

Brookfield Central School District
Initial Reopening Plan Document
as of
August 2, 2020

Please be advised that this document will change as additional guidance is received, as conditions change, public input is received, and well as other factors.

Communication/Engagement

School Stakeholders/Community Members

Brookfield CSD - Reopening Committee

Early Ed

C. Thall

S. Hafelin*#

Elementary

K. Jardines

K. Brennan-Lee

R. Pavlus

C. Rutherford*#

High School

S. Roberts

R. Reeder

M. Zaia

Special Ed

D. Suydam*#

D. Perry

E. Collins

Specials

C. Goodfellow

W. Lydford

Phys Ed/Athletics

K. Howlett

S. Abrams*#

Transportation

W. Walker*#

J. Snyder

Food Svc.

P. Beehm#

S. Scully#

Maintenance

P. Kupris#

K. Plows#

Health

J. Jones*

Facilitator

Technology

C. Peavey

Facilitator

District Office/Visitors

T. Lopesz#

C. Case*#

K. Smith#

Facilitators

C. Smith

J. Phillips

J. Plows#

A. Woodward

S. Scully#

* Denotes parent representative also #Denotes community representative also

Student Representatives

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Delaney K.

Faith M

Damien A.

Sara B.

Colt M.

Alexis C.

Preston C.

Additional Public Representation

BOE Public Hearing – August 4, 2020

Brookfield Central School District has the following Standard Operating Procedures/Protocols in place, by reopening categories:

Communication Plan

The district has communication protocols relative to instruction, training, signage, and messaging. Including

- Staff/Student hand hygiene training
- Signs of illness and appropriate responses and assessments (Nurse)
- Isolation
- PPE guidance

Health and Safety

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In-Person Capacity

Analyzed by area i.e. classroom, common areas, gym, cafeteria, etc.

Principals followed:

- o Distancing
- o Face coverings
- o Other PPE
- o Hospital capacity integrated via Madison County DOH

Communication

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- Isolation
- PPE guidance

Health and Safety Protocols Include

- Student screening by Parents
- Signage for hand & respiratory hygiene
- Social distancing – 6 feet
- High risk individuals including living arrangements

- Face coverings in lieu of distancing
- District provided face coverings and PPE
- Confirmed COVID case protocols
 - Madison County DOH (MCDOH)
- Return to school following positive COVID diagnosis
 - MCDOH

Health and Safety (continued)

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- Cleaning and disinfecting schools
 - CDC
 - NYSDOH
- Modified Safety Drills for social distancing
- District operated before/after programs
 - N/A at this time
- COVID-19 Safety Coordinators
 - James Plows, Superintendent
 - Alternates
 - Carrie Smith, Principal
 - Juliette Jones, School Nurse
- Masks Breaks
- Common area mask policy
- Training plan
 - Mask Care, proper use and disposal
- Cleaning/disinfection frequency, responsibility, and logs
- In-person screening activities personnel protection (PPE)
- Positive COVID-19 case identification to MCDOH
 - Direct phone line number is held by COVID-19 safety coordinator and alternates
- PPE supply and distribution
- Student/staff handwashing and sanitizing
- Receiving, reviewing, and attesting screening activities
- Asthma-related acute respiratory treatment care
- Monitoring of CDC and NYSDOH updates

- Healthcare professionals utilize standard precautions
- Emergency transport when signs of MIS-C or other concerns
- Health office cleaning/disinfecting
- MCDOH guidance on monitoring, containment, closure
- Extracurricular programs N/A at this time
- Use of school grounds by outside organizations N/A at this time

Facilities

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- Code compliance including Building Condition Survey & Visual inspection
- Lead-in-Water Testing
- Temporary quarters submission to Office of Facilities Planning
- Plumbing/water fountains/ventilation
- “COVID -19 REOPENING” identification – OFP
- High touch areas cleaning/disinfection
- Fire safety plans
- Hand sanitizer availability

Child Nutrition

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- On site and remote meal access
- Addressing of health and safety guidelines
- Identification of measures to protect students with allergies
- Hand hygiene before/after eating; discouraging beverage sharing
- Cleaning/disinfecting common areas
- Child nutrition program compliance
- Family communication
- Social distancing during meals
- Development and maintenance of meal production records
- Compliance with “Interim Guidance for FSA during COVID-19 Public Health Emergency”

Transportation

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- Bus Cleaning/disinfecting
 - Daily
 - High touch areas after each use
- Buses not equipped with hand sanitizer, personnel does not carry
- Bus personnel use face coverings, face shield is optional (pending DOT approval)
- Transportation Dept. personnel training; PPE, COVID symptom recognition
- Personnel/student training;
 - masks,
 - distancing on bus
 - PPE
 - COVID symptoms
 - Face covering required
- PPE and hand sanitizer located in bus garage
- Glove use
- Pre-work self-health screening
- District provided face coverings

- Non-denial of transportation when student doesn't have face covering
- Face covering exceptions for students with disability
- Out of district transportation
- Face covering medical exception
- Homeless transportation
- Wheelchair spacing in accordance with social distancing
- Parental assurance
 - Student not experiencing COVID/symptoms, fever
- Compliance with “Interim Guidance for Office-Based Work during the COVID-19 Health Emergency”

Social-Emotional Well-Being:

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The Brookfield Central School District has developed a K – 12 Comprehensive Developmental School Counseling Plan that addresses many facets of the counseling program, serving the needs of approximately 250 students. A team of certified School Counselors, in order to reflect the Commissioner's Regulations effective July 1, 2019, will review the current plan to ensure the plan is updated to meet the needs of our students and staff. The district considers this plan a dynamic document, and is subject to revision and updates to reflect current and future needs.

The Brookfield Central School District has formed a Re-Opening subcommittee in order to continually monitor and address the social-emotional well-being and needs of our students and staff. The committee will collaborate with relevant stakeholders including, but not limited to, parents, members of the Board of Education, school building and district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists. The purpose of this Re-Opening subcommittee is to conduct an evaluation of the Brookfield Central School District Comprehensive Developmental School Counseling Plan, as compared to the *Recovering, Rebuilding and Renewing: The Spirit of New York's Schools Reopening Guidance* to identify additional resources, a referral process as well as trainings/professional development required to meet the current needs of our students and staff due to COVID-19, as well as advise and support the implementation of the counseling program.

The Brookfield Central School District will implement a Multi-Tiered System of Supports (MTSS) framework that will guide our delivery of services to all students. We will employ a three-tiered approach:

- Tier 1 – Deliver Social Emotional Learning instruction and evidence-based practices in the classroom targeted to all students.
- Tier 2 – School Counselors provide small-group or individual supports for students identified as at-risk with moderate mental health, behavioral, and/or emotional needs.

- Tier 3 – Students suffering from significant mental health, behavioral and emotional challenges may require individualized clinical interventions, counseling, and/or a referral to local community resources.

Age-appropriate screening tools will serve as a gauge for the counseling staff to inform the management of additional interventions, supports, or programs necessary to improve student mental health, behavioral and emotional issues. Additional tools and resources will be provided to classroom teachers that will help them be able to better identify the aforementioned areas of concern they may have with a specific student or students that may result in a referral to a member of the counseling staff.

Faculty and staff will be provided professional development opportunities through the district to utilize webinars, video conferences, and in-person presentations (when allowed) with trained professionals with a counseling or other appropriate background. Presentations by our counseling staff during faculty meetings will be utilized as well. Professional learning will focus on the five competencies of social-emotional wellness including self-awareness, self-management, social awareness, relationship skills and responsible decision making. Strategies to develop the necessary coping and resilience skills for students will be supported through focused SEL instruction that students will receive by the counseling staff and classroom teachers. Additional supports targeted to faculty and staff will be implemented through the same methods identified above.

School Schedules:

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The Brookfield Central School District is considering operating a hybrid model that will allow all students to receive in-person and remote instruction, allowing students to receive as much in-person, live instruction as possible. All students will receive instruction that is aligned with the New York State Learning Standards in every subject area. Delivering the hybrid model will ensure students receive equitable, high quality standards based instruction which includes daily interaction with teachers in order to meet their academic needs.

Students in grades Pre-K – 12 will be grouped in family cohorts and then assigned to attend Brookfield Central School on either an A or B day. This hybrid model will allow all students to receive in-person and remote instruction while operating on a 6-day cycle schedule; minimizing the amount of screen time. This scheduling model allows for 50% of the Pre-K -12 grade populations to attend at one time based on the current safety guidelines of social distancing and face coverings. Students who opt to attend school remotely will be assigned to one of the aforementioned groups in order for them to attend classes 100% virtually or in case they change their minds and are able to attend the hybrid model, subject to class size limitations.

Group A - Students in Group A will attend school in-person every other day, on a six day cycle. When not attending school in-person students in Group A will attend class via Google Classroom remotely and participate in class activities via Google assignments, projects and other planned instructional activities focusing on extensions from previous learning. Students

who have chosen to attend 100% remotely will follow the same schedule accessing lessons from home via Google Classroom/Seesaw.

Group B – Students in Group B will attend school in-person every other day, on a six day cycle. When not attending school in-person students in Group B will attend class via Google Classroom remotely and participate in class activities via Google assignments, projects and other planned instructional activities focusing on extensions from previous learning. Students who have chosen to attend 100% remotely will follow the same schedule accessing lessons from home via Google Classroom.

This hybrid model allows the Brookfield Central School District the ability to pivot from hybrid to remote keeping a very similar schedule, attempting to minimize disruptions to schedules..

Attendance and Chronic Absenteeism:

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Attendance

Daily student attendance is critical, especially when students are at home, during this uncommon time. Attendance records will be maintained for all instances when students are expected to be “in class” whether in the classroom or connected remotely from home. Student attendance will be guided by the Brookfield Central School District’s Attendance Policy. Though good student attendance is critical, students should always be kept home from school when they are experiencing any symptoms of illness. The following will take place daily:

- Every teacher will record attendance daily on our student management system whether instruction is delivered in school or remotely.
- Each time as student is absent, a phone call home will be made in order to check in with students/families not logged in or virtually present.
- Administration will analyze attendance weekly and implement a tiered approach to avoid potential chronic absenteeism

Chronic Absenteeism

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. Chronic absence includes all absences from instruction, both excused and unexcused. It is essential for school attendance policies to focus on the academic consequences of lost instructional time and for the school procedures to address absences before students fall behind in school. During these challenging times, the development of positive school relationships may be a lifeline for students disconnected from

school. Although flexibility is recommended when monitoring attendance in a remote instructional model, for students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, Brookfield Central School District will utilize a variety of methods of reaching out to families including the following:

- Phone calls to families are often the simplest solution and provide an immediate opportunity to offer resources and assess student and family needs.
- Where families do not respond to phone calls, emailing may offer a lower-stress alternative and a subsequent phone call can be arranged.
- Seeking out school staff who have established a connection with the student and/or family may yield improved results. Counselors, coaches, social workers, and psychologists are often logical choices, in addition to teaching staff.
- School Based Response to Intervention Team will meet virtually and work collaboratively with parents to address and create a plan to address improving student chronic absenteeism
- Attendance letters will be sent on a quarterly basis to families.
- Students not in compliance with the Brookfield Central School District's Attendance Policy will be referred to RTI at the secondary level.

Teaching and Learning:

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The Brookfield Central School District reopening plan includes a continuity of learning plan for the 2020-2021 school year. The plan prepares the district for in-person, remote, and hybrid models of instruction.

IN-PERSON All students physically return to school in September following health and safety guidelines. This determination is made due to successful virus containment and minimal or low levels of COVID-19 transmission.

This would require the addition of classroom space beyond what is available in the district's school buildings at this time. District officials are evaluating potential opportunities for acquiring additional classroom space in accordance with NYSED reopening guidelines.

REMOTE LEARNING RETURN Students are not physically present and learn through synchronous and asynchronous learning experiences using a remote platform. This determination is made due to high levels of virus spread and widespread transmission of COVID19.

HYBRID RETURN Students engage in some combination of in-person and remote learning based on cohorts, grouped by families and then grouped on an A OR B day. This determination is made due to moderate virus spread and higher levels of COVID-19 transmission.

Instruction will be guided by current curricular materials and units that are aligned with NYS Learning Standards. Teachers will follow the district curriculum maps, calendars, and pacing guides that ensure pacing to meet grade level standards. Teachers will interact directly with students every day in several ways. Teachers will use video conferencing to have live contact with students, as well as Google Classroom, Zoom and other applications to monitor student work, check for understanding, and know if students are completing assigned tasks. Additionally, teachers will provide office hours to students to further monitor student progress. When a student is not attending live sessions and/or completing assigned tasks, the teacher will reach out to the student and parents to offer support and problem-solving. When needed, the teacher will collaborate with school counselors, the special education teacher (if appropriate), and the building administrator for additional support for the student and his/her family. Teachers will communicate concerns with both counselors, and building administrators. Brookfield Central School's Director of Technology will monitor students' ability to connect to the internet. The District will provide devices and internet access to any family who needs it. Students who receive support services will continue to receive those services. Services will be provided in school, if students are in school, as well as remotely.

Methods for contacting schools and teachers will be communicated in several ways:

- District website
- District and school newsletters (printed and mailed to each home).
- Teachers' Google Classrooms
- School voicemail system which is accessible to teachers and administrators remotely
- School email

Special Education:

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Parents will choose their preferred mode of instruction, based on the district's reopening plan, and will be provided general and special education instruction either in combination of in-person and remote learning (hybrid), or remotely, by their general and special education teachers and related service providers. Staff will collaborate with parents to provide services to the greatest extent possible, consistent with IEPs and FAPE, and will document these services on the selected district forms and contact logs. BOCES and Out of District placements will also provide individual documentation. The District will document the following information: what programs and services will be provided to the student; what method will be used to deliver those programs and services; how progress towards goals will be monitored, if the methodology must differ from what is written in the IEP due to COVID-19 emergency; and how program modifications and accommodations will be addressed, if the methodology must differ from what is written in the IEP due to the COVID-19 emergency.

Special education teachers and service providers will communicate with parents/guardians regarding the provision of services and the parent's selected mode of instruction or services (hybrid or remote). Teachers and/or service providers will document communication with parents/guardians. Teachers will maintain

communication logs throughout the year. Progress reports will be provided quarterly to document student's progress toward IEP goals.

The Co-CSE Chairs will collaborate with parents regarding the provision of services and supports, as well as modifications and accommodations, and how those may be adjusted to reflect the setting for the students' education (i.e. in-person during hybrid vs. virtual during remote learning). Parents will receive documentation describing the provision of services in their preferred language or mode of communication.

Students attending out of district programs will be provided the options those programs develop, and the district will support those models of instruction. Out of District placement and CPSE providers will document their provision of FAPE and communicate that with the school district and CSE office, as well as parents. Providers will continue to use quarterly reporting mechanisms employed by those providers. Providers will use the Cleartrack contact log to maintain records of parent interaction and student participation in programs. The District will work with outside providers to ensure students have necessary technology/resources to access their education.

Programs and services will be provided to the greatest extent possible based on the student's IEP and the method of delivery, including adaptations to accommodations and modifications in students' IEPs to ensure access to their education. District staff can provide technical support to students. Staff will collaborate with parents to provide services to the greatest extent possible, consistent with IEPs, and will document these services, as well as any adjustments to modifications and accommodations to ensure FAPE on the selected district forms and contact logs.

Bilingual Education and World Languages:

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Presently, the Brookfield Central School District does not have any students who have been identified as English Language Learners. Should new students enroll into the District, the English Language Learner (ELL) identification process will be used and completed within 10 school days.

Should the Brookfield Central School District identify students who are English Language Learners, the District will provide the required instructional units of study, based on the student's most recent NYSESLAT testing measuring English language proficiency. Students identified as English Language Learners will receive both in-person and remote instruction with their general education cohort.

Faculty will collaborate with parents to discuss their child's education and the instructional preferences chosen by the parent. Parents will receive documentation and communication describing their child's education in their preferred language or mode of communication. The

Brookfield Central School District will utilize translating services, as needed, to ensure parents are able to communicate with staff.

Teacher and Principal Evaluation System:

Pursuant to Education Law 3012-d, the Brookfield Central School District will fully implement the currently approved Annual Professional Performance Review (APPR) Plan for the 2020-2021 school year unless otherwise indicated. The Brookfield Central School District APPR committee will review any required modifications and amendments will be submitted.