

Belleville Henderson Central School District

2025-2026

DISTRICT-WIDE SCHOOL SAFETY PLAN

Approved by the Belleville Henderson Board of Education

July 2025

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INTRODUCTION

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

The Belleville Henderson School District supports the SAVE Legislation, and intends to facilitate the planning process. The District Superintendent of Schools and the Board of Education encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. Identification of School Teams

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

Position	Name
Administrative Representatives	Jane Collins, Scott Storey
School Safety Officer	Steven Earl
School Counselor	Shaun Gagan
Teacher Representative	Matthew Soluri
Parent Organization Representative	Kimberly Gordinier
Buildings and Grounds Supervisor	Adam Passage
Transportation Supervisor	Craig O'Donnell
Nurses	Karen Bertram
School Psychologist	Victoria Landers
District Clerk	Sally Kohl

District Chief Emergency Officer				
Name	Title	Email	Office Number	Cell Number
Jane Collins	Superintendent	jcollins@bhpanthers.org	315-846-5826	315-771-6430
Scott Storey	Building Principal	sstorey@bhpanthers.org	315-846-5411	315-767-0950

C. Concept of Operations

1. The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. This District-Wide School Safety Plan will guide the development and implementation of Building-Level Safety Plans.
2. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the **School Emergency Response Team**.
3. Upon the activation of the **School Emergency Response Team**, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
4. County and State resources through existing protocols may supplement emergency response actions, including Post Incident Response.

D. Plan Review and Public Comment

1. Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment at a public hearing held at the Belleville Henderson School District on June 9, 2025 and provided for participation of school personnel, parents, students, and any other interested parties. The Board subsequently adopted the District-Wide School Safety Plan on July 14, 2025.
2. Full copies of the District-Wide School Safety Plan will be submitted to the New York State Education Department in August 2025. Building-Level Safety Plans will be sent to local and State Police in the fall of 2025.
3. This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the Office of the Superintendent of the Belleville Henderson School District.
4. While linked to the District-Wide School Safety Plan, Building-Level Safety Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
5. The Board of Education hired a School Safety Officer in December 2023 to provide a School Safety Officer Program. The School Safety Officer Manual is part of the confidential School Building Safety Plan. Please refer to Belleville Henderson District Policy #5685 or call the main office with any questions.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

The Belleville Henderson Central School utilizes identification badges, reference checks and fingerprinting in accordance with the SAVE requirements for all staff. Our school will maintain the security policies and procedures, as appropriate, and may be found in the confidential Building-Level Plans.

A. Prevention/Intervention Strategies

Program Initiatives

The Belleville Henderson Central School continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include, but are not limited to:

1. Use of resources such as the New York State Police, Local Sheriff, Homeland Security, and Emergency Management Safe Schools Program for staff. The four modules of one hour each include:

- Awareness - identifies school violence as a problem. Defines and identifies the difference between conflict vs. violence, provides overview of conflict resolution and communication skills, identifies early indicators of violent behavior.
- Prevention – discusses suggestions for the prevention of school violence. Provides calming and de-escalation techniques, discusses the identification of gangs and bullies, defines the difference between a prank and a crime, and provides suggestions for development of a student assistance program.
- Effective Response – provides techniques in responding to specific incidents. Presents methods on how to respond to potentially violent situations, provides strategies for dealing with a disruptive person or hostage situation, and assists in developing post-incident response teams.
- Incident Management – reviews guidelines for an incident management plan. Provides a guide to developing an incident management plan, supplies information on legal issues involving locker searches and school related crime, and assists in creating a list of resources and emergency support needed during all phases of an incident.

The District has a School Safety Officer who will implements the above four modules. See Appendix 4.

2. Code of Conduct – Follow Board Approved Policy which is revised annually.
3. Education programs are operated by BOCES and address the criteria under B-1, for those students who may be at risk to drop out of a formal education program.
4. Peer mediation and conflict resolution – counselors, principals, student coordinators, psychologists, and teachers work with students who are potentially violent.
5. The Belleville Henderson Central School encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

Training, Drills, and Exercises

The District conducts annual training for both staff and students in school safety issues. Training will be coordinated by Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES Administration and regulations include four (4) lockdown drills pursuant to the regulation. The Belleville Henderson Central School Professional Development Plan will address particular activities.

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

Additional staff development will take place as needed.

Screening of potential new employees includes:

- Providing a resume'
 - Providing three references
 - Fingerprinting
1. Training of new employees may utilize the New York State Police Safe Schools Program or other similar programs as outlined in the Belleville Henderson Central School Professional Development Plan.
 2. As of July 1, 2013 all applicants for certification are required to complete six hours of coursework in training in accordance with Article 2 Section 10-10 of the New York State Education Law.

Implementation of School Security

The District will consider and implement, where prudent, the recommended school actions for the current threat level as declared by the Department of Homeland Security. Building-specific plans will include more detailed actions.

In addition to the above, regardless of the threat level, the following security measures are in place at all times.

1. Every door will be accessible as an exit.
2. All external doors will remain locked.
3. A sign at all doors prompt visitors to report to the Main office.
4. All visitors will enter through the main door through an *external door security* system and be prompted to state name and nature of business.
5. All visitors are required to sign in, stating name, time, date, and purpose of visit; show a form of ID, preferably a NYS License before being issued a Visitor's Pass and/or escorted by an employee if access is needed to other areas of the building.
6. All inside classroom doors will be locked throughout the day.

7. Main office and classroom doors will have windows with an unobstructed view of the hallway.
8. Cameras and monitors have been strategically placed for safety and security purposes.

Vital Educational Agency Information

Each Building-Level Safety Plan includes the following information:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each educational agency

The Building-Level School Safety Teams will ensure that this information is updated routinely and accurate.

B. Early Detection of Potentially Violent Behaviors

1. There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student that may need help. The more signs a student exhibits, the more likely he/she may need intervention.

The early warning signs include:

- Social withdrawal
 - Excessive feelings of isolation
 - Excessive feelings of rejection
 - Being a victim of violence
 - Feelings of being picked on
 - Low school interest and poor academic performance
 - Expression of violence in writings and drawings
 - Uncontrolled anger
 - Patterns of impulsive, chronic hitting and bullying
 - History of discipline problems
 - History of violent and aggressive behavior
 - Intolerance for differences and prejudicial attitudes
 - Alcohol and drug use
 - Affiliation with gangs
 - Inappropriate access/use of firearms
 - Serious threats of violence
2. Information will be available to parents/guardians on how to identify potentially violent behaviors.
 3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
 4. An interpersonal violence prevention education package will be taught as appropriate.

5. The Superintendent will set specific times for the building principal(s), in conjunction with the Belleville Henderson Central School Professional Development Plan, to organize activities of particular concern.
6. The District implemented the Workplace Violence Prevention Policy in 2024. The Workplace Violence Prevention Program incident reports will be reviewed quarterly.

C. Hazard Identification

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

SECTION III: RESPONSE

The school uses the Incident Command System model for emergency actions. For district-wide emergencies, the Incident Commander will be the Superintendent. In building-level emergencies, the Superintendent or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-Level Incident Command staff are identified in the Building-Level Emergency Response Plan. Information regarding the Belleville Henderson Central School Incident Command Center post, staging area, transportation, and guidance on family reunification plans and procedures are identified in the Building-Level Emergency Response Plans.

A. Notification and Activation (Internal and External Communications)

1. Law enforcement officials will be contacted by the Incident Commander in line with the Building-Level Safety Plans, and will be requested based upon the “*closest response agency*” concept to ensure that the response to the incident is as rapid as possible.
2. The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. The following forms of communication may be utilized:

Telephone	Intercom
Cellular Phones	District Radio System (Portable)
Fax/Email	Local Media
Emergency Alert System (EAS)	Website
NOAA Weather Radio	Others As Appropriate
LED Sign	
3. The District will contact appropriate parents, guardians, or persons in parental relation to the students/staff via media release, telephone contact, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-Level Safety Plans.

B. Situational Responses

Multi-Hazard Response

The District has identified in the Building-Level Safety Plans the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building-Level Safety Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Civil Disturbance	Natural/Weather Related
Environmental	School Bus Accident/Breakdown
Fire and Explosion	Systems Failure
Hazardous Material	Threats of Violence
Hostage/Kidnapping	Weapons Found on Property/Student
Medical	Others as Deemed Necessary

Responses to Acts of Violence: Implied or Direct Threats

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community, as well as the range of discipline of those making the threat or committing the act of violence.

The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform Building Principal of implied or direct threat
- Determine appropriate action to respond to level of threat with Building Principal/Designee
- Contact appropriate law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate
- If necessary, initiate lockdown procedure, early dismissal, or sheltering.
- Inform Superintendent/Designee

Response Protocols

The District recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. The Building-Level Safety Plans detail the appropriate response to such emergencies utilizing the following protocols:

- Identification of decision makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Procedures for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contact with the County Directors of Emergency Management. The Incident Commander will authorize the request for assistance from these agencies.

- 911 911
- Jefferson County Emergency Services (315) 786-2654

The district resources, which may be available during an emergency, include the following:

- Red Cross (315-782-4410)
- Fire Department (911)
- NYS Police (911)
- Jefferson County Public Health Preventive Line (315-786-3720)
- Private Individuals - Parents via Parent Square
- Jefferson County Department of Social Services (315-782-9030)
- NYS Department of Environmental Conservation (315-785-2239)
- NYS Department of Transportation (315-785-2333)
- NYS Department of Health (518-891-1800)
- State Emergency Management Office (SEMO 518-457-2200)
- Department of Homeland Security (202-282-8000)
- CHEMTREC (800-424-9300)
- Religious Organizations - Methodist Church, Catholic Church, Woodville Church
- Others

District Resources Available for Use in an Emergency

The District has committed the full inventory of its resources to be available for use during an emergency. The Incident Command Team will utilize these resources in line with the Building-Level Safety Plans as deemed appropriate. Specific personnel and resources are identified in the Building-Level Safety Plans.

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

The District uses the Incident Command system model for emergency actions. For district-wide emergencies, the Incident Commander will be the Superintendent or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Safety Plans. Building-Level Incident Command staff is identified in the Building-Level Safety Plans.

Protective Action Options

Depending on the emergency, response actions may include: school cancellation, early dismissal, evacuation and sheltering. Elements to be considered for these actions include:

- School Cancellation
 - Monitor any situation that may warrant a school cancellation – Superintendent or Designee
 - Make determination – Superintendent or Designee
 - Contact local media
- Early Dismissal
 - Monitor situation –Superintendent or Designee
 - If conditions warrant, close school –Superintendent or Designee
 - Contact component schools to arrange transportation
 - Contact local media to inform parents of early dismissal – incident reporting form
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate district personnel until all students have been returned home
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat – Superintendent or Designee
 - Contact component schools to arrange transportation – Superintendent or Designee
 - Clear all evacuation routes and sites prior to evacuation
 - Evacuate all staff and students to pre-arranged evacuation sites. District buildings are on ground level so all persons, including all non-ambulatory students, staff and visitors, shall evacuate the building to an alternate location. Nearby staff shall aid non-ambulatory personnel, including students, staff and visitors, in exiting the building. Staff that are in component school buildings should be aware of that building's procedure for non-ambulatory personnel.
 - Account for all student and staff population. Report any missing staff or students to Building Principal.
 - Make determination regarding early dismissal – Superintendent or Designee
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form
 - Ensure adult supervision or continued school supervision/security
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate district personnel until all students have been returned home
- Sheltering Sites (internal and external)
 - Determine the level of threat – Superintendent or Designee
 - Determine location of sheltering depending on nature of incident
 - Account for all students and staff, report any missing staff or students to Designee
 - Determine other occupants in the building
 - Make appropriate arrangements for human needs
 - Take appropriate safety precautions

- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- Retain appropriate district personnel until all students have been returned home

SECTION IV: RECOVERY

A. District Support for Buildings

After a critical incident has occurred, the Belleville Henderson Central School is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps (1-8):

- Step 1: Consult with administrators and others to:
- Determine advisability of team involvement
 - Determine nature of team involvement
 - If team is needed, acquire release from currently assigned responsibility
 - Inform Superintendent of nature of the incident
- Step 2: Acquire facts and circumstances as to the nature of the trauma/loss
- Step 3: Determine those groups and/or individuals most affected by the trauma (target population)
- Step 4: Assist building administrator in the following areas:
- Arrange staff meeting
 - Formulate staff meeting agenda
 - Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
 - Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc.)
- Step 5: Assignment of team members and other staff to individual tasks
- Step 6: Provide Crisis Team Services
- Conduct faculty meeting with all building staff
 - Provide educational information to teachers to be used in class
 - Conduct classroom meetings with team member and teacher in seriously affected classes
 - Assess needs and arrange for follow-up meetings with individuals and small groups
 - End of day staff meeting to update staff and administrators to plan for next day
 - Crisis Team “debriefing” at the end of day
 - Provide substitutes and aides as back-up staff for teachers
 - Offer a separate room for parent contact, if necessary
 - Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions
- Remind staff about “Teachable Moments”
- Death and grief education

- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff, students, and parents

Step 8: Follow-up plans for ending Crisis Team involvement

- Staff meeting
- Alert staff to important aspects of responses to grief and loss
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs
- Referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident.

B. Disaster Mental Health Services

The Belleville Henderson Central School will work closely with local mental health services to:

- Provide services to child(ren) and families that are appropriate for the type of emergency/disaster.
- Assess condition and immediate needs of child(ren) and family including food, shelter, clothing, medical treatment.
- Refer children and other family members to agencies and organizations that provide needed services.
- Follow-up on referrals.
- Decrease the internal and external stressors which affect the child(ren) and family.
- Provide opportunities for child(ren) and families to verbalize their feelings and provide emotional support to aid recovery.
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.

SECTION V: District Wide School Safety Plan Future Developments During 2023-2024

Development and implementation of a School Safety Officer Program including a Board of Education MOU with the CSEA unit that defines the roles and areas of responsibility of the School Safety Officer.

Development of plans for remote instruction beginning with the 2023-2024 school year.

APPENDICES

APPENDIX 1:

Buildings and Contact Information

Listing of all school buildings covered by the District-Wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building staff.

Building Name	Address	Contact Name	Work Phone Number
K-12 Building	8372 County Route 75 Adams, NY 13605	Jane Collins Scott Storey	315-846-5826 315-846-5121
Bus Garage	8372 County Route 75 Adams, NY 13605	Craig O'Donnell	315-846-5023

APPENDIX 2:

Building Risk Determination

Building Name	Address	Internal Hazard	External Hazard
K-12 Building	8372 County Route 75 Adams, NY 13605	See Below	See Below
Bus Garage	8372 County Route 75 Adams, NY 13605		

Internal Hazards

Civil Disturbance

- Explosive/Bomb Threat
- Hostage
- Intruder
- Kidnapped Person
- Civil Unrest
- Bio-terrorism

Fire and Explosion

- Explosion
- Fire

Systems Failure

- Electrical System Failure
- Fuel Shortage
- Gas Leak
- Heating System Failure (loss of heat)
- Roofing Failure (leak)
- Sewage System Failure
- Structural Failure
- Water System Failure

Medical Emergency

- Allergic Reaction/Bleeding/Blow to the Head
- Food Poisoning
- Heart Attack
- Toxic Exposure
- Epidemic

Death/Suicide

External Hazards

Natural/Weather Related

- Flood/Mudslide
- Storm/Snow/Ice/Wind/Hurricane
- Thunderstorm
- Tornado

Environmental

- Air Pollution
- Flood/Mudslide
- Hazardous Material Spills/Releases
- Radiological
- Storm/Snow/Ice/Wind/Hurricane
- Extreme Cold/Heat
- Thunderstorm/Lightning Storm
- Tornado
- Toxic Material Spill/Releases
- Water Contamination
- Biological
- Epidemic

Other External Hazards

- Airplane Crash
- School Bus Accident
- Earthquake

APPENDIX 3:

Regulation References

- 155.17 Education Law – School Safety Plans
- Executive Law 2B

APPENDIX 4:

Agencies the Building Level Emergency Response Plans are Filed

Building-Level Emergency Response Plans are filed with local and state law enforcement agencies. Identification of local and state law enforcement agencies where building-level plans are filed.

APPENDIX 5:

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

- Corporal Punishment Policy
- Alcohol and Other Substances Policy
- Child Abuse and Maltreatment Policy & Procedures
- Drug Free Workplace Policy
- Firearms in School Policy
- Policy for Maintenance of Public Order on School Property
- Code of Conduct
- Policy Against Sex Discrimination and Sexual Harassment
- Student Management Policy
- Title IX/504/Civil Rights/Age Discrimination Policy
- DASA (Dignity for All Students Act)

APPENDIX 6:

Pandemic (Hazard and Threat Specific Annex)

Safety and Security EMERGENCY OPERATIONS

Purpose

The purpose of this annex is to provide procedures intended to mitigate spread of pandemic disease and reduce impact to school and surrounding communities.

Scope

The annex outlines responsibilities for staff if the threat or event of a pandemic outbreak of disease impacts the school community.

Goals and Objectives - See Appendix 7.

- Prevention of pandemic disease within the school community.
- Policies and procedures for preventative measures and response processes.
- Cooperative relationships with local medical and health services.
- Education of students and staff on preventative and protective practices.
- Minimize exposure, illnesses and deaths.
- Identification and confirmation of pandemic via Jefferson County Public Health.
- Effective mobilization of medical and health services.
- Limit exposure to the school community.
- Mitigation of impact to school community and educational operations.
- Assessment of exposed facilities.
- Organized return to normal educational operations.
- Evaluation of impact.

Emergency Action Plan

A pandemic is a global disease outbreak for which there is little to no immunity. A virus or disease can spread quickly when students, staff or visitors are exposed outside the school so precautionary measures are necessary to reduce potential impact to the school community and educational operations.

A distinction should be made between an epidemic and a pandemic. An epidemic, according to the Centers for Disease Control (CDC), refers to an increase, often sudden, in number of cases of a disease above what is normally expected in the population of a community or geographical area. A pandemic, per CDC, refers to an epidemic that has spread over several countries or continents, usually affecting a large portion of the population.

Public health authorities have identified characteristics and challenges unique to a pandemic, including but not limited to:

- A global spread is considered inevitable when the pandemic virus emerges.
- Some pandemics have spread globally in two, and sometimes three, waves.
- Most people will have little or no immunity to a pandemic virus and a significant percentage of the population could require medical care.
- Death rates could be unpredictable due to the significant number of people who become infected, the virulence of the virus, and the characteristics and vulnerability of affected populations (elderly, those with chronic disease, and children).
- Medical supplies may be inadequate. Vaccine for the virus may not be available for months.
- Hospital beds and other supplies may be limited.
- Pandemics may cause economic and social disruption such as schools and businesses closing, travel bans, and canceling of community events.

- Care of sick family members and fear of exposure can result in significant absenteeism in the workforce.

Before Pandemic Event: See Appendix 8

- Develop policies and procedures for preventative measures for all staff.
- Plan procedures for potential closure of facilities, buildings or the entire school system.
- Create alternative education procedures that may be applied to those who may be exposed.
- Build team relationships with local medical and health centers to assist with prevention and response.
- Educate staff on symptom monitoring and appropriate methods of reporting identification of symptomatic concerns.
 - Engineer response and containment procedures to address potential exposures.
 - Identify and supply rooms for potential quarantine of exposed individuals.
 - Develop processes for discreet release of ill students to parents or guardians.
 - Draft procedures to accommodate for large numbers of absent students due to illness.
- Maintain supply of personal protective gear (masks, gloves, disinfectant, etc.) to reduce spread of disease.
- Educate students on proper personal hygiene (handwashing), illness containment practices (covering mouth and nose when sneezing) and social distancing.
- Stage disinfectant stations in strategic locations.
- Supply facilities with necessary provisions, such as food, cleaning supplies, necessary to sustain operation during potential lengthy quarantine.
- Identify and form agreements with companies to supply essential goods in event services are lost long-term.

During Pandemic Event:

The district will work closely with Jefferson County Public Health and the Jefferson Lewis BOCES to conduct daily assessment that includes determining the status of the pandemic condition while seeking support to mitigate the conditions presented. The District will follow the following steps:

- Confirm positive identification of symptomatic concerns.
- Initiate containment and quarantine procedures to isolate exposed individuals from the school community.
- Coordinate with local medical and health center professionals for assistance with the situation.
- Distribute protective gear (masks/gloves, etc.) to the school community to reduce contracting of illnesses (if applicable).
- Implement “social distancing” rules for gatherings, classrooms and movement through buildings.
- Follow protocols from local Public Health or other regulatory agencies (i.e. NYSED, NYSDOH)
- Make accommodations for those who are considered high risk or have functional or emotional needs.

- Evaluate the situation and determine if school closing is necessary to reduce spread of illness.
- Communicate with parents/guardians of exposed students and initiate process of release.
- Activate alternative education procedures for those in containment or released to parents/guardians.
- Make appropriate announcements to the school community and parents/guardians.

After Pandemic Event: The district will follow the following procedures:

- Monitor local, state and federal emergency management notices and alerts to determine feasibility of return to facilities and operations.
- Coordinate with local health officials for guidance in return procedures.
- Document and track students and staff who were absent due to illness or are known to have suffered from illness.
- Evaluate exposed facilities for potential need of professional disinfecting/decontamination.
- Coordinate cleaning and disinfecting of facilities (if applicable).
- Replenish cleaning and hygiene supplies.
- Implement procedures to monitor and maintain continued contamination prevention.
- Coordinate emotional and psychological support for those returning and in need of additional services.
- Activate Functional Annexes: Recovery, Continuity of Operations if applicable.
- Evaluate response operations and need for improvement.

Return to School Guidance:

Documents regarding returning to school from the New York State Education Department and the New York State Department of Health will be reviewed with staff and parents via spoken and written communications and published through Parent Square and located on the school's website:

- ☐ www.bhpanthers.org
- ☐ Under the Headlines Section
- ☐ NYSED and NYSDOH Return to School Guidance 2022-2023

Appendix 7:

Goals and Objections

- I. Policies and procedures for preventative measures and response processes.**
 1. Follow Policies and procedures for preventative measures and response processes provided by the NYS Department of Health and the NYS Education Department.
 2. Create a plan to disperse and implement this information with all departments:
 - a. Administration Transportation
 - b. Buildings and Grounds
 - c. Food Services
 - d. Medical Staff (Nurses, medical doctor, dental hygienist)
 - e. Instructional Staff
 - f. Board of Education
- II) Cooperative relationships with local medical and health services during a pandemic.**
 1. Contact Jefferson County Public Health on a weekly basis.
 2. Consult School Physician regarding health reports.
 3. Monitor NYS Department of Health website.
 4. Follow required reporting activities set by NYSED and NYSDOH.
 5. Administration and Staff meet regularly with school nurses.
 6. Communicate with Staff, teachers and supervisors of medical developments and procedures.
 7. Communicate with parents of medical developments and procedures.
- III) Education of students and staff on preventative and protective practices.**
 1. Share preventive and protective practices with the staff, teachers, students and parents on the information provided by NYSED, NYSDOH and Jefferson County Public Health.
- IV) Minimize exposure, illnesses and deaths.**
 1. Administration will educate staff, teachers, students, parents and the community on the conditions required to minimize exposure, illness and death as provided by the NYSDOH.
 2. Administration will implement required measures provided by the NYSDOH to create the most effective healthy environment for our personnel and students.
- V) Identification and confirmation of pandemic via Jefferson County Public Health.**
 1. Administration and medical staff will work with the Jefferson County Public Health to identify the local impact of the pandemic in our school, community and region.
 2. This information will be communicated with all stakeholders and our school community.
- VI) Effective mobilization of medical and health services.**
 1. The district will work with Jefferson Lewis BOCES Health and Safety Personnel to mobilize medical and health and safety resources.

2. School nurses will work closely with the school medical director to communicate regularly the status of medical concerns.
3. The district will work closely with Jefferson County Public Health to provide accurate and up-to-date information.
4. The district will provide regular communication with parents and staff and teachers on medical and health services.

VII) Limit exposure to the school community.

1. The district will implement health and safety practices recommended by the NYSDOH to limit exposure to students and staff/Teachers.
2. The district will provide regular communication with parents and staff and teachers to limit exposure to the school community.

VIII) Mitigation of impact to school community and educational operations.

1. The district will implement health and safety practices in school and on buses to mitigate the impact to the school community and in our education operations such as on buses, at sporting events, in the classroom and cafeteria, in the auditorium, and all other learning environments.
2. This information will be provided in writing and delivered to staff in person by administration and medical personnel.
3. Documents will be published for the parents, school community, staff and teachers, and students.
4. The District website will have current information with updates from the NYSDOH and NYSED, as well as our Local Jefferson County Public Health.

IX) Assessment of exposed facilities.

1. The District utilizes the Jefferson Lewis BOCES Health and Safety Department to assess our facilities.
2. We also utilize the NYSDOH, NYS Department of Labor and Jefferson County Public Health.

X) Organized return to normal educational operations.

1. The NYSED and the NYSDOH will authorize that the district will return to normal educational operations.

XI) Evaluation of impact.

1. The district conducted ongoing evaluation of the process and updated planning to address any needed changes on a daily and weekly basis.
2. The district superintendent met weekly with other district superintendents and Public Health to review current practices used across our region.

Appendix 8:

Before Pandemic Event

1. Develop policies and procedures for preventative measures according to the NYSED and NYSDOH guidance for all staff.
 - a. Determine if we are in school or students are learning from home.
 - i. Plan procedures for potential closure of facilities, buildings or the entire school system.
 1. Determine plan for staff if school is closed.
 - a. Students
 - b. Nurses
 - c. Teachers
 - d. Aides
 - e. Assistants
 - f. Food services
 - g. Buildings and Grounds
 - h. Transportation
 - i. Administration
 2. Create alternative education procedures that may be applied to those who may be exposed.
 3. Develop Remote Learning
 4. Plan for Computers for every student and teacher
 5. Plan for Food Services to provide meals
 6. Distribution of learning materials.
 7. Identify Internet Service.
 8. Create Plan to communicate with Parents and staff.
 - ii. Plan procedures for in-school pandemic preparedness
 1. Create Health and Safety Protocols for Students and staff of all departments:
 - a. On Buses
 - b. In Cafeteria, or in classrooms
 - c. In classrooms
 - d. Isolation of persons in nurses areas
 - e. Buildings and Grounds
 - f. PE and other Special Area Settings
 - g. Recess and Recreation
 2. Create plan to communicate Health and Safety Protocols with all stakeholders:
 - a. Students
 - b. Staff in all departments
 - c. Parents
 - d. Community
 - e. Board of Education
2. Build team relationships with local medical and health centers to assist with prevention and response. See Appendix 7.

3. Educate staff on symptom monitoring and appropriate methods of reporting identification of symptomatic concerns.
 - a. Create a plan for staff and student attendance.
 - b. Focus on Symptom monitoring by providing medical information.
4. Engineer response and containment procedures to address potential exposures.
 - a. Work with Jefferson County Public Health and Jefferson Lewis BOCES.
5. Identify and supply rooms for potential quarantine of exposed individuals.
 - a. Nurse and administrator will create an isolation plan. Develop processes for discreet release of ill students to parents or guardians.
 - b. Nurse and administrator will create a plan.
6. Draft procedures to accommodate for large numbers of absent students due to illness.
 - a. The Principal and guidance office will communicate with teachers and parents to address the needs of students.
7. Maintain supply of personal protective gear (masks, gloves, disinfectant, etc.) to reduce spread of disease.
 - a. We will work with Jefferson Lewis BOCES to coordinate regional supplies needed for PPE and supplies.
8. Educate students on proper personal hygiene (handwashing), illness containment practices (covering mouth and nose when sneezing) and social distancing.
 - a. The district will construct learning plans on proper hygiene and illness containment practices as provided by the NYSDOH.
9. Stage disinfectant stations in strategic locations.
 - a. The district will follow Jefferson County Public Health's directions to stage disinfectant stations in strategic locations.
10. Supply facilities with necessary provisions, such as food, cleaning supplies, necessary to sustain operation during potential lengthy quarantine.
 - a. The district will work closely with the Jefferson Lewis BOCES, the Jefferson County Public Health, and the Jefferson County Emergency Management to sustain operation during potential lengthy quarantine.
11. Identify and form agreements with companies to supply essential goods in event services are lost long-term.
 - a. The district will work closely with the Jefferson Lewis BOCES, the Jefferson County Public Health, and the Jefferson County Emergency Management In event services are lost long-term.

Appendix 9:

Belleville Henderson Emergency Remote Instruction Plan Addendum to the District Safety Plan

Beginning with the 2023-2024 school year, all public schools and BOCES must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These Emergency Remote Instruction (ERI) Plans will serve to ensure that there is a common understanding about remote instruction amongst district and BOCES Staff, teachers, families, and students.

Emergency Remote Instruction Plan Required Components

1. Policies and Procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
Commissioner's Regulations Section 155.17(c)(1)(xxi)(a)
 - a. How will the district ensure that all students will have access to a computing device?
 - i. The district will assign computing devices in September annually to all students in the school.
 - b. How will the district disseminate Computing Devices to each student?
 - i. The district technology department will disseminate computing devices under the supervision of the School Business Official.
 - c. How will the district communicate with families about the dissemination of the computing devices?
 - i. The School Business Officer will inform families about the assignment of computing devices via Parent Square.
 - d. How will the devices be serviced or replaced?
 - i. The devices will be serviced and/or replaced through the districts Technology Department under the supervision of the School Business Officer.
 - e. All students k-12 will have access to computing devices. K-2 will use practice packets for short term emergencies (1-3 days) and for long term emergencies, computing devices will be distributed from the classroom to the families' homes via the transportation department or a parent pick-up process. Students in 3-12 will be instructed to take devices home when emergencies are forecasted.
 - f. This plan is consistent with the information provided by families in the Student Digital Resources data collection.
2. Policies and Procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
 - a. How will the District determine the need for access to student internet in students' places of residents?
 - i. The district uses Parent Square to poll families regarding internet access. We currently have a database. This will be updated annually through a parent poll.

- b. How will the District ensure that all students have access to internet?
 - i. The District has a supply of MiFi internet access devices to send home with students who do not have access.
 - c. How will the District work with community organizations to and local public spaces to ensure students have access to WiFi access points.
 - i. The school will also allow students to come to school to use our internet if travel is permissible. The students would be transported.
 - ii. We will also network with the three local libraries in our District to promote student access to libraries internet.
 - d. Is our plan consistent with the Student Digital Resources data collection?
 - i. Yes, our plan is consistent with the Student Digital Resources data collection.
- 3. Expectations for School Staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. Commissioner's Regulations Section 155.17(c)(1)(xxi)(b)
 - a. How will the district ensure that the school staff has the necessary tools?
 - i. The district technology committee is comprised of representative teachers. The committee meets monthly September through June. The school business manager and technology department coordinate annual planning to ensure students and teachers have 1-1 devices for emergency remote instruction planning. A state report on device accountability is conducted annually.
 - b. What portion of the school day will be spent on synchronous instruction?
 - i. Our plan has students reporting to classes in grades 3-12 according the schools master schedule times. Teachers are available to meet with students, as well. All 7-12 report to homeroom first. Announcements will be made.
 - ii. Teachers explain the work for their class. Depending on the work students will work either synchronously or asynchronously. Teachers will be available to work with students at other times in the day.
 - c. What portion of the school day will be spent on asynchronous instruction?
 - i. For grades 3-12, the asynchronous instruction will depend on the daily assignments. If it is a test, then it will be asynchronous experience. If student need to complete a project it will be asynchronous. If it is direct instruction it will be synchronous.
 - ii. For grades K-2, teachers will help students with materials in student packets. Teachers will be able to do small group synchronous instruction. Some of the time teachers will be preparing new packets based on the length of the remote period.
 - d. How will instruction be personalized to support students individual needs including support for ELL/ML students?

At the beginning of the school year, the ENL teacher will create a remote learning schedule that does not conflict with the master schedule to support each ELL. Students will meet (via Google Meet) with the ENL teacher by grade level; the teacher will review any assignments by classroom teachers to see if students need assistance. They will also take time

The ENL teacher will maintain a Google Classroom for all ELL students, in which they can find announcements and reminders. A copy of the schedule will be posted there, and the ENL teacher will show students how to find the information they need periodically throughout the year in case ELL students will meet with ENL teacher at different times for each grade level.

We will also make every effort to ensure Chromebooks are in good, operating order and that wifi hotspots are provided to families as needed.

As a routine matter, the ENL teacher keeps the lines of communication open by using ParentSquare (which translates direct messages to families), notes in the home language, and via telephone as needed.

- e. What training is provided to teachers in order to help adapt their instruction to the district expectations?
 - i. The teachers use Google Classroom platform for remote instruction. Training is provided through the technology department and by peer teachers who generously volunteer to support colleagues. Time for teachers to work together is provided by the district through getting teachers subs.
- 4. A description of how instruction will occur for those whom instruction by digital technology is not available or appropriate. Commissioner's Regulations Section 155.17(c)(1)(xxi)(c).
 - a. How will the District determine which students for whom remote instruction via digital technology is not appropriate?
 - i. Students in grades K-2 will be given instructional packets. Teachers will communicate with parents via Parent Square about student work and establish times to meet with students to provide support.
 - b. How will the district provide synchronous instruction for those students for whom remote instruction via digital technology is not appropriate?
 - i. Our K-2 teachers have student learning packets prepared for students to practice basic skills in ELA and math. For grades K-2, teachers will help students with materials in student packets. Teachers will be able to do small group synchronous instruction. Some of the time teachers will be preparing new packets based on the length of the remote period.
 - c. How will the district provide synchronous instruction for those students who do not have adequate internet access?

- i. The district will provide students who do not have adequate internet access with a device that will access the internet from their home. The district has a contract with MORIC and has such devices on school property for such emergencies.
- 5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individual education programs to ensure the continued provision of a free appropriate public education. Commissioner's Regulations Section 155.17(c)(1)(xxi)(d).
 - a. How will the district ensure that special education and related services will be provided remotely?
 - ii. Students who receive special education services through the Belleville Henderson Central School building will participate in remote instruction through a variety of formats and methods. K-2 students participating in special classes will have learning packets prepared to practice basic skills in ELA and Math. For long term emergencies, computing devices will be distributed and the special education teacher will be available to do small group synchronous instruction, as necessary, through a Google Meet format. Grades 3-12 students participating in special classes will be assigned to a Google classroom. They will be instructed to take devices home when emergencies are forecasted. Asynchronous instruction will be given through a digital format (i.e. Freckle, Castle Learning) and accommodations needed will be implemented. For long-term emergencies, the special education teacher will be available to do small group synchronous instruction, as necessary, through a Google Meet format. For those students receiving Resource Room and related services, this staff will collaborate with general education teachers to ensure that students with individual needs will receive appropriate accommodations. For long-term emergencies, the special education team will collaborate with families to develop a schedule that includes supportive services throughout the school week.
 - iii. Students who receive special education services through a BOCES program will receive support in alignment with the BOCES Emergency Remote Instruction Plan. The child's learning team will collaborate with families to develop a schedule that includes daily instruction and supportive services throughout the school week. Teachers and providers will communicate with families/caregivers as to how best implement individualized student learning plans in a virtual environment. Instructional materials and services will be made accessible to students. Other resources will be offered to students and families to assist with virtual learning and will include social/emotional and behavioral supports for use at home.

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for state aid purposes for each days spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter. Commissioner's Regulations Section 155.17(c)(1)(xxi)(e).

a. This provision allows for the district to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.

i. The District will evaluate the time requirements mandated by New York State and use this guidance to set remote learning hours.

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

i. The District intends to provide 6 hours for K-6 and 6.5 hours for 7-12 through synchronous and asynchronous learning.