

BROOKFIELD CENTRAL SCHOOL  
BOARD OF EDUCATION  
**Regular Meeting:**  
**Tuesday, August 13, 2024**  
**7:00 p.m. – School Library/Media Room**

AGENDA

- ITEM 1. CALL TO ORDER: By: \_\_\_\_\_ Time: \_\_\_\_\_ p.m.  
Pledge to Flag
- ITEM 2. Consent Agenda: Approval of – Warrants, Extracurricular Quarterly Report
- ITEM 3. Communications, Reports, Announcements  
A. Additions/Amendments to the Agenda  
B. Board President Communications  
C. Principal Communications  
D. District Clerk Communications  
E. Business Communications  
F. Superintendent Communications
- ITEM 4. Public Forum
- ITEM 5. New Business:  
A. Approval of Tax Levy Warrant  
B. Personnel: Appointment of Fall Soccer Coaches  
C. Personnel: Appointment of Music Teacher  
D. Personnel: Appointment of Special Education Teacher  
E. Personnel: Appointment of Long-Term Substitute Library/Media Specialist  
F. Personnel: Appointment of School Bus Driver  
G. Approval of: Professional Development Plan 2024-2025  
H. Approval of: Contract for Rental of Facilities Agreement – Driver Education  
I. Approval of: Agreement – Ancillary Services for Driver Education 2024-2025  
J. Approval of: Notice of Special Meeting  
K. Approval of: Non-Resident Student  
L. Approval of: Special Education District Plan 2023-2024
- ITEM 6. Adjournment

*Brookfield Central School*  
*Achieving Academic Excellence*

**Superintendent**  
Ronald Pavlus

**Interim Principal**  
Colleen Rutherford

**District Clerk**  
Christa Case



**Board Members**  
Bernard C. Whitacre, President  
Valerie Nolan, Vice President  
Dawn Brean  
Sean Karn  
Julie Wratten

**Business Manager/District  
Treasurer**  
Tiffany Lopesz

P.O Box 60, 1910 Fairground Road, Brookfield, NY 13314

Telephone: (315) 899-3323


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## Principal's Notes

- Dual Credit Updates- 11 college level classes, 1 advanced coursework opportunity (ASL)
- NYKIDS.ORG- Study in 2014 and 2024 for schools that are positive outliers
- Plan-Pilot- Performance-Based Learning and Assessments
- Drop-out rates- Zero Plan for students at-risk
- RTI Coordinator/Literacy Specialist K-12- ESSA grant money
- MVCC Fast Trac-for all students (offered through BOCES)
- Regents- 100% pass rate for US History and English, rising test scores in ALL areas
- Colgate Partnership Opportunities
- FFA-expansion of the program with CASE certification
- Later Gater Motivator
- Graduation Requirements-a wide variety of pathways, many including performance based learning and assessments
- New Teachers- Music-Tyler Rifenburg and Special Education-Olivia Brink

- Safe Schools- grant opportunities
- Course Catalog- updated (in process) to reflect current curriculum. Goal: to be available by September 1st.
- SABA- pre-employment transition services (Pre-ETS) and our SABA career exploration specialists
- The IROC 2 Program/presentation- will come to BCSD for grades 7-12 on Tuesday, September 17th at 1pm.
- Career Fair Plan- on a 3 year rotating basis with new careers offered each year
- Grade Level Team Meetings: 1x/month
- Fail 1/Fail 2 Guidelines: provides families with notice of failure/s at 5 week intervals while providing AIS support after school hours twice/week for improvement
- PAWS- therapy dog (1x/month as currently scheduled)
- Madison County Bridges Programming- Mental Health & Social Emotional Learning in Health class (grades 5, 8 and 10) covering stress management, mental health, alcohol, cannabis, tobacco, relationships
- Cookies for a Cause (staff determined organization for donation: January and June)

*Brookfield Central School*  
*Achieving Academic Excellence*

<p><b>Superintendent</b> Ronald Pavlus</p> <p><b>Interim Principal</b> Colleen Rutherford</p> <p><b>District Clerk</b> Christa Case</p>	 <p><b>BROOKFIELD</b></p>	<p><b>Board Members</b> Bernard C. Whitacre, President Valerie Nolan, Vice President Dawn Brean Sean Karn Julie Wratten</p> <p><b>Business Manager/District Treasurer</b> Tiffany Lopesz</p>
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**Superintendent's Notes 8/13/24**

**NYS Cellphone Policy for Schools**

**New School Calendars**

**New Web Page**

**Ken Plows**

**Sarah Abrams/Athletic Director**



Brookfield Central School  
Organizational Professional Development Plan  
2024-2025

Approved By the Brookfield Board of Education on, August 13, 2024

Brookfield Central School Organizational Professional Development Plan 2024-2025

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## **Vision**

The Brookfield Central School District community provides diversity of academic and co-curricular programs/activities with emphasis on the development and demonstration of knowledge, skills, responsible attitudes and personal growth for our students and community so that they may reach their fullest potential in an ever-changing society.

## **Introduction**

This Professional Development Plan for the Brookfield Central School District encompasses, professional learning opportunities and strategies that are, collaborative, continuous, embedded in daily practice and focused on student growth and achievement. This model builds on and strengthens of our administration and faculty successes already seen within the district.

Professional development will be an ongoing process that involves long term improvement in student learning and instructional practices. This requires a continuous evaluation of current practices, student performance and teacher self-assessment, identifying possible areas of improvements and ways to go about making identified improvements. Through professional development in the Brookfield Central School District, we will ensure that all educators have the best possible skills, content knowledge, and preparation for teaching, in order to prepare our students with the 21<sup>st</sup> Century Learning Skills necessary to be successful adults and lifelong learners.

Brookfield Central School Organizational Professional Development Plan 2024-2025

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**Professional Development Committee Membership**

<b>Name</b>	<b>Title</b>
Ronald Pavlus	Superintendent
Colleen Rutherford	Principal
Julia Wick	School Counselor
Rachel Peck	Special Education Teacher
Taylor Tessitore	7-12 Grade English Language Arts Teacher
Colby Thall	Co-CSE Chairperson and Special Education Teacher

**New York State Department Regulations and Requirements**

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Brookfield Central School District and ONEIDA-HERKIMER-MADISON BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

## Philosophy

Professional development at Brookfield Central School District is a vital component of our commitment to serving our educators and their pursuit to professional growth. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

Brookfield Central School Organizational Professional Development Plan 2024-2025

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- 6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- 7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
- 8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- 9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

**Organizational Professional Development Goals**

**Goal 1:** Professional development programs offered by the Brookfield Central School District are aligned with best practices, current research, and districts’ needs.

**Goal 2:** Technology services available by the Brookfield Central School District are aligned with best practices opportunities to continually meet the districts’ needs and technological advancement.

**Goal 3:** Collaborate with State and local leaders and teaching professionals and utilize data to increase student growth and performance, respond to statewide initiatives in order to make continuous educational improvements.

**Goal 4:** Provide faculty with at least 20 hours of professional development opportunities in the following areas (but not limited to): Pedagogy, Culturally Responsive Instruction, Social-emotional well-being.

**2024-2025 Brookfield Central School District Priorities**

The Brookfield Central School District has set the above goals in order to meet the following District priorities for the 2024-2024 school year.



## Brookfield Central School Organizational Professional Development Plan 2024-2025

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- **Early Intervention-Birth to age 4:** Increase awareness of the importance of reading and its connection to building a strong education foundation and kindergarten readiness, continue to provide students with social-emotional support
- **Pre K to 3<sup>rd</sup> grade:** Increase academic achievement through targeted improvements in the areas of Academic Intervention Services, Streamlining the Response to Intervention process, a redistribution of support staff to aid in the classroom and differentiation of instruction, continue to provide students with social-emotional support
- **4<sup>th</sup>-12<sup>th</sup> Grade:** Bring about greater awareness of college and career opportunities, post-graduation in a variety of ways; Mentoring, Increased College visits 9as appropriate), Family education, Career exploration activities, Vocational preparation via BOCES, continue to provide students with social-emotional support
- **All Grade Levels:** Where applicable, all faculty will receive yearly training, at the beginning of each school year in the following areas: School Violence Prevention & Intervention, Child Abuse recognition, Needs of students with Autism, and DASA.
- **Provisions for Mentoring Program**

The Brookfield Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Brookfield Central School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers. The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

## Brookfield Central School Organizational Professional Development Plan 2024-2025

<b>Procedure for selecting the mentors</b>	Mentors are seasoned educators who have certification and are highly knowledgeable in the curriculum area of the new teacher.
<b>The role of the mentor</b>	Mentors share skills and knowledge while orientating the new teacher to the ways and morals of the Brookfield Central School District. Mentors work with mentees on curriculum, classroom observations or other professional activities. In addition, the program benefits the mentor by recognizing his/her expertise and by providing a means for sharing it.
<b>The preparation of mentors</b>	Mentors are able to access mentor training opportunities if they deem this necessary. Mentors also meet with administration prior to the mentorship in order to discuss the specific needs of the mentee and ways in which the mentor can provide targeted support, throughout the school year.
<b>Time allocated to mentoring</b>	Mentors meet at least one time per week, before and/or after school and at any other point additional assistance and support are necessary.

### **Provisions for School Violence Prevention and Intervention Training**

The Brookfield Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Brookfield Central School District will provide refreshers on school violence prevention and intervention.

## Brookfield Central School Organizational Professional Development Plan 2024-2025

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In instructional settings, the Brookfield Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades Pre-K through 12.

### **Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education**

The Brookfield Central School District does not have an ELL student population. The district has applied for an exemption. Should the Brookfield Central School District enroll students who meet ELL status requirements, the district will adhere to the following:

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title will complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Brookfield Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Brookfield Central School District meets\* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

*\*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Brookfield Central School District total student population as of such date as established by the commissioner.*

## Brookfield Central School Organizational Professional Development Plan 2024-2025

### Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2019-2020 school year which will be available across the Brookfield Central School District organization where CTLE credit will be awarded.

The content of the Brookfield Central School District's professional development plan is being supported in part by Oneida-Herkimer-Madison BOCES, Mohawk RIC, RBERN, RSE-TASC, NYS Teacher Centers and approved consultants.

Topic	Organization/Consultant Provider	Consultants
Adobe	OHM BOCES	
APPR	OHM BOCES	
Art	OHM BOCES	MWPAI
Coaching (instructional)	OHM BOCES	
Differentiation	OHM BOCES	
Elementary Math	OHMBOCES	(Bilingual Task Force)
ELL (CR154)	OHM BOCES	
Equipment Specific Training	OHM BOCES	
<i>Every Book is a Social Studies Book</i>	OHM BOCES	
Explicit Direction Instruction	OHM BOCES	Data Works (John Hollinsworth)
Safety Training/Non-instructional	OHM BOCES	
Futuring	OHM BOCES	William Daggett
Growth Mindset (Dweck)	OHM BOCES	
Guidance Counselors	OHM BOCES	
HS Math	OHM BOCES	
Independent Evaluator Experiences	OHM BOCES	

Brookfield Central School Organizational Professional Development Plan 2024-2025

Innovation	OHMBOCES	
Instructional Best Practice	OHM BOCES	
Interdisciplinary Collaboration	OHM BOCES	
LLI	OHM BOCES	Fountas and Pinnell
Leadership	OHMBOCES	CASDA, SU Study Council
Lexile Framework	OHMBOCES	
Librarians	OHM BOCES	
Library Science	OHMBOCES	
Literacy	OHM BOCES	
LOTE	OHM BOCES	
Manufacturing and Engineering	OHM BOCES	Project Lead the Way, Semi- High Tech U.
EL/MS/HS Math	OHM BOCES	PEBC
EL/MS/HS ELA	OHM BOCES	
Music	OHM BOCES	
My Learning Plan (Frontline)	OHM BOCES	
New Teacher Mentoring	OHM BOCES	
NYSAA	OHM, SESIS, RSE-TASC	
Online Learning	OHMBOCES	
PBIS	OHM BOCES, RSC-TASC	
Professional Learning Communities	OHM BOCES	Solution Tree
Physical Education	OHM BOCES	Fit Kids, Fit Futures
Poverty	OHM BOCES, NYS Teacher Centers	Eric Jensen
Principal Evaluation	OHM BOCES	
Project Based Learning	OHM BOCES, OCM BOCES	

Brookfield Central School Organizational Professional Development Plan 2024-2025

Research Strategies	OHMBOCES	
Right to Know	OHM BOCES	
RTI	OHM BOCES	Dr. Katherine Stahl
School Counseling	OHM BOCES	
School Psychologists	OHM BOCES	
School Safety, DASA	OHM BOCES	
Science (kit trngs)	OHM BOCES	
Scoring (Regents, 3-8 testing)	OHM BOCES	
Social Studies Frameworks	OHM BOCES	Oneida Cty. Historical Society
Social Thinking	CAEW BOCES	
Special Education	SEIS, RSC-TASC	
Standards Based Grading	OHM BOCES	
Student Learning System (Buzz)	OHM	Agilix
Suspension Training	OHM BOCES	
STEM	OHM BOCES	
Teacher Evaluation	OHM BOCES	
Technology Integration	OHM BOCES	
Thinking Strategies	OHM BOCES	PEBC
Trauma Informed Care	CAEW BOCES	
Utilizing Learning Resources	CAEW BOCES	
Vocabulary Development	OHM BOCES	
Writer's and Reader's Workshop	OHM BOCES	
Writing	OHM BOCES	
Bi-Weekly Faculty Meetings	Brookfield Central School District	
Superintendent's Conference Days	Brookfield Central School District	
Into Math Series	Brookfield Central School District	Houghton, Mifflin, Harcourt



Brookfield Central School District  
District Plan for Students with Disabilities

- Indicator 8: Parental Involvement
- Indicator 9: Disproportionality-Identification of Special Education
- Indicator 10A: Disproportionality in Specific Disability Categories
- Indicator 10B: Disproportionality in Special Education Placements
- Indicator 11: Timely Evaluations (Child Find)
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes

**IV. EVALUATION OF PROGRAM OBJECTIVES**

- A. Individual and group testing in ELA and Mathematics
- B. Evaluation by teaching staff using progress notes relative to each student Individualized Education Program (IEP) goals
- C. At least one annual review of each student's IEP
- D. Comprehensive re-evaluation of each student at least once every three years, when appropriate
- E. District wide Kindergarten and Pre-Kindergarten screening
- F. Curriculum-based measurements in all academic areas

**V. CENSUS**

The district maintains a census for students with special needs. The following information is on file and is updated after each CSE meeting.

- Student Identification Number
- Student Name
- Classification
- Address and Phone Number
- Parent/Guardian
- Date of Birth
- Date of Referral
- Date of Evaluation
- Date of CSE Recommendation
- Date of BOE Approval
- Date of Placement
- Student program services and location



**Brookfield Central School District  
District Plan for Students with Disabilities**

- Language Spoken

School Year	2023-2024	2022-2023	2021-2022
Total Number of Classified School Aged Students (as of December 1, 2023)	54	59	52

**2023-2024 Program Locations**

	Consultant Teacher	Integrated Co-Teaching	Resource Room	15:1	12:1:1	8:1:2	12:1:4	6:1:2
Brookfield	X	X	X	X				
OHM BOCES					X	X	X	X

2023-2024 BOCES Locations: Waterville Elementary School, Waterville High School, Sauquoit Elementary School, Sauquoit Middle School, Sauquoit High School, Oneida-Herkimer-Madison BOCES Center

**VI. SPECIAL EDUCATION STAFF**

	2021-2022	2022-2023	2023-2024
Special Education Teachers	3	3	3
Teaching Assistants	1	1	0.5
Teacher Aides	0.5	0.5	0.5

**VII. ALLOCATION OF SPACE WITHIN THE DISTRICT**

All district buildings, programs, and student activities are accessible to students with disabilities. Space allocated to special education programs is reviewed annually and space is allocated as dictated by need. Many of the special education services are delivered in the regular education classroom. Space is allocated in each building for related services that need to be delivered outside of the general education environment.

## Brookfield Central School District District Plan for Students with Disabilities

Brookfield Central School houses grades Pre-Kindergarten through 12 in one building. There are two classrooms allocated to special education programs. Also housed is the district special education administrative office as well as office and evaluation spaces for the service providers, a school psychologist and social worker/counselor who work with the special education programs.

The Oneida-Herkimer-Madison BOCES plan for the allocation of space for regional special education programs is on file in the special education office and is available for review.

### **VIII. COMMITTEE ON SPECIAL EDUCATION**

Members Include:

- School Psychologist
- School Physician or School Nurse (when appropriate)
- General Education Teacher
- Special Education Teacher
- Related Service Providers (as necessary)
- Student's Parent
- Student (when appropriate)

#### **SUBCOMMITTEE ON SPECIAL EDUCATION**

Members Include:

- Chairperson
- Student's Parent
- General Education Teacher of the student
- Special Education Teacher
- Related Service Provider (as necessary)
- Student (when appropriate)
- School Psychologist whenever new evaluative information is considered, or when a change to a more restrictive placement is being considered.

### **IX. COMMITTEE ON PRESCHOOL SPECIAL EDUCATION**

The Committee on Preschool Special Education (CPSE) arranges for various programming options using providers or programs approved by the New York State Education Department and/or the Madison or Oneida County Health Department (based on student's location). Preschool Special Education Programs may include:

- Itinerant or Related Services Staff
- Special Education Itinerant teachers
- Half or full day integrated special classes

**Brookfield Central School District  
District Plan for Students with Disabilities**

- Segregated special classes in integrated or segregated buildings
- Students may be services in their home, in NYSED approved program sites, at approved day care settings and/or the Brookfield Central School Universal Pre-Kindergarten Program

Committee on Preschool Special Education Members Include:

- Preschool Coordinator (OHM BOCES Contract)
- Chairperson
- County Representative
- Child’s parent
- Special Education Providers

School Year	2023-2024	2022-2023	2021-2022
Total Number of Classified Preschool Aged Students (as of December 1, 2023)	1	0	3



DISTRICT PLAN FOR  
STUDENTS WITH DISABILITIES  
Brookfield Central School

Brookfield Central School District  
District Plan for Students with Disabilities

- I. INTRODUCTION/RATIONALE
- II. DESCRIPTION OF SPECIAL EDUCATION PROGRAMS AND SERVICES
  - a. Least Restrictive Environment Policy
  - b. Response to Intervention
  - c. General Description of Programs and Services
  - d. Specific Description of Program and Services
- III. IDENTIFICATION OF STUDENTS
- IV. EVALUATION OF PROGRAM OBJECTIVES
- V. CENSUS
- VI. SPECIAL EDUCATION STAFF
- VII. SPACE PLAN
- VIII. COMMITTEE ON SPECIAL EDUCATION
- IX. COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

Brookfield Central School District  
District Plan for Students with Disabilities

**I. RATIONALE**

Each Board of Education that receives an apportionment for eligible students (pursuant to §3602(19) of the Education Law) or preschool students with disabilities (pursuant to §4410 of the Education Law) shall use such apportionments for special education programs and services which are in accordance with the provisions of Part 200 of the Regulations of the Commissioner of Education. Each Board of Education, which receives such apportionment, shall prepare satisfactory plans at intervals required by Education Law. The district plan, with personally identifiable information deleted, shall be filed and available for public inspection and shall include but need not be limited to the following (NYCRR 200.2 (c) (2)):

1. a description of the nature and scope of special education programs and services currently available to students and preschool students residing in the district, including but not limited to descriptions of the district's resource room programs and each special class program provided by the district in terms of group size and composition;
2. identification of the number and age span of students and preschool students to be served by type of disability, and recommended setting;
3. the method to be used to evaluate the extent to which the objectives of the program have been achieved;
4. a description of the policies and practices of the board of education to ensure the continual allocation of appropriate space within the district for special education programs that meet the needs of students and preschool students with disabilities;
5. a description of how the district intends to ensure that all instructional materials to be used in the schools of the district will be made available in a usable alternative format, for each student with a disability at the same time as such instructional materials are available to nondisabled students.
6. the estimated budget to support such plan;
7. the date on which such plan was adopted by the board of education.
8. Any change to the allocation of space for special education programs shall be made in consideration of the needs of participating students with disabilities for placement in the least restrictive environment and for the stability and continuity of their program placements.

**II. DESCRIPTION OF SPECIAL EDUCATION PROGRAMS AND SERVICES**

**A. Least Restrictive Environment Policy**

## Brookfield Central School District District Plan for Students with Disabilities

The Board of Education fully supports the concept and practice that preschool and school-aged students with disabilities will receive the special education needed by the student, will be educated in age-appropriate settings, as close to the student's home as possible, and to the maximum extent appropriate with students who are not disabled; and placement of students with disabilities in special classes, separate schooling or other removal from the general education environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be achieved satisfactorily.

In order to implement the Least Restrictive Environment ("LRE") requirement, the Committee on Preschool Special Education and the Committee on Special Education, in consultation with general and education staff, must ensure that a student's Individualized Education Program ("IEP") is complete and accurate relative to the student's needs.

The following principles and assumptions are associated with an educational structure that can respond more effectively to the diverse needs of student and their families:

1. Services and programs will be made available to students based on their individual needs, without regard to classification
2. A continuum of alternative placements will be available to meet the needs of students with disabilities.
3. All students with disabilities will have equal access to a high-quality program based on their individual needs and abilities and designed to enable them to achieve desired learning results established for all students. Educational placement decisions for students will be determined by a process, which first considers a general education environment in the school the student would attend if he/she did not have a disability.
4. The removal of a student with a disability from the general education setting occurs only when the needs of the student are such that, even with supplementary aids and services, his/her needs cannot be met. However, consideration must be given to the impact of the student with a disability on the education of other students in the general or special education class when making placement decisions.
5. Efforts will be made to access and coordinate with other available services within a local school district, BOCES or agency program before a student fails in his or her current educational placement.
6. The responsibility for all students is shared among all staff of the school. Parents and guardians will have an opportunity for participation in the development of the Individualized Education Program (IEP) as partners with school personnel.

Brookfield Central School District  
District Plan for Students with Disabilities

7. Students with disabilities will be full participants in all aspects of the school program, including extra-curricular activities, to the maximum extent appropriate to their needs.
8. Students with disabilities in alternate placements will transition to the general education setting when appropriate.

The starting point is the “rebuttable assumption” that placement in the general education environment is appropriate. Therefore, the Committee on Special Education or the Committee on Preschool Special Education must first consider placement in general education with appropriate support the student and the student’s teacher(s). Supplemental aids and services may be used for the student’s educational benefit from the general education placement. The CSE or CPSE must also consider the benefits, academic or otherwise, which the child may receive by remaining in the general education environment with students who do not have disabilities. Any student with an IEP may also receive Academic Intervention Services (AIS) in addition to any articulated services on his/her IEP and when appropriate.

It is also recognized that general education is not appropriate for every student with a disability, and individual circumstances may require placement in other (more restrictive) settings. A student’s ability to benefit from general education, as well as detrimental effects on the other students in the classroom must also be considered. The behavior of the student may be disruptive to other students or may unreasonably require the teacher’s direct attention, to the detriment of other students. In considering this factor, the school district must remain cognizant to its obligation to consider supplementary aids and services to accommodate the to support the student’s needs prior to a change in a more restrictive environment.

Where a CSE or CPSE concludes that the student needs to be removed from the general education program, opportunities for participation in a general class (including physical education, art, or music) must be considered even if for only part of the student’s school day. Extracurricular and nonacademic services offered by the school but be provided to students with disabilities to the extent appropriate to their needs. Generally, the burden of proof to establish that the proposed placement of the child is in the least restrictive environment lies with the district.

**Blueprint for Improved Results for Students with Disabilities**

NYSED (November 2015) released its Blueprint for Improved Results for Students with Disabilities to align its policies and practices to allow for students with disabilities to meet increasing educational expectations. The Blueprint focuses on seven core principles and practices:



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1. Students engage in self-advocacy and are involved in determining their own educational goals and plan
2. Parent, and other family members, are engaged as meaningful partners in the special education process and the education of their child
3. Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum
4. Teachers provide research based instructional teaching and learning strategies and supports for students with disabilities
5. Schools provide multi-tiered systems of behavioral and academic support
6. Schools provide high quality inclusive programs and activities
7. Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning

### **B. Response to Intervention (RTI)**

As stated in the SED Policy Memo from April 2008 (Implementation of Response to Intervention), RTI represents an important educational strategy to close achievement gaps for all students, including students at risk, students with disabilities and English Language Learners, by preventing smaller learning problems from becoming significant gaps in a student's learning. It has also been shown to lead to more appropriate identification and interventions for students with learning disabilities. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions.

The NYS Education Department has established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification and the use of RTI in the identification of students with learning disabilities. RTI is recognized by NYSED as one of the research-based Contracts for Excellence allowable programs. RTI is a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

### **C. The Continuum of Services**

The district's special education programs coexist with our regular education programs. The intent of program modification, special services, and special classes is to expose special education students to the regular education curriculum and environment to the maximum extent possible. The continuum of services provides a way for students to overcome and deal with learning problems in the general education program, when possible, to learn in a special education classroom when this is not possible. The continuum of services provides

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for easy student movement among the levels of services and programs.

1. Related Services

Speech/Language Therapy, Occupational Therapy, Physical Therapy, Hearing Impaired, Visually Impaired, Adaptive Physical Education, and Counseling/Social Work services are available to students in special education programs. Working with the classroom teacher, related service providers have an opportunity to share expertise, provide direct service, and make recommendations of strategies for the teacher and the student.

2. Consultant Teacher Services

Consultant teacher services are specifically designed individual or group instruction provided by a certified special education teacher to a student with a disability within the regular education classroom. These services are provided directly to the student, or indirectly by providing consultation to the regular education classroom teachers. The consultant teacher assists the regular education teacher by modifying the classroom, instruction or curriculum for the student with special needs if necessary.

3. Integrated Co-Teaching Support

Integrated Co-Teaching Programs are designed for students who may be successfully co-taught in a general education classroom with other student no identified with a disability. Integrated Co-Teaching Services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

4. Resource Room Program

A resource room program is a program of supplemental instruction for students with disabilities. The instruction is to be supplemental to that which is occurring in the student's primary instructional setting. A certified special education teacher provides this instruction in groups of five or less students

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5. Special Class (Primary Instruction) 15:1, 12:1:1, 8:1:2, 6:1:2, 12:1:4

A student with special needs should receive special educational programming when it is determined that the student requires primary developmental instruction from a special education teacher. A student can receive primary instruction from as little as one period per day to as much as the entire day. Primary instruction is designed to address the student's specific academic needs as stated in the student's IEP. To maximize the student's exposure to the regular education curriculum, the student, with or without special education staff, may push into regular education classes when possible.

- 15:1-A special class of no more than 15 students whose instructional and behavior management needs may be met by the assigned teacher with no additional, professional or paraprofessional assistance required
- 12:1:1-A special class of no more than 12 students, some or all of whose management needs require the support of an additional adult within the classroom during instruction to assist with the management and academic needs of such students.
- 8:1:2 and 6:1:2-A special class of no more than 6 or 8 students whose management needs in educational, social, and/or physical areas are similar and highly intensive. These needs could not, even with related services, be met in a special class of more than 6 or 8 students. Students require a high degree of individualized attention and intervention with at least 2 paraprofessionals to assist the classroom teacher during instruction.
- 12:1:4-A special class of no more than 12 students who have severe multiple disabilities and whose instruction is primarily orientated toward habilitation and treatment programs due to the severity of their disability. In addition to the teacher, such classroom groups require the presence of 4 paraprofessionals to support the classroom teacher.

6. Declassification Support Services

Any student needing services as a transition from special education services to general education services in the year he/she leaves a special education program has declassification support services as deemed appropriate by the Committee on Special Education. These services may include academic support services and/or related services. Students who are provided Declassification Support Services continue to be eligible for testing accommodations and

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classroom modifications.

The chronological age range for special classes containing students who are less than 16 years of age may not exceed 36 months. There are no chronological age range limits within special classes of students with disabilities placed in special classes for those students with severe disabilities or those 16 years of age or older.

The various program and service options described are not mutually exclusive; any one or combination of such services may be appropriate to meet the needs of a particular student as determined by the Individualized Education Program (IEP) approved by the Board of Education and consented to by the student's parents.

Approved Out of District Programs

The school district's special education system is not confined to the school district's boundaries. Its special education programs and services may be provided by a variety of educational agencies that are approved to serve students in need of special education. The various kinds of agencies that the school district may have to employ to provide a full continuum of programs and services are as follows:

- A neighboring school district
- The Board of Cooperative Educational Services (BOCES) agency
- State-operated or State-supported Schools (appointment by the Commissioner of Education)
- Approved day or residential private schools within or outside the state (approved by the Commissioner of Education)
- The home or hospital for students so confined

**D. Description of Special Education Programs and Services**

Special Education teachers provide special education programming for students with disabilities. The number of special education teachers required by the Brookfield Central School district is consistent with the services necessary for the students with disabilities enrolled. Related Service Providers in Speech-Language Therapy, Occupational Therapy, Physical Therapy, and Counseling, deliver services to students with disabilities in accordance with the recommended services and programs on their IEPs. Such Related Service Providers may be contracted through BOCES. Further, Itinerant Teachers may also be contracted through BOCES to provide instructional support to teachers or students on site.

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Indirect Consultant Teacher-A special education service in which a Special Education teacher services are provided by the special education teacher to the general education teachers regarding accommodations and modification for the classroom and curriculum of students with disabilities as indicated on their IEP. This service is provided for students in grades K-12.

Direct Consultant Teacher-Special Education teachers support students in grades K-12 to maximize student involvement and successful participation in the general education class. A special education teacher pushes into the classroom during the instruction of reading, writing and/or mathematics as needed in accordance with service levels recommended on the IEP for each individual student.

Resource-Room programming is available for students in grades K-12 for identified students who are deemed by the CSE to need specialized supplementary instruction. Resource Room instruction is provided in a separate location and students from different classrooms can be grouped together. Resource Room groups should not exceed more than 5 students (without the variance approval from NYSED) and age ranges should not exceed 36 months.

Special Class- 15:1-A self-contained academic special education program taught by a certified special education teacher. This special education curriculum mirrors the general education grade level curriculum. The curriculum design in the 15:1 classroom is prioritized and differentiated to meet the needs of students at their instructional levels. This special education programming can be for the instruction of reading, writing, science, and/or social studies.

### 2. Oneida-Herkimer-Madison BOCES Special Class

#### BOCES 12:1:1 - (Mild)

This program meets the diversified needs of students with mild disabilities. The students require specialized instruction in the areas of social-emotional skills, academic development, and career/technical education. Students participate in State Testing and the Alternate Assessment. Students are able to benefit from a public-school environment with the support of a self-contained setting. Academic skills are delivered in a functional context. The students are integrated into regular education classes whenever possible. This is a school-based program for students K-12.

#### BOCES 12:1:1 (Moderate)

This program is designed for students with moderate disabilities. The students

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require specialized instruction in all areas including social-emotional skills, physical skills, intellectual skills, and adaptive living skills. The emphasis of the program is to assist the student in gaining the maximum self-sufficiency skills as possible. Functional instruction in all areas of daily living and employment preparation is provided. Students participate in age-appropriate work preparation activities that extend to the community. These students are IEP diploma candidates and participate in New York State Alternate Assessment. This is a center-based program for students 9-12+.

### BOCES Adjustment Program- 12:1:1

This program is designed for students with severe behavioral management needs who cannot be maintained in a less restrictive setting. Counseling is a mandated component of the program. Emphasis is on developing a student's emotional control and appropriate behavior in social and individual situations. Instructional programs are provided within a structured behavior modification program. Students participate in mainstream subjects when appropriate and receive self-contained instruction when necessary. Diploma tracks include Regents, Local, and IEP diploma programs and students participate in the New York State Testing program. This program is for students in grades 4-12.

### BOCES 12:1:3 (Multiply Disabled Program)

This program is designed to meet the needs of the students with profound and multiple disabilities. Essential elements of the program include gross and fine motor skills, self-help skills, language development, and socialization skills. These students will likely require extensive supportive services throughout their adult lives. Students participate in the New York State Alternate Assessment program. This program is for students K-12+.

### BOCES 8:1:2 (School-Based or Center Based)

This program is designed for students with severe behavior management needs who cannot be maintained in a 12:1:1 setting. IEP related services must include a minimum counseling service of 1x30. Emphasis is on developing a student's emotional control and appropriate behavior in social and individual situations. Instructional programs are provided within a structured behavior modification program. Alternative Learning Rooms and Time Out Rooms are used as integral parts of the behavior program. Educational curriculum is aligned with New York State Standards. Diploma tracks include Regents, Local, and IEP diploma programs. Students participate fully in New York State Assessments. This program is for students in grades K-12.

### BOCES 8:1:2 - (Mental Health Program)

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This program is designed for students who require mental health services while enrolled in an educational program. Students typically are working toward Regents or Local Diplomas and must be cognitively capable of participating in treatment. The therapeutic program is based on Therapeutic Crisis Intervention (TCI) developed by Cornell University. The education curriculum is aligned with New York State Standards. Students participate fully in New York State Assessments. This program is designed to be a time-limited placement with the goal to return students to a less restrictive environment as soon as possible. This program is for students grades K-12.

### 3. Agency Collaboration

To meet a student's vocational needs a student may be placed in a program that allows for career exploration. Programs are a half day, which focus on home, community living and employment skills.

### 4. Special School, Residential and Hospital Placements

Should a student's learning, physical or management needs be so intense as to not be served in the aforementioned programs, there are private and state operated schools with specialized programs available. These represent the most restrictive settings on the continuum. Schools that provide such programs are listed below. Recommendations for placement in such special schools may include, but are not limited to, the below programs.

#### Upstate Caring Partners (Tradewinds)

This program provides for day and residential services designed for students who have high management and intensive academic needs. The students are provided with a highly structured behavioral program.

#### The House of the Good Shepherd (Tilton School)

These programs provide educational day and residential services to students with highly intensive behavioral needs. These students may be school or court placed, or placed by the County DSS.

#### New York State School for the Deaf at Rome

### III. IDENTIFICATION OF STUDENTS

The following data reports are collected annually by SED (every October) through the Student Information Repository System (SIRS):



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- VR 1: Preschool Child Count Report by Race/Ethnicity
- VR 2: School Age Child Count by Age and Disability
- VR 3: School Age Students by Disability and Race/Ethnicity
- VR 4: Preschool LRE Setting Report
- VR 5: School Age LRE Setting Report
- VR 6: District Report of Preschool Students by Primary Service Provider
- VR 7: Provider Report of Preschool Students
- VR 8: District Report of School Age Students by Building Where Enrolled
- VR 9: Provider Report of School Age Students
- VR 10: District Report of School Age Students Exiting Special Education
- VR 11: Notification to School District of Compliance Rate on SPP #11
- VR 12: Notification to School District of Compliance Rate on SPP #12
- VR 13: Preschool Children Provided Programs and Services during 2011-2012 school year
- VR 14: District Report of Parentally Placed Students in Nonpublic School Who Were Evaluated
- VR 15: Preschool Outcomes Report-Indicator 7
- VR 16: Students Receiving Coordinated Early Intervening Services

The only data that can be reported directed into the PD Data System are the PD 6 (Personnel Form) and PD 8 (Suspension Data):

PD-6: Report of Personnel Employed or Contracted to Provide Special Education and Related Services to Students with Disabilities

PD-8: Report of Students with Disabilities Subject to Disciplinary Removal

The following reports are submitted periodically to SED according to the State Performance Plan (SPP) schedule; New York State will collect data for federal indicators from a different group of one-sixth of the school districts on each indicator each year (except New York City). Over a six year period all school districts that provide educational services to students with disabilities in grades K-12 will report data to the state on all of these indicators.

- Enrollment and Classification Rate
- Indicator 1: Graduation Rate
- Indicator 2: Drop Out Rate
- Indicator 3: State Assessments
- Indicator 4: Suspensions/Expulsions
- Indicator 5: School Age Least Restrictive Environment
- Indicator 6: Preschool Least Restrictive Environment
- Indicator 7: Preschool Outcomes