

**BELFAST CENTRAL SCHOOL
DISTRICT
EMERGENCY MANAGEMENT PLAN**



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2026-27

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1.0 INTRODUCTION

Every school district has an ethical responsibility to provide a safe school environment and to promote the safety of all individuals connected with the school. One key aspect of these responsibilities is the preparation of detailed plans for action in the event of natural and/or manmade disasters or emergencies that may occur on school grounds or within the surrounding community.

1.1 PURPOSE

The purpose of the emergency management plan, hereinafter referred to as EMP, is to provide all stakeholders with safety planning, emergency preparedness and response guidelines, vital information, communication procedures, and standardized measures to protect all members of the school community, including students, staff, and visitors, in the event of an emergency.

The standardized EMP has been prepared for all Belfast Central School District buildings (hereafter referred to as “District”) facilities to provide the framework for a coordinated approach to preparedness, response, and recovery procedures. The EMP also serves as a model for all District centers, providing guidelines that can be modified to meet the specific needs and resources unique to each building.

The EMP has been developed in coordination with local authorities and emergency responders, providing a common platform that will be referenced in a collaborative response in the event of an emergency. The development of the EMP included a systematic investigation and analysis of potential hazards that could affect schools throughout the district, an assessment of the capabilities in the district, along with Allegany County, to deal with potential problems resulting from an Emergency or Disaster.

The EMP describes in detail the centralized direction of requests for assistance and the understanding that the governmental jurisdiction most affected by an Emergency is required to involve itself prior to requesting assistance. Accordingly, each building will prepare separate plans and operating procedures, which form part of the overall Belfast Central School District EMP.

1.2 OBJECTIVES

- 1) Protect the safety and well-being of all community members, students, staff, and visitors.
- 2) Provide for a safe and coordinated response in an emergency.
- 3) Protect the District’s campuses, facilities, and assets.
- 4) Allow the District to mitigate any disruption to the educational process promptly.
- 5) Provide for interoperability within the District Incident Command Center and campuses.
- 6) Provide for timely communications between the district and all stakeholders, including local authorities and all media outlets.
- 7) Provide for compliance with the National Incident Management System (NIMS), New York State Education Department (NYSED), and SAFE SCHOOLS (New York State Police).

1.2 SCOPE

The emergency management plan encompasses all District campuses, buildings, and programs within the Belfast School District, as well as any other leased property, in the event of a situation that could be identified as an emergency or presents a potential imminent danger to persons on the property.

1.3 AUTHORITY

The district emergency management plan is activated by the District Incident Commander (Superintendent of Schools and/or their designee) and is implemented at the time of an emergency situation.

Building-level incident commanders (Principal and/or their designee) are authorized to activate this plan and/or their building-specific plan in the event of an emergency, and/or to protect the safety of any persons upon District Properties.

New York State Commissioner of Education Regulations (155.17) requires each public school district and Board of Cooperative Educational Services (BOCES) to maintain a written District Emergency Management Plan and Building Level Emergency Response Plans, and that those plans are reviewed and updated annually no later than October 1st of each school year.

1.4 DISTRICT EMERGENCY MANAGEMENT PROTOCOLS

The district has developed specific procedures encompassing emergency preparedness and response that are linked to the EMP. To include, but not limited to:

- ❖ Safety of all persons is of the utmost importance and will be given priority consideration in all aspects of emergency operations, and will include compliance with the Americans with Disabilities Act.
- ❖ The Superintendent of Schools and or his/her designee is the Incident Commander. In the event of an emergency during school hours, students and staff will not be dismissed without the direction and approval of the Superintendent of Schools, his/her designee, and/or Incident Commander.
 - Students may be released to parents/guardians who respond to the building, or a designated secondary location under the direction of the Incident Commander and within established procedures to include verifying the identity of the parent/guardian through a valid form of photographic identification issued by a government agency, or another acceptable form of photo identification/personal recognition.
- ❖ The National Incident Management System, hereinafter referred to as NIMS, shall be the designated response platform utilized by the district, in compliance with recommendations of the Department of Homeland Security and the United States Department of Education.
- ❖ The District Safety Committee shall maintain the responsibility to be the lead department in an annual collaborative review and update of the District EMP, to include Allegany County Emergency Management Officials, local and state authorities, and essential District support departments.
- ❖ Each school and building will maintain a designated Incident Commander (Principal and/or designee) who will direct the implementation and review of the individual building emergency response plan.

- ❖ Each building will maintain a building-level safety team, which will review the building-level plan on an annual basis and submit updates to the plan as necessary, encompassing assignment to emergency response roles for select staff members.
- ❖ At the opening of school for the year, the building-level incident commander will review the school building emergency response plan and procedures with all staff, and may request volunteers who may possess specialized training to join the building safety team.
- ❖ The building level plan data sheets specify that individual roles and contact information shall be regularly updated, and copies of the updates shall be provided to SAFE SCHOOLS and NYS Police promptly.
- ❖ The CA BOCES Health & Safety Department will function in a support role for the district and building-level emergency operations plans.

1.5 LEGAL AUTHORITY

Regulation of the Commissioner of Education requires each public school district to develop a plan for the prevention and response to an Emergency Disaster. The Commissioner's Regulation further requires school districts to coordinate their plans with the Local Emergency Agencies.

The regulation will promote the development of consistent responses to the Emergencies experienced by School Districts and will more fully integrate School Districts' Emergency Response with other Emergency Responses. The actions will contribute to the health, safety, and well-being of students and school employees and help to preserve School District resources and property.

Among the requirements of the regulation are the following:

Plans: Each District, other than a School District in a city having a population of more than one million inhabitants, and each Board of Cooperative-Educational Services shall prepare, by October 1, a School Emergency Management Plan as prescribed in this section to ensure the safety, health of children and staff, and to insure integration and coordination with similar Emergency Planning at the municipal county and state levels. *Plans shall be updated by October 1 of each succeeding school year.*

Identification: of sites of potential emergencies, appropriate responses to emergencies, and district resources which may be available for use during Emergencies.

Description: of the arrangements for obtaining assistance from Emergency Service Organizations and Local Government Agencies, procedures to coordinate the use of School District resources and manpower, and plans for taking action in response to any Emergency.

Written Instructions to students and staff: The Board of Education shall take action to provide written information, by October 1 of each school year, to all students and staff about emergency procedures in compliance with 155.17 (i) and Article 2B of the Executive Law.

Drills: Each school shall, at least every school year, and where possible in cooperation with Local and County Officials, conduct a test of its Emergency Plan for Sheltering and Early Dismissal. The amendments of Education Law 807 (1-a, b): Fire and Emergency Drills require twelve drills to be conducted each school year, four of which must be lockdown drills.

Commissioner of Education: may order Emergency Response Actions if the Local Education Agency Officials are unable or unwilling to take action deemed appropriate by State and/or County Emergency Personnel.

2.0 SCHOOL SAFETY PROGRAM

The district maintains an inclusive school safety program, which is comprised of five major components consisting of: *prevention, protection, mitigation, emergency response, and recovery*. Each of these components should be adequately addressed within the District EMP and the Building Level EMP.

The District Safety Team, along with the CA BOCS Health & Safety Department, is designated to govern the Districtwide safety program and to assist building-level safety teams with the development, implementation, and training requirements associated with the building-level EMP. Each school safety team provides the coordination, review, and update of the EMP within their respective building.

2.1 EMERGENCY MANAGEMENT COORDINATOR

The District Emergency Management Coordinator shall be the Superintendent of Schools or designee. The District Emergency Management Coordinator shall be responsible for the coordination, support, and implementation of the District EMP. The District Emergency Management Coordinator shall also provide support to the building administration in all aspects of safety issues and emergency management.

2.2 DISTRICT EMERGENCY RESPONSE TEAM

The Superintendent of Schools will designate a District Emergency Response Team, which will be available to respond within the district to provide support to any District site in the event of an emergency.

2.3 SCHOOL SAFETY TEAM

The building-level school safety team shall be maintained to advise the building principal on all aspects of safety planning, including prevention, protection, mitigation, response, and recovery, specific to the respective school building. The team is responsible for making recommendations addressing any issue that may pose a potential hazard to the daily operation of the building. Develop a building plan during the summer to share with all staff at “Staff Development”. The team shall also be responsible for meeting regularly to review and update the building-level EMP and provide any updates to the District and NYS Police.

2.4.1 PROGRAM COORDINATION

The Superintendent of Schools and/or designee is responsible for establishing general emergency management operations guidelines for all District schools and facilities to ensure safety.

Respective building administrators are responsible for submitting updated building-level emergency management plans and updated EMP Data Sheets to the district Safety Coordinator no later than August 31st of each school year. The gathered information and updates will be shared with the local law enforcement, fire departments, and the New York State Police on an annual

basis, in compliance with existing New York State Schools Against Violence in Education guidelines.

3 MISSION AREAS

The district safety program is comprised of five mission areas: *Prevention, Protection, Mitigation, Response, and Recovery*, to provide a safe and secure learning environment.

3.1 PREVENTION

The district has established precautionary measures in place to prevent a threatened or actual incident from occurring.

3.1.1 STAFF IDENTIFICATION

Belfast Central School provides each District Staff member with a District Identification Card, with a photo of the employee visible on the card. All employees are required to visibly display their District-issued photo identification card during their hours of employment and while upon any District site to identify District staff from any unauthorized persons.

3.1.2 ACCESS CONTROL

The district maintains a networked electronic access control system to regulate access to District school buildings and facilities. The system allows all authorized District employees to access secured schools at any time during their respective duty hours, allowing doors to remain locked.

3.1.3 SECURITY CAMERA NETWORK

The district utilizes a networked security surveillance camera system, allowing for the observation of District Facilities for the protection of students, staff, visitors, and District assets. The district cameras may be monitored at any time, allowing for the potential detection of any unauthorized persons on District properties.

3.2 PROTECTION

The district is committed to employing measures to protect students, staff, visitors, community members, and District property and assets from any threat and/or hazard.

3.2.1 SINGLE POINT OF ENTRY

Each District building operates under a uniform Single Point of Entry (SPOE) procedure to enhance school safety. All students enter from designated entrances that are actively supervised by school staff. Once the students have started the academic school day, the SPOE is locked, and electronic access control is utilized to allow District staff members to enter the otherwise secured building.

3.2.2 BACKGROUND CHECKS

Required District staff members must submit to a fingerprint background check prior to their placement within a school building, facilitated through NYS Police, and required by the New York State Education Department. The background clearance also provides a reporting conduit that provides a notification to the district if an employee's clearance

status changes. Additionally, all volunteers within the district complete an application process, and a local background check is facilitated by the District Human Resources Department.

3.2.3 SIGNAGE

All district buildings and facilities maintain proper signage to prevent unauthorized persons from entering and/or remaining upon the school campus, as defined under Section 140.10 of the New York State Penal Law.

3.2.4 VISITOR REGISTRATION

All visitors to any District school must show a valid form of photographic identification during regular school hours and register with District personnel upon entering a school building. Further, the visitor will be issued a temporary visitor pass, which they must visibly display while on the school campus, to prevent any unauthorized persons from entering a school building.

3.2.5 INCLEMENT WEATHER DELAY AND/OR SCHOOL CLOSING

To protect the physical well-being of students of the District, the Superintendent of Schools may delay the opening of school and or close schools for the instructional day based upon current and/or impending inclement weather conditions. The delay and/or closure will be communicated as early as possible, based upon circumstances, and available via all current media outlets, as well as the district website and any other means of mass communications technology in use by the district.

3.2.6 DRILLS

All schools within the district conduct the prescribed number of fire and lockdown drills and other requirements as in the amendments of Education Law 807 (1-a, (b): Fire and Emergency Drills; requires twelve drills to be conducted each school year, four of which must be lockdown drills, allowing students and staff to practice the emergency procedures of the school building. All drills must be accurately documented, and a report must be submitted to the Facilities Department on a semi-annual basis.

3.3 MITIGATION

The district is dedicated to deploying the means necessary to reduce the potential for loss of life and property damage by lessening the potential impact of a threat or hazard.

3.3.1 EMERGENCY RADIO COMMUNICATIONS

The District utilizes all available means of electronic communications technology, including but not limited to: The District website, directed reverse telephone contact capability (robo-calls), direct text and e-mail messaging, posting on social media, and other emergent technologies to keep all stakeholders and community members informed of events which may impact student and/or community safety.

3.3.2 FACILITIES SAFETY INSPECTIONS

The District Maintenance Department conducts an annual visual inspection of the physical condition and infrastructure of all school buildings, noting the condition of the facility and

reporting the same to the District Board of Education and the New York State Department of Education.

3.3.3 FIRE SAFETY INSPECTIONS

A comprehensive fire safety inspection of all the District Schools and buildings is conducted annually, in conjunction with the District Facilities Department, to identify and mitigate any potential fire hazards, enhancing personal safety for students and staff.

3.4 RESPONSE

The district is committed to the utilization of all of the personnel and physical resources that it maintains to respond to any emergency, to stabilize the situation, and establish a safe and secure environment for all persons.

3.4.1 EMERGENCY MANAGEMENT

Each District school building maintains an Emergency Management Plan, which is reviewed and updated on an annual basis. The district also maintains a District Emergency Management Plan, which is reviewed and updated on an annual basis.

3.4.2 INCIDENT COMMAND

The district has initiated an Incident Command Course for Schools training, through the Department of Homeland Security and Federal Emergency Management Agency, to be available for completion by all members of each school building emergency response team.

3.4.3 SCHOOL SAFETY TEAM

Each District school maintains a School Safety Team, comprised of staff members who may possess specialized training and/or skills, which meets regularly to discuss pertinent safety issues, potential hazards, and is assigned to respond within a specific role in the event of an emergency.

3.4.4 MUTUAL AID

The district maintains a line of communication with the Allegany County Department of Emergency Management, the local law enforcement and fire departments, and the New York State Police, in order to provide additional resources in the event of an emergency, to save lives and property.

3.5 RECOVERY

The district will utilize all available capabilities to assist any District building that has been affected by an emergency to restore a safe learning environment.

3.5.1 RECOVERY MUTUAL AID

The district may request the assistance of local, county, state, and federal government resources to assist in the security and recovery of the district operations in the event of an emergency that exceeds the district's available resources and capabilities.

3.5.2 MEMORANDUM OF UNDERSTANDING

The district shall secure a memorandum of understanding with any agency in relation to the use of District facilities in the event of a community emergency.

3.5.3 CRITICAL INCIDENT DEBRIEFING

The district shall complete a critical incident debriefing with all staff and responders involved upon the completion of the incident and response. A standardized record will be completed and forwarded to the District Safety Committee for review.

3.5.4 DIGNITY FOR ALL STUDENTS

Belfast Central School District Policy provides for the requirements of the Dignity for All Students Act (DASA) by application of the requirements to develop policies, procedures, and guidelines for an environment free from harassment, bullying, and discrimination.

Belfast Central School Administration accomplishes this by appointing a Dignity Act Coordinator in each of its facilities, providing annual training for all staff members, and providing for proper reporting, investigation, and follow-up of all incidents. In addition, provides counseling, mediation, or conflict resolution as required.

3.5.5 CODE OF CONDUCT

The Board of Education (“Board”) is committed to providing a safe and orderly school environment where students may receive, and Belfast Central School personnel may deliver quality educational services without disruption or interference.

Responsible behavior by students, teachers, school personnel, parents, and visitors is essential to achieving this goal.

Belfast Central School has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of integrity, mutual respect, citizenship, character, tolerance, honesty, and civility.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and ensure that discipline, when necessary, is administered promptly and fairly. To this end, the board adopts this Code of Conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents, and visitors when on school property or attending a school function.

4.0 EMERGENCY REMOTE INSTRUCTION

4.1 ACCESS TO DEVICES AND INSTRUCTIONAL MATERIALS

- Belfast Central School has purchased iPads for every student in grades K-9 and laptops for students in grades 10-12. Students in grades 7-12 carry their devices to and from school daily.

- In the event of a planned remote instruction day, BCS iPads will be sent home with every student at the end of the day before a scheduled remote instruction day.
- In the event of a prolonged closure (more than two days) necessitating remote instruction, BCS will utilize school buses to deliver iPads/ laptops to students throughout the district.
 - On the second day of remote instruction, families will be contacted through the district's mass notification system with approximate times for iPads/ laptops to be delivered on the third day of emergency remote instruction.
 - Families will have the option to pick up iPads/ laptops from the school if permissible and practicable. iPads/ laptops will be available to families in the Main Office.
 - A Technical Support Help Desk has been created to support our community with any technical questions or concerns. Email and phone support will be available from 8 a.m. - 4 p.m. EST.
 - Rob Morgan rmorgan@belfastcsd.org
- If a device needs to be serviced or needs to be replaced, families can contact the Main Office and arrange a time to swap a device with the BCS technology department within 24 hours of the known issue/ report.
 - Families can bring devices needing repair to the Main Office.
- If a student is not able to utilize/ receive a district iPad/ laptop during a prolonged remote instruction period, paper copies of instructional materials will be delivered to students' homes utilizing the following schedule:
 - Mondays – Kindergarten, 3rd Grade, and 7th Grade
 - Tuesdays - 1st Grade, 4th Grade, and 8th Grade
 - Wednesdays - 2nd Grade, 5th Grade, and 9th Grade
 - Thursdays - 6th Grade and 10th Grade
 - Fridays – Preschool, 11th Grade, and 12th Grade
 - Student work will be graded and reviewed by teachers. Students should upload assignments in Teams or other learning tools to submit work to their teacher. Students could also snap a picture of a completed assignment and e-mail it to a teacher.
 - If a student does not have access to submit work electronically, BCS will collect student work on scheduled delivery dates for each grade level, as appropriate.

4.2 INTERNET CONNECTIVITY

- BCS will utilize multiple information sources to determine if families need internet access in their homes.
 - Review annual digital equity surveys for students
 - Post a survey about internet access on the district webpage and social media pages
 - Contact all BCS households through a robocall (including phone call, e-mail, and text message) to ask families to contact the district if they do not have internet access at their homes

- BCS continues to have access to mobile hotspots that can be distributed to families in the district who do not have internet access at their homes.
- Internet connections are an issue for families. Currently, BCS is working with our community to increase Internet access throughout the district. Mr. Morgan has set up connections at the Caneadea Town Hall and Belfast Town Hall. The Belfast Public Library also has its Internet open for community members to connect during this time. BCS is grateful for the community support. If a student needs to use the new Internet drops to upload and download instructional material, families can park in identified areas to connect to the Internet for the time it takes the student's device to sync. Please do not sit in the parking areas for longer than needed.
- Parking Areas:
 - Town of Caneadea- far side of the parking lot or across the street
 - Town of Belfast- across the street from the town building, by the park
 - Internet Connection Information:
 - SSID: kajeet smartbus
 - Password: smartbus
 - The Belfast Public Library also has free WIFI that students can access. The password is belfastlib.
 - Students can now also access the **Belfast Remote (no password required)** network in the previously identified parking areas. The signals are stronger and will reach beyond the parking lot. The access may not work in individual homes, but students within the line of sight of the new connections should be able to access the system outside.
- A Technical Support Help Desk has been created to support our community with any technical questions or concerns. Email and phone support will be available from 8 a.m. - 4 p.m. EST.
 - Rob Morgan rmorgan@belfastcsd.org

4.3 INSTRUCTIONAL EXPECTATIONS

- BCS will utilize multiple information sources to determine if school staff need internet access in their homes.
 - Post a survey about internet access on the district webpage and social media pages
 - Contact all BCS staff members through a robocall (including phone call, e-mail, and text message) to ask staff to contact the district if they do not have internet access at their homes
 - BCS continues to have access to mobile hotspots that can be distributed to school staff who do not have internet access at home.
- Belfast can distribute resources to teachers and students via e-mail, the district web page, and social media.

- Teachers will develop a set of lessons for online/distance learning. When putting the materials together, staff are utilizing the many online resources that our schools already have (Reading A-Z, Castle Learning, Learning.com, Smart Notebook, Khan Academy, Google Classroom, and Office 365).
- Teachers can also e-mail instructional materials to building principals to have them print copies for students. Printed materials will be distributed to students via home delivery or through the mail. Instructional materials are also being delivered to homes when meals are being delivered to students throughout the district.
- Building principals will confirm where these lessons will be located for the students. During any extended closure, teachers would check their email during such closures for important updates from the district or to respond to student/parent questions.

Instructional Guidelines

- With evidence of a prolonged school closure, BCS teachers will need to provide remote instruction to students. Instruction on the new material will be provided with support from the students' teachers. This may include students watching video lessons, students watching digital lessons created by individual teachers, and/or direct contact between teachers and students through other means available.

Supported Technology Platforms

- Teachers are encouraged to use a variety of content to deliver new instructional material. The list below contains district-approved/supported technology tools. Consistency and uniformity are seriously considered for the ease of implementation in the homes of our families.

Elementary School (K-4)	Middle School (5-8)	High School (9-12)
• Zoom • Microsoft Teams • Moodle • BrainPOP (Jr.) • Castle Learning • Gale Resources • iXL • Khan Academy • Learn 360 • Math Seeds • NewsBank • OverDrive • PBS Learning Media • Study Island • TeachingBooks • TigTag (Jr) • TumbleBooks	• Zoom • Microsoft Teams • Moodle • BrainPOP (Jr.) • Castle Learning • Gale Resources • iXL • Khan Academy • Learn 360 • Math Seeds • NewsBank • OverDrive • PBS Learning Media • Study Island • TeachingBooks • TigTag (Jr) • TumbleBooks	• Zoom • Microsoft Teams • Moodle • BrainPOP (Jr.) • Castle Learning • Gale Resources • iXL • Khan Academy • Learn 360 • Math Seeds • NewsBank • OverDrive • PBS Learning Media • Study Island • TeachingBooks • TigTag (Jr) • TumbleBooks

• Twig • World Book • Quizlet • Wakelet • Seesaw • Reading Eggs • Reading A-Z • F&P GR and LLI	• Twig • World Book • Quizlet • Wakelet	• Twig • World Book • Quizlet • Wakelet
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Platform Considerations

- In most cases, these platforms are familiar to students. By emphasizing these familiar platforms, students will have a more seamless learning experience.
- If a new platform is remotely introduced, allow time for introduction and exploration so as not to take away from learning.
- Many other web-based platforms may not be compliant with educational privacy requirements. If a student must sign in and provide any identifying information (birthday), secure prior approval from an administrator.

Learning Schedules and Time-On-Task Expectations

- Asynchronous daily lessons/activities will be posted on the day that the class meets by 8:30 am.
- Teachers should not exceed two activities a day within a given block. (For example, an ELA lesson could include a phonics activity and a writing activity.)
- Teachers are expected to support the education of students for a period of time each day that does not exceed the existing contractual day. It is understood that due to a variety of complicating factors, teachers will need flexibility with regard to how this time is distributed throughout the day.
- Remote learning days will follow the instructional days of the school calendar. Adjustments to the school calendar will be made at the discretion of the Superintendent to ensure minutes and daily requirements are met.
- Teachers will track student progress to ensure participation and check in with students if they are struggling or non-participatory. Compassion and understanding should always govern decisions.
- The district will communicate clear expectations with parents about how they can best support their students during remote learning. Building administrators will continue to support the appropriate involvement of the parent community.
- Student attendance should be taken based on participation and submission of assignments.

Recommended Total Lesson/Activity Times

Grade Levels	K-1	2	3-4	5	6-12
Recommended time spent by students each day	15 minutes per lesson; 4 lessons per day	20 minutes per lesson; 4 lessons per day	25 minutes per lesson; 4 lessons per day	30 minutes per lesson; Up to 6 classes	30 minutes per lesson; Up to 6 classes

	60 minutes	80 minutes	100 minutes	150 minutes	180 minutes
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Secondary Schedule

- Assignments will be posted following the teacher's class schedule.
- Teachers will not assign more than two graded assignments a week.

Middle Schedule

- Assignments will be posted following the teacher's class schedule.
- Teachers will not assign more than two graded assignments a week.

Roles and Responsibilities of Staff

Role	Responsibility
General Education Teachers	Instructional Planning & Delivery: • Create weekly home learning experiences per the curriculum/instruction guidance in the following section. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible. • Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to students/families. • Prioritize instruction for Regents/ Dual Enrollment courses and courses that are a requirement for graduation. • Log/catalog home weekly learning experiences /revised scope and sequence to inform future planning and EOY review. Communication: • Identify students/families who are not engaging with provided resources and attempt to reach out to those homes (See communication options section for more information). Parent phone numbers and email addresses should be changed in PowerSchool as needed. • Inform building principals of students/families who are not engaging and are not reachable. ○ Building principals will further coordinate communication efforts. • Serve as the point person for communication and for providing materials to students/families. • Provide ongoing feedback and communication with students and families (at least once per week) • Individually, or as a part of a course team, create office hours at least once per week to be available for students/families. (Coordinate with service providers so times do not overlap.) • Participate in virtual faculty, department, IST, PST, or CSE meetings, as needed.

Building Principals	• Facilitate Zoom meetings as needed to update staff and/or provide professional development. • Continue with school-wide newsletters and/or weekly videos for the duration, with suggested family activities, resources, and to promote a sense of community. • Work with counselors to determine a list of high-needs students and assign “Check in Coaches” or building staff identified to support those students/families in determining whether they can access instructional materials, can complete them, and respond to any questions the students/families may have. • Continue to be available to students and staff during regular school hours. • Participate /facilitate in virtual faculty, department, or CSE meetings, as needed.
Related Service Providers	Instructional Planning & Delivery: • Create appropriate, differentiated home learning experiences for students on caseload. ◦ In compliance with NYS guidelines, students’ IEPs and 504 plans will be implemented to the greatest extent possible. • Provide related services through teletherapy when possible. • Create communication to allow progress monitoring of student progress/ IEP goals. • Collaborate with classroom teachers to understand which standards are being focused on in order to ensure continuity of instruction. Communication: • Determine with classroom teachers how lessons will be communicated to students/families, minimizing the number of emails and/or communications a family may receive. • In coordination with the classroom teacher, provide ongoing feedback to students • Keep a record of differentiated home learning experiences distributed to students throughout the closure. • Collaborate individually, or as a part of a team, to establish office hours, at least once per week, in order to be available for students/families/other staff. (Coordinate with classroom teachers so times do not overlap) • Participate in virtual faculty, department, IST, PST, or CSE meetings, as needed.
Integrated Co-Taught Special Education Teachers	Instructional Planning & Delivery: • Collaborate with co-teachers to create weekly home learning experiences per the curriculum/instruction guidance in the following section and modify assignments as required by each student’s IEP. • Create appropriate, differentiated home learning experiences for students on their caseload, including study-skills lessons. In compliance

	with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible. • Keep a record of home learning experiences distributed to students throughout the closure. • Create communication to allow progress monitoring of student progress/ IEP goals. Communication: • Coordinate with co-teacher in order to identify students/families who are not engaging with provided resources and attempt to reach out to those homes (See communication options section for more information). Parent phone numbers and email addresses should be changed in PowerSchool as needed. • Inform building principals of students/families who are not engaging and are not reachable. Building principals will further coordinate communication efforts. Continue to provision work. • Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to students/families. • Provide ongoing feedback and communication with students and families (at least once per week) • Individually or as a part of a team, establish office hours at least once per week to be available for students/families. (Coordinate with service providers so times do not overlap.) Record office hour times on the matrix provided on SharePoint. • Participate in virtual faculty, department, or CSE meetings, as needed.
Self-Contained Special Education Teachers	• Create appropriate, differentiated home learning experiences for students on their caseload. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible. • Keep a record of home learning experiences distributed to students throughout the closure. • Create communication to allow progress monitoring of student progress/ IEP goals • Inform building principals of students/families who are not engaging and are not reachable. Building principals will further coordinate communication efforts. • Collaborate with Related Service providers and Co-Teachers, to ensure continuity of instruction throughout the materials provided to students/families. • Participate in virtual faculty, department, or CSE meetings, as needed.
Counselors, Psychologists, Social Workers	• Work with the building principal to identify high-needs students who may need more frequent check-ins, create a list of "Check-in Coaches," and provide student contact information.

	• School-based mental health staff and counselors should maintain a level of connectedness to students with known needs (one to two times per week), in addition to students who receive IEP counseling services. (See Related Services Section Above) • Coordinate with Building Leadership regarding instructional plans for At-Risk students, including seniors receiving Tier II/Tier III supports for Graduation Plans. • Participate in virtual faculty, department, or CSE meetings, as needed. • For out-of-district case management, please continue to coordinate between students, families, and providers to support access, monitoring, and problem-solving. • Create office hours, at least once per week, to be available for students/families/other staff. Record office hour times on the matrix provided on SharePoint. Provide individual counseling sessions via teletherapy delivery models. • Work to identify and coordinate additional services and supports needed by families (i.e., food needs beyond the district meal delivery program, Internet connectivity issues, etc.)
Elective Area Teachers	• Create weekly home learning experiences per the guidance outlined in the curriculum/instruction section of this document. • May be assigned a roster of high-needs students that may require more frequent check-ins. Work with building principals and classroom teachers to help ensure families receive communication, are able to access materials, and help facilitate questions of students/families. • Participate in virtual faculty, department, or CSE meetings, as needed.
Teacher Assistants	• Check in weekly with the teacher or staff who work most closely to see how they can support. • May serve as a “Check in Coach” as needed, as well as to support materials management, coordinate data, and ongoing progress monitoring tools through collaboration with SPED teacher.
Nurses	• Caseworker to our most needy students with individual health plans (IHPs). • Update building principals and appropriate staff regarding student information as needed.

- BCS teachers will be provided training through CA BOCES and Erie I BOCES to help adapt their instruction to the remote instruction environment.

4.4 INSTRUCTION FOR STUDENTS FOR WHOM DIGITAL INSTRUCTION IS NOT APPROPRIATE

- The BCS Director of Pupil Services will work with classroom teachers to identify students for whom remote instruction via digital technology is not appropriate.
 - The classroom teacher will contact the student’s family to establish a specific schedule to provide remote instruction to the identified student(s).

- The classroom teacher will submit the student-specific learning plans to the Director of Pupil Services and the building principal for approval.
 - The individualized plan will contain specific instructional times and modes of communication to ensure instruction occurs for the student.
 - Instructional materials will be delivered to the students' homes by district personnel beginning on the third day of a prolonged remote instruction period (at the latest).
- BCS will provide synchronous instruction to students through telephones and/or home visits as feasible.

4.5 SPECIAL EDUCATION SERVICES DURING EMERGENCY REMOTE INSTRUCTION

- Students with Disabilities

- All students, including students with disabilities, are issued District iPads. Students with disabilities are able to receive identified accommodations through the use of technology from District special education teachers. Special education teachers will provide services and instruction to students via Zoom, Teams, and e-mail to ensure students are receiving academic support. Students will receive therapy such as speech, OT, and counseling through individual meetings with therapists using Zoom.
- Integrated/ co-teaching special education teachers in the district will collaborate with general education teachers to create weekly home learning experiences per the curriculum/instruction guidance in the priority standards. Students will continue to receive resource room and consultant teacher services as outlined in IEPs. The content, instructional materials, and assignments will be modified as required by each student's IEP. Students with disabilities have direct meetings using Teams and Zoom with special education teachers to receive direct support and accommodations for classroom assignments in all curricular areas. Resource room teachers will continue to provide skills instruction utilizing technology as outlined on every student's IEP. If the student has limited WIFI access (the district supplies devices to all students), the special education teachers will send paper copies of academic tasks, including modified assignments, to the student's home and then call the student on the phone to provide direct support. Accommodations, modifications, and support/services that are being provided to students with disabilities will be provided to the greatest extent possible following the current SED guideline.
- Self-contained special education teachers will continue to develop differentiated lesson plans to meet the needs of every student with a disability on their caseload as required on students' IEPs. Special education teachers will utilize Teams and Zoom to have direct contact with each student. The differentiated lessons will continue to be at each student's instructional level and are aligned with their IEP goals. Accommodations, modifications, and support/services that are being provided to students with disabilities are being provided to the greatest extent possible following the current SED guideline.

- The Committee on Special Education will continue to have required meetings during the closure. Meetings are conducted with parents participating via a conference call or Zoom with the Chairperson, special education teacher, general education teacher, school psychologist, and student when age-appropriate.
- Homeless Students
 - Belfast Central currently does not have any students identified as homeless. If any student becomes homeless during a prolonged closure, BCS will continue all instructional programming and services that were being provided before the student became homeless. The school counselor, home-to-school coordinator, and/or social worker will contact the student's family to determine current living situations and identify support services that the district can assist the family in acquiring to provide consistent access to instructional programs. Additionally, the District home-to-school coordinator will work with a local food bank to provide food to all families who are struggling during any prolonged closure through a weekly food giveaway at a church in the district.
 - Because Belfast is a small, rural school district with small student enrollment, we know our students and have good relationships with virtually all families. Our families generally feel comfortable contacting school personnel about needs in their homes, so the district can support all needs, not just academics.
- Alternative Placed Students
 - Any BCS students in alternative instructional settings receive all instruction and support through Cattaraugus-Allegany BOCES programs. Our students will continue to receive instruction following BOCES' continuity of instruction plan. Teachers, principals, and program managers will be in contact with BCS Principals and the superintendent on how students' progress is in their instruction and will inform the district if a student does not keep up with instructional expectations. BCS will share the information with the parents of students in alternative placements to support communication and instruction.

4.6 INSTRUCTIONAL HOURS FOR AID PURPOSES

- In the event of a prolonged closure requiring remote instruction, Belfast Central School will claim six hours of instruction for aid purposes every day of an emergency closure.
 - Students and staff will be expected to carry out learning and instruction activities.