Procedures for Annual Review
- 155.17 (e)(2)(vii) Procedures for the Conduct of Drills
- 155.17 (e)(2)(viii) Procedures for Restricting Access to Crime Scenes

155.17 (e)(3) A copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.

155.17 (j) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

Update to District-Wide Safety Plan - Desha's Law - Cardiac Emergency Response Plan (CERP)

On July 24, 2025, Governor Hochul signed Desha's Law (S.5539A/A.785A), which takes effect on September 1, 2025. This law mandates that school safety plans include a comprehensive cardiac emergency response plan. The plan must outline procedures and designate appropriate personnel to respond to sudden cardiac arrest or similar life-threatening emergencies occurring on school grounds or at school-sponsored events.

Cardiac Emergency Response Plan (CERP)
Each district building-level emergency response plan must include procedures for sudden cardiac arrest. The plan shall:

1. Identify trained personnel and outline their specific responsibilities.
2. Provide venue-specific response procedures for all school-owned facilities and school-sponsored events.
3. Ensure AEDs are clearly visible, maintained, accessible, and compliant with AHA or equivalent guidelines.
4. Facilitate voluntary CPR/AED/first aid training for designated staff.
5. Integrate response actions with local Emergency Medical Services.
6. Outline communication steps for EMS, guardians, and administrators.
7. Establish reporting, documentation, and post-incident debriefing procedures.
8. Be reviewed annually and updated through public hearings and comment periods prior to enforcement of new mandates.

DEVELOPMENT OF THE PLAN

<u>1st Pillar:</u> Integrated, collaborative approach to create a safe learning environment for children.

<u>2nd Pillar:</u> Five Preparedness Missions

- Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.
- Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.
- Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters.
- Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.
- Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

These mission areas generally align with the three timeframes associated with an incident: before, during, and after. When planning, we use the paradigm before, during and after and consider actions we can take to help build capacity in each of the five mission areas. For example, we need to be ready to respond and recover throughout all five mission areas.

THE PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c) (11) - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school.

Distribution of the Plan

8 NYCRR Section 155.17 (e) (3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption.

Send Building Level Safety Plans to:

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

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

School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by July 1st as needed.

2. District-Wide School Safety Team

The district-wide safety team is comprised of the following stakeholders.

Name	Title	Agency
Gayle Steele	Superintendent	Elwood UFSD
Lorraine Dunkel	Asst. Superintendent	Elwood UFSD
Eileen Kelly Gorman	Asst. Superintendent	Elwood UFSD
Irene McLaughlin	Interim Director of HR	Elwood UFSD
Christina Moran	Principal	Elwood UFSD
Julie Bilello	Principal	Elwood UFSD
Elissa Millan	Principal	Elwood UFSD
Lindsay Fritch	Principal	Elwood UFSD
Tim Cipolla	Assistant Principal	Elwood UFSD
Ron Carritue	Director of Facilities	Elwood UFSD
Chris Onorato	Director of Technology	Elwood UFSD
Jerry Brown	Security Supervisor	Elwood UFSD
Garrett Chesnoff	Teacher/ETA President	Elwood UFSD
Michelle Kretz	Social Worker/Coordinator	Elwood UFSD
Vashmir Pascal-Turner	Community Member	Parent/Community
Jaime Gabriel	PTA/Community Member	Parent/Community

Security

The Elwood UFSD employs security guards whose training is regulated by New York State Security Guard ACT. It is required that these individuals are subject to specific training, fingerprinting and background checks. All our Security Guards also receive an eight (8) hour annual refresher training. The district requires at least 5 years' prior experience as a law enforcement officer for all full-time guards.

Appropriate school building security measures that are in place include, but are not limited to the following:

- NYS certified security guards
- Visitor badge/sign-in procedures: Upon entry into the building the visitor must show photo identification, sign in and then receive a visitor badge. Signed in visitors are then escorted into the main office. Anyone in the building without a badge would be immediately questioned by building staff and the Security Guard would be informed.
- Video Surveillance

Security Guards have no responsibility for student discipline. All disciplinary matters must be referred to the Building Principal or Superintendent of Schools or his/her designee.

3. Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

School Safety Teams shall complete thorough threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students.

Threat, Hazard Types, and Examples

Threat and Hazard Type	**Examples**
Natural Hazards:	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards:	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards:	• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis • Contaminated food outbreaks, including *Salmonella*, botulism, and *E. coli* • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	• Fire • Active shooters • Criminal threats or actions

	• Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

4. Training and Exercises

The Elwood UFSD understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities
- Incident Command System (ICS) Training – All Administration
- Annual training
  - Review ERP with staff
  - Conduct full staff briefings on roles to perform during an emergency
  - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
  - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. Such drills shall be held at least twelve times a year, eight of which required drills shall be held between September 1st and December 31st of each year. Eight of all drills shall be evacuation drills and four shall be lock-down drills.

- 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.

- 8 NYCRR Section 155.17 (h) - Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

- The following is recommended:
  - 1 - Lockdown drill – Announced (first marking period)
  - 3 - Lockdown drills – Unannounced (quarterly - following first announced drill)

Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff

in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Additionally, parents or persons in parental relation must be notified at least one day, but no more than one week, before every drill. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – this is a drill”). Lastly, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service “SAFETY DRILL IN PROGRESS - PLEASE WAIT.” This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Authorities and References

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS).

- New York State Executive Order 26.1 established ICS as the state’s standard command and control system that will be utilized during emergency operations.

- Homeland Security Presidential Directive (HSPD) – required the development of National Incident Management System (NIMS), of which ICS is a critical component.

- NYS Homeland Security

  The National Terrorism Advisory System will be adhered to. This new system will more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airports and other transportation hubs, and the private sector.

  NTAS Alerts will only be issued when credible information is available.

NY STATE EMERGENCY RESPONSE TERMS

SCHOOL NAME: Elwood UFSD

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)

SHELTER-IN-PLACE/SHELTER

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.
- Stay together at all times.
- Listen for updates.

HOLD-IN-PLACE/HOLD

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.

EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lead students to designated assembly area. Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.

SECURE LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

RECOMMENDED ACTIONS:

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom.
- Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden until physically released by law enforcement personnel.

Remote Instruction and its Delivery Under Emergency Conditions

Beginning with the 2023-2024 school year, all public schools, boards of cooperative educational services (BOCES), and county vocational education and extension boards must amend their district-wide school safety plans to include plans for remote instruction. The plans must include the methods by which public schools, BOCES and county vocational education and extension boards will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities.

The following plan outlines the Elwood Union Free School District's distance learning plan for the 2026-2027 school year. It includes procedures for grades K-12.

Continuity of Learning Plan for Distance Learning

2026 - 2027

The Elwood learning community will continue to work together to provide our students with an exceptional educational program in a virtual environment."

www.elwoodufsd.org

BOE Approval:
07/01/2026

Acknowledgements

Elwood Union Free School District Mission Statement:

The Elwood Public Schools serve a diverse community and value the unique skills and qualities of all our students from kindergarten through senior year. Our mission is to provide an excellent educational experience that empowers and inspires each student to succeed academically, socially and emotionally in an evolving global society. We invite the entire Elwood community to join us on this journey.

Board of Education

Mr. Walter Edwards, Member
Ms. Patricia Haack, Member
Mr. Thomas Scarola, Member
Mr. James Tomeo, Member
Ms. Deborah Weiss, Member

Central Administration

Dr. Gayle Steele, Superintendent of Schools
Dr. Amy Meyer, Assistant Superintendent for Curriculum & Instruction
Ms. Lorraine Dunkel, Assistant Superintendent for Business
Ms. Eileen Kelly-Gorman, Assistant Superintendent for Special Education and Pupil Personnel Services
Mr. David Shanahan, Interim Director of Athletics and Physical Education
Mr. Ronald Carritue, Director of Facilities
Ms. Irene McLaughlin, Interim Director of Human Resources
Ms. Pamela Fine, Director of Humanities
Mr. Andrew McIntosh, Director of Curriculum
Mr. Christopher Onorato, Director of Instructional and Information Technology
Ms. Mara Pugh, Food Services Director

Building Administration

Ms. Lindsay Fritch, Elwood-John H. Glenn High School Principal
Mr. Timothy Cipolla, Elwood-John H. Glenn High School Assistant Principal
TBA, Interim Elwood-John H. Glenn High School Assistant Principal
Dr. Christina Moran, Elwood Middle School Principal
Ms. Erica Cuomo, Elwood Middle School Assistant Principal
Ms. Elissa Millan, James H. Boyd Intermediate School Principal
Ms. Julie Bilello, Harley Avenue Primary School Principal

Introduction

The health, safety and well-being of our students, our staff and families is our top priority. Therefore, if an emergency were to necessitate the closure of a class, one of our buildings or the district, this plan is designed to outline the expectations for distance/remote teaching and learning for the members of the Elwood learning community.

We all believe that remote learning, in any form, will never replace the most critical part of the teaching and learning process – the personal interactions and connection between teachers and their students that results in educating the whole child. Recent experience has taught us that it is important to be prepared for distance learning in emergency situations. With that in mind, we have prepared a plan for distance learning in order to best meet the educational needs of our students in Elwood.

This plan includes procedures that will serve as guidance for the following schools:

- Harley Avenue Primary School (K-2)
- James H. Boyd Intermediate School (3-5)
- Elwood Middle School (6-8)
- Elwood- John H. Glenn High School (9-12)

During the school closure, Dr. Gayle Steele, Superintendent of Schools, will serve as the District Coordinator. Each building principal, Ms. Julie Bilello (Harley Avenue Primary School), Ms. Elissa Millan (James H. Boyd Intermediate School), Dr. Christina Moran (Elwood Middle School), and Ms. Irene McLaughlin (Elwood-John H. Glenn High School) will serve as a central point of contact for their respective school communities and will ensure the district is complying and following the best practices per state and federal guidelines. Each principal's contact information is prominently displayed on their designated school's page of the district website: Elwood School District

www.elwoodufsd.org

Guiding Principles

SCHOOL CLOSURE & NOTIFICATION OF A SHIFT TO REMOTE INSTRUCTION

Notification of the shift to remote instruction will come as soon as possible via School Messenger phone call and email correspondence. It is advised that families with younger students consider the necessary arrangements for childcare should a school need to shift to remote instruction on short notice. If conditions require a school or the district to shift to remote instruction, the schedule of instruction will follow the traditional school day schedule.

At the K-5 level, families would be directed to their child's Google Classroom page for the daily schedule. Students in grades 6-12 would follow their normal bell schedule, accessing their classes through Google Classroom pages. Students receiving special education services will join their Google Classroom with peers. Additionally, families will be contacted directly by special education and related service providers.

SCHOOL SCHEDULES

If a school or district closure is necessary, the district will exhaust its three emergency closure days prior to shifting to remote instruction. The three days will allow students, staff, and families to adequately prepare for a smooth transition to distance learning.

Should the three emergency days be used prior to the need to close, remote learning will begin the emergency day after the announcement to close has been made, if practicable. In the event of an anticipated closure, all students and staff will be directed to take their school issued device home with them in order to prepare for the immediate shift to remote learning. In the event of an unanticipated closure, all measures will be taken to assume the most immediate start to remote learning, inclusive of an established pick-up procedure to provide Kindergarten students with a device.

All students, staff and families should be prepared to shift to remote instruction in the case of anticipated closure. Once the distance learning model has been authorized to begin, students will engage in daily remote learning based on the schedules on the following page.

www.elwoodufsd.org

Schedules

Harley Avenue Primary School (K-2)

School Hours are 9:20 a.m.-3:40 p.m.

Students will follow their usual daily schedule as posted by the teacher on Google Classroom, including specials and any support services that they may receive. Consistent with in-person learning, students are expected to attend their virtual classes promptly at the designated times and actively participate in class lessons. All push-in and pull-out supports along with special areas and lunch/recess periods will be part of the remote instruction model.

James H. Boyd Intermediate School (3-5)

School Hours are 7:55 a.m.-2:15 p.m.

Students will follow their usual daily schedule, including specials and any support services that they may receive. Consistent with in-person learning, students are expected to attend their virtual classes promptly at the designated times and actively participate in class lessons. Because daily schedules vary from one classroom to the next, please see your child's Google Classroom page for specific information and schedules.

Elwood Middle School (6-8)

School Hours are 8:19 a.m.- 3:02 p.m.

Students will follow their usual daily schedule, including any support services that they may receive. Consistent with in-person learning, students are expected to attend their virtual classes promptly at the designated times and actively participate in class lessons. Because daily schedules vary from one student to the next, please see your child's Google Classroom page for specific information and schedules.

Period	Regular	KORT	2 Hour-Delay
1	8:19am-9:01am	8:19am-8:57am	10:19am-10:48am
2	9:04am-9:46am	9:00am-9:38am	10:51am-11:20am
KORT		9:41am-10:15am	
3	9:49am-10:31am	10:18am-10:56am	11:23am-11:52am
4	10:34am-11:16am	10:59am-11:37am	11:55am-12:24pm
5	11:19am-12:01pm	11:40am-12:18am	12:27pm-12:56pm
6	12:04pm-12:46pm	12:21pm-12:59pm	12:59pm-1:28pm
7	12:49pm-1:31pm	1:02pm-1:40pm	1:31pm-2:00pm
8	1:34pm-2:16pm	1:43pm-2:21pm	2:03pm-2:32pm
9	2:19pm-3:02pm	2:24pm-3:02pm	2:35pm-3:02pm

Schedules

Elwood-John H. Glenn High School (9-12)

School Hours are 7:26 a.m.- 2:36 p.m.

Students will follow their usual daily schedule, including any support services that they may receive. Consistent with in-person learning, students are expected to attend their virtual classes promptly at the designated times and actively participate in class lessons. Because daily schedules vary from one student to the next, please see your child's Google Classroom page for specific information and schedules.

A technology guide will be sent to all families via email to remind students and families how to access the appropriate Google Classroom pages and Google Meet links on school issued devices.

BELL SCHEDULE	
Period 1	7:26-8:10
Homeroom	8:10-8:16
Period 2	8:19-9:03
Period 3	9:06-9:50
Period 4	9:53-10:37 Lunch
Period 5	10:41-11:25 Lunch
Period 6	11:29-12:13 Lunch
Period 7	12:17-1:01 Lunch
Period 8	1:05-1:49
Period 9	1:52-2:36

Teaching & Learning

- Student needs and educational equity will be at the center of all school instructional decisions.
- Students will engage in synchronous remote learning to the greatest extent possible for the duration of the school/district closure.
- All instruction will continue to be aligned with the New York State Next Generation Learning Standards, with an emphasis on priority and high-frequency standards.
- Grading practices will align to typical procedures and will follow a standards-based framework designed to provide direct feedback regarding students' mastery of content. Grading practices and procedures will be revised if necessary.
- Student attendance and engagement will be monitored and assessed daily. Student expectations for learning will be outlined subsequently in this plan.
- To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Expectations

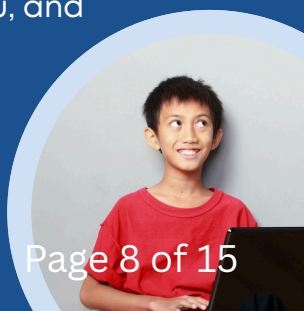
Student Expectations:

- Log in to Google Meet each day.
- Check for new assignments each day for each class.
- Complete assignments for each class by the due date.
- Communicate with your teachers through Google Meet, Gmail, and Google Classroom.
- Take care of your 1:1 device (charging, updates, etc.)
- Online Classroom Etiquette

Virtual Learning Addendum to the Elwood School District's Acceptable Use Policy (AUP)

For Students:

- The privacy and confidentiality of all users is important.
- Taking photos, screenshots, recordings and/or videos during an online class or when joining a class virtually is not allowed at any time.
- Posting any portions of a class to social media is not allowed at any time.
- Be on time and prepared for your virtual class meeting. Be ready with all your materials a few minutes before the intended start of the class.
- Attendance will be taken during every class.
- Your camera must be on. Look into the camera to be engaged in what is going on.
- When you enter the live virtual classroom, make sure to mute your microphone.
- Give your teacher and classmates your full attention.
- Sit upright at a desk or a table just like you would in class.
- Dress appropriately as you would if you were in the school building. Please do not wear anything that could be deemed inappropriate or offensive. You should always look presentable and neat.
- Take notes on the discussion, just as you would if you were sitting in class.
- When you have a question, type it in the chat box.
- Use the hand raise feature, or raise your own hand, and wait for your teacher to call on you. At that time, you may unmute yourself and contribute to the discussion.
- Only one student should contribute/talk at a time
- During small group discussions, students should wear earbuds and speak quietly into the microphone.
- When you have finished speaking, indicate you are done by saying something like, "That's all" or "Thank you" and then mute your microphone again.
- Be aware that your comments are public and are recorded in the minutes of the session.
- All policies in the Elwood Code of Conduct shall be adhered to in both an online
- or in-person forum.
- Establish a learning environment at home that is free from distractions (phones, siblings, TV, etc), where you can focus, and stay there throughout the lesson.
- The environment should have everything you need for the class session.
- Be aware of your surroundings. Your teacher and classmates can see behind you, and what is reflected in a mirror that may be behind you.



Expectations

For Parents:

- The privacy and confidentiality of all users is important.
  - Taking photos, screenshots, recordings and/or videos during a student's online class or when a student is joining a class virtually, is not allowed at any time.
  - Posting any portion of a class to social media, including content or discussions, is not allowed at any time.
- Essential information for students is posted in the teacher's Google Classroom.
- Please be mindful that remote learning access is for students; please refrain from participating or commenting during a class.
- Interaction with the teacher must occur outside of the class time, by phone, email, or virtual meeting.

Family Expectations

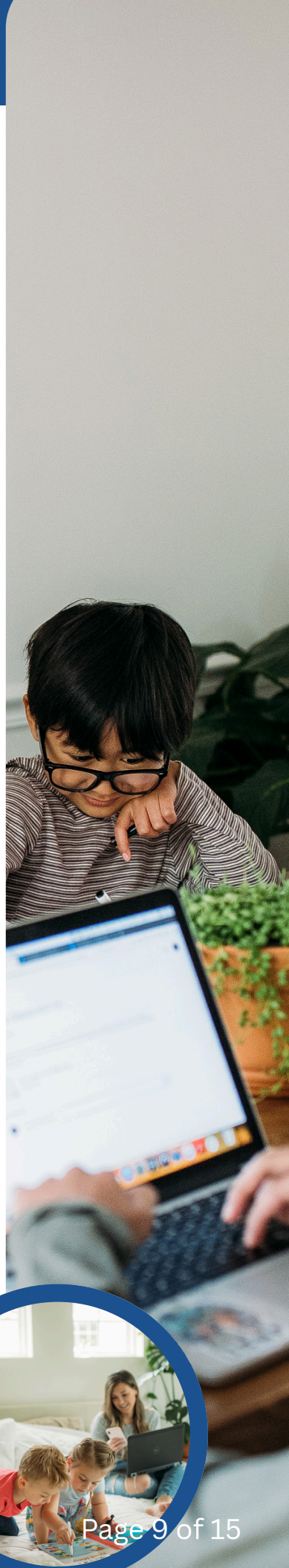
- Check in with your child to make sure they can log in to Google Meet.
- Follow the bell schedule.
- Contact the teacher (Gmail) with any questions.
- Make sure your child completes their work.
- Help your child maintain their 1:1 device.

Teacher Expectations

- Post daily assignments on Google Classroom.
- Submit daily attendance.
- Teach scheduled classes.

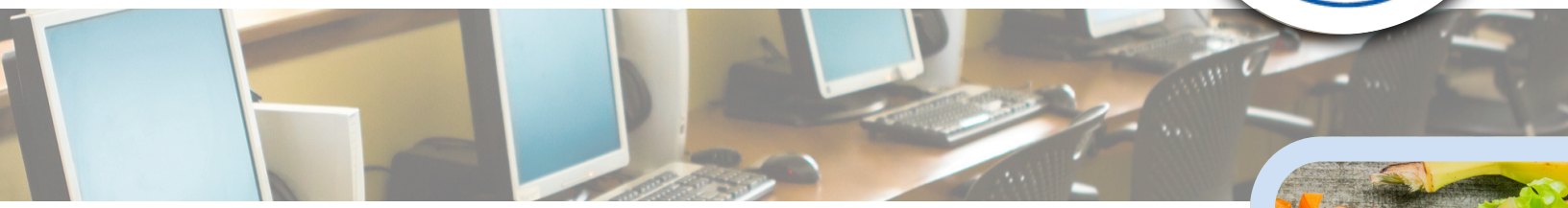
Administrative Expectations:

- All district and building administrators will provide oversight to all elements of the instructional programs.
- Administrators will ensure equal access to resources for all students
- Periodic updates will be provided directly to students/parents as necessary.
- Building procedures will be conducted as typical shifting to a virtual environment.
- All daily operations will continue, shifted to a virtual environment.



Digital Equity

If your household does not have internet access, you may contact the technology department at 631-266-6283, to request a mobile WiFi hotspot.



Meal Distribution

Elwood UFSD will provide all students with access to school meals each day.

- District will apply for election waivers for meals consumed off site.
- District will provide "Grab and Go" meals with curbside pickup.
- All Child Nutrition Programs, National School Lunch Program and National Breakfast guidelines will be followed.
- There will be a designated pick-up time and location for "Grab and Go" meals.

Special Education & Related Services

The Elwood UFSD will address meaningful parent engagement in the parent's language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

- Elwood UFSD will continue to provide Procedural Safeguards and Prior Written Notices to parents/guardians through mail or email.

- Virtual CSEs and annual review meetings will occur through virtual/phone conferencing with chairs, classroom teachers, parents and any other mandated providers.
- Speech & PPS providers, K-12, will gather age-appropriate resources that will be linked on the grade level pages and should make weekly contact with students on their caseloads.
- The district will work with program providers to ensure that services are aligned with the recommendations on the individualized education programs (IEPs).

K-12 Mental Health Services

- Mental health staff, including our psychologists, social workers, and school counselors, help people manage stress, anxiety, depression, and frustration. Community resources and mental health hotlines for students and families to access will be posted and made available on the District homepage.

- For students who require support and assistance to manage the current situation, parents/guardians should email Ms. Eileen Kelly-Gorman; she will then forward such needs to building level psychologists, social workers, and guidance counselors for further communication/support.

- Guidance Services: Ms. Kelly-Gorman will be coordinating with all K-12 guidance counselors in meeting the needs of our students pertaining to college planning, junior conferencing, scheduling of courses, etc. She will be coordinating with guidance personnel directly.

Student Attendance & Absenteeism

Some important information to note regarding attendance during remote learning:

- School is mandatory, whether virtual or in-person.
- Being present while virtual means joining and participating in the Google Meet, otherwise it is considered an absence.
- Teachers will be taking attendance in eSchool during remote instruction.

Protocol for Remote Instruction

Remote Instruction Due to Severe Weather, School/District Closure:

- Remote instruction delivered from employees' homes
- Additional information with Remote Day instructions for Teaching Assistants, Paraprofessionals, Office Staff and Food Service Workers will be provided.

Remote Instruction Due to Staff Shortage:

- Buildings open, staff report to buildings, students at home

Essential Information	Additional Information

All schools will follow normal bell schedules
 	
Primary and Intermediate Schools will receive specific times for each class via a posting on Google Classroom.
	• Students and teachers will follow the standard bell schedule.
	• Students and teachers will log in remotely using the "Meet" link on Google Classroom (Google Classroom codes will be provided on teacher websites). All classes will meet.
	• Teachers will take attendance in eSchool, provide instructions for an asynchronous assignment, and answer any student questions (approximately 5 minutes).
	  ◦ Work provided is meant to review, remediate, or enhance current material and topics. New content and information should not be assigned. Grading practices will be indicated by the classroom teacher, as typical, under the supervision of the building principal/director.
	  ◦ Work should be designed to be completed within the allotted time for the class period.
	  ◦ If a teacher is unable to log on a sick/personal day should be entered into AESOP as standard. Every attempt will be made to post supplemental work on the teacher's website or Google Classroom, just as traditional sub plans would be left in the classroom.
	• Students should use their remaining class period time to complete and submit their work and be sure to log onto their next class period as scheduled.
	• PPS and Guidance will be available to meet by scheduling an appointment via email.
	• Students will be graded numerically. We will still reserve the ability to assign students a pass/fail or incomplete if circumstances present themselves. This will be decided on a case by case basis.

Essential Information	Additional Information
All students will need their school provided device.	• Students are expected to attend each period, on time, with cameras on.
Teachers should ensure students can access their Google Classroom and Google Meet link.	• Special area teachers at the elementary level can use their own Google Classroom or join the Google Classroom of the homeroom teacher.
On the first remote day, teachers should review online, distance learning protocols before beginning instruction.	• General expectations for a successful online class
After a mini-lesson or direct instruction, the cameras can be off for a few minutes while students work independently. The class must reconvene on camera before the end of the period.	

Student Devices K-12

Students in grades K-12 should continue to bring their device and accessories to and from school daily. We ask that students arrive at school with their device fully charged and ready for use throughout the school day.

Parent/Guardian Resources

- Accessing Remote Instruction: Remote instruction is delivered through the Google Meet platform.
- Please remember that live virtual meetings are for teachers and students. Parents should not interrupt during the session. All parent questions and/or communication should be sent to the teacher via email or phone conversation.
- Feel free to reach out to the IT department directly should you need assistance becoming acquainted with the Google platforms used for remote instruction at 631-266-5400
- Logging into Your Child's Device & the Basics of Google Meet for Instruction
- La Guía Para Padres Sobre el Aula de Google

Building Specific Information for Teachers

Harley Avenue Primary School Day:
9:20 a.m.-3:40 p.m.

James H. Boyd Intermediate School Day:
7:55 a.m.-2:15 p.m.

- Follow your schedule, with lunch and prep.
- Please use your Google Meet and make sure the Meet link in Classroom is visible to students.
- Special area teachers should ensure all students have joined their Google Classroom.
- Students meet with Special Area teachers during regularly scheduled time.
- AIS teachers, Service Providers and Special Education teachers should have a Google Classroom and Google Meet for students to "attend class."
- Review Distance Learning/Remote Learning expectations.
- Students sign off for lunch.
- After a mini-lesson or direct instruction, the cameras can be off for a few minutes while students work independently. The class must reconvene on camera before the end of the lesson.

Elwood Middle School Day:
8:19 a.m.- 3:02 p.m.

Elwood-John H. Glenn High School Day: *7:26 a.m.- 2:36 p.m.*

- Follow the regular bell schedule.
- Please use your Google Meet and make sure the Meet link in Classroom is visible to students.
- Remind the students of distance/remote learning expectations (cameras on, appropriate dress and behavior).
- Co-Teachers can invite students to breakout rooms to work in small groups
- After a mini-lesson or direct instruction, the cameras can be off for a few minutes while students work independently. The class must reconvene on camera before the end of the period.

Faculty Resources

STRUCTURED PROFESSIONAL DEVELOPMENT TIME

- Professional Periods shall be utilized for:
  - virtual collaboration with grade level, department level and/or specific course colleagues;
  - specific course/grade level lesson development and planning;
  - responding to any additional emails that may arise outside the student day.
  - attention to any additional correspondence with students and or colleagues; in the event it is not feasible to respond to questions and/or provide feedback to students and/or parents by the end of the professional period, teachers shall respond no later than the start of the following "student day."
  - any other professional responsibilities at the discretion of the teacher; and
  - shall not be used for virtual faculty, department and/or grade level meetings. However, while no formal meetings will be scheduled in the PM block, departments/grade levels may elect to debrief with each other during this time at their discretion.
  - Fulfill requirements as directed for the AM/PM Professional Periods
- Weekly assignment schedules and the posting of daily assignments shall be consistent with current teacher practices as it pertains to distance learning or through the modalities approved by the District. This includes both delivery of instruction and the collection of student work.
- Classroom teachers (including ICT teachers and ENL specialists) and special area teachers are to be available to students during his/her traditionally assigned class period within the "Student Day" to address questions/concerns and to provide feedback to students via phone, email, eSchool and/or Google Meet. These class periods are not meant to be used for the primary delivery of instruction.

Documenting Teacher Absences Due to Sickness or Personal Reasons:

In the event a teacher is unable to participate in Distance Learning Responsibilities for any specific workday, the teacher shall:

- officially notify the building principal through district email as well as record the absence in the Frontline Absence Management System.
- if able, contact his or her class via Google Classroom Stream directing students who to contact for time sensitive concerns regarding class assignments. Any other concerns that are time sensitive should be directed to the building principal. In the event the teacher is unable to communicate to his/her students, a building designee will do so on the teacher's behalf;
- make appropriate arrangements with the building principal to get any missed information resulting from all required virtual meetings with colleagues.

Student Engagement and Intervention:

- Encourage students to contact teachers early with any questions or unique needs they may have during this time.
- In the case where a student seems not to be engaging or participating in distance learning or is not completing required assignments the teacher should attempt to contact parents/guardians.
- If parental/guardian contact proves unsuccessful, the teacher should contact the appropriate support staff as designated by the building principal.