

BROOKFIELD CENTRAL SCHOOL
BOARD OF EDUCATION
Public Hearing/Regular Meeting:
Wednesday, September 13, 2023
7:00 p.m. – School Cafeteria

AGENDA

- ITEM 1. CALL TO ORDER: By: _____ Time: _____ p.m.
Pledge to Flag
- Public Hearing: District-Wide Safety Plan
- Discussion
 - Input from stakeholders
 - Questions
- ITEM 2. Consent Agenda: Approval of – Warrants
- 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. Old Business:
- ITEM 6. New Business:
- A. Approval of: District-Wide Safety Plan
 - B. Personnel: Appointment of Class/Club Advisors
 - C. Personnel: Appointment of Mentors
 - D. Personnel: Appointment of Substitutes
 - E. Personnel: Appointment of Assistant Coach
 - F. Personnel: Acceptance of Resignation
 - G. Personnel: Acceptance of Resignation
 - H. Personnel: Appointment of Teacher on Special Assignment
 - I. Personnel: Appointment of Long-Term Substitute Library/Media Specialist
 - J. Approval of Resolution Authorizing Litigation Against Social Media Companies
 - K. Approval of: Special Education District Plan
- ITEM 7. Adjournment

Brookfield Central School District

PROJECT SAVE
(Safe Schools Against Violence In Education)
DISTRICT-WIDE SCHOOL SAFETY PLAN
as required by Commissioner's Regulation 155.17

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, as well as from natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Brookfield Central School District supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going District-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATION AND PLANNING GUIDELINES

Purpose

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

A. Concept of Operations

The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plan. This District-wide School Safety Plan will guide the development and implementation of the Building-level emergency response plan. A Confidential copy of the Building-level plan will be maintained in the District Central Office.

This Plan has been developed using the New York State Education guidance document as well as checklists and other resources provided by the Oneida-Herkimer-Madison BOCES Safety Office. It has been reviewed and revised by members of the District-wide School

Safety Team prior to public comment.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.

Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

Emergency response actions, including Crisis Response, may be supplemented by involving County and State resources through established protocols.

B. Plan Review and Public Comment

Pursuant to Commissioner’s Regulation 155.17 (e)(3), this plan will be made available for public comment prior to its adoption. The District-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The plan was formally adopted by the Board of Education in 2002.

While linked to the District-wide School Safety Plan, the building-level emergency response plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. The Building-level emergency response plan will be supplied to both local and State Police within 30 days of adoption.

This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before September 1st of each year. A copy of the plan will be available at the District Central Office and on the Brookfield CSD website.

C. Identification of School Teams

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

District-Wide Safety Team 2023-2024 Representative of:	Name
Board of Education Representative	Bernie Whitacre
Administration Representative	Ronald Pavlus
Teacher Representative	Carrie Smith
Parent Representative	Confidential
Student Representative	Confidential
School Nurse	Katrina Townsend
Head Custodian	Ken Plows
School Safety Personnel	Christy Colangelo – Oneida Herkimer Madison BOCES

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

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

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include: See Appendix 8 for general details.

- School cancellation (prior to start of day)
- Early dismissal
- Shelter-in-place
- Hold-in-place Evacuate
- Lockout
- Lockdown

The confidential Building-level Emergency Response Plan includes identification of specific procedures for each action depending upon the emergency. See Appendix 7 for general response protocols.

Emergencies include, but are not limited to:

- Threats of Violence
- Hostage/Kidnapping
- Natural/Weather Related
- Civil Disturbance
- School Bus Accident
- Gas Leak
- Systems Failure
- Fire/Explosion
- Bomb Threat
- Medical Emergency

C. District resources and personnel available for use during an emergency

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-level Emergency Response Plans as deemed appropriate by the Incident Command Team. See Appendix 5.

Specific personnel and resources are identified in the confidential Building-level Emergency Response Plans. External resources are identified in Appendix 6.

Equipment	Location
Defibrillator	Main Bldg/Athletics
Smoke Detectors	Fire Department – via 911
Emergency Lighting	Main Bldg
Portable Fire Extinguishers	Main Bldg and each bus
Spill Cleanup / Absorbent Materials	Science Labs/Custodial Dept.
First Aid Supplies	Nurses Office

The following functions are available to assist in the event of an emergency:

Name	Role, skill, or assignment
School Nurse	Medical/First Aid
First Responders	First Aid
Head Custodian	Facilities
Bus Drivers	Transportation
Crisis Team	Post-Incident Response
Suspicious Object Identification Team	Volunteer Staff

D. Procedures to coordinate the use of school resources during emergencies

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

Building-level Incident Command staff is identified in the Building-level Emergency Response Plans.

The Incident Command System for the District, and for individual buildings, is better defined in Appendix 5 of this plan.

E. Annual multi-hazard school training for staff and students.

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the Superintendent of Schools, and may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills or other appropriate actions to increase the awareness and preparedness of staff and students.

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

Training procedures and framework are included in Appendix 3.

F. Staff development

- All candidates applying for teacher certification as of February 2, 2001 will have completed two hours of training in school violence prevention and intervention prior to that application.
- Staff development with respect to school violence prevention, intervention, and response will be included in professional development plans.
- School violence prevention and intervention training for all staff will be included annually in a superintendent's conference day or other appropriate time.
- School Administration will be responsible for implementing instructional staff development programs.
- School Administration will be responsible for non-instructional staff development with respect to school violence.
- Staff development resources and other related information are listed in Appendix 3.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence – See Appendix 7 (see also District Code of Conduct).

B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

Law enforcement officials will be contacted by the Incident Commander in line with the Building-level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible. In most cases, law enforcement agencies will be contacted through the 911 system that will dispatch the appropriate agency. Appendix 6 includes a table listing the closest response agencies with contact names and numbers for use in non-emergency situations.

C. Appropriate response to emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building-level Emergency Response Plans detail the appropriate response to such emergencies.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

The District will contact appropriate parents, guardians or person in parental relation via media release, telephone contact or other appropriate means in the event of a violent incident, prior to school opening or early dismissal. See appendix 9. Conditions requiring such notification are outlined in the Building-level Emergency Response Plans.

SECTION IV: COMMUNICATION WITH OTHERS

A. Procedures for obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies. See Appendix 5 for the Brookfield Central School District Incident Command System.

District's local emergency management office information:

Emergency Management Office	
Madison County Emergency Preparedness	315-366-2289

B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law

In the event of a violent incident, the Superintendent will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and of those individuals who are authorized to contact the law enforcement agencies is included in the appendix of each confidential Building-level Emergency Response Plan. Appendix 5 identifies the District Incident Command System. The District will rely on the advice of the local emergency management office listed above.

C. A system for informing all educational agencies within the District of a disaster

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. A list of these agencies and the contact information is located in Appendix 1.

D. Maintaining certain information about each educational agency located in the school district

The following information concerning educational agencies located within the district is included with the Building-level Safety Plans: See Appendix 1.

School population (approximate)

Number of staff (approximate)
Transportation needs
Contact information of key officials

The Superintendent or his/her designee will ensure that this information is current and accurate.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures

The Brookfield Central School District utilizes identification badges, sign-in procedures, single point of building access, security cameras, reference checks and fingerprinting according to SAVE requirements for all staff. See appendix 4.

Policies and procedures, as appropriate; are maintained in the Main Building and are consistent with the confidential Building-level Plan.

B. Early Detection of Potentially Violent Behaviors

The District recognizes that the most current data caution against profiling students who have the potential for violence. However, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students, beginning at an early age. The District therefore will maintain resources on the early detection of potentially violent behaviors, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors. The district may disseminate violence prevention information to parents, students and staff via newsletter, mailings, handouts or meetings as appropriate.

The Brookfield Central School District is committed to the use of interpersonal violence prevention education for all students, when available. Annual Violence Prevention training is conducted for instructional and support staff. See Appendix 3

C. Prevention and intervention strategies

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

Character Education	Safe Schools	Conflict Resolution/Anger Management
Counseling	Peer Mediation	Student Government

D. Strategies for improving communication among students and between students and staff, and for the reporting of potentially violent incidents

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. The district referral process is utilized for the reporting

of potentially violent incidents according to the building chain of command and following the district Code of Conduct. Additionally, student counselors are available each day for students to share information where the source can remain confidential. To that end, the District will continue to explore programs based on the District's needs.

E. Description of duties, hiring and screening process, and required training of hall monitors and other school personnel

See Appendix 4.

SECTION VI: RECOVERY

A. Post-Incident Response

The Post-Incident/Crisis Response Team will institute the Crisis Response Plan as outlined in the confidential Building-level Plans. District resources will be made available as needed depending upon the nature and magnitude of the event.

B. Disaster Mental Health Services

The Superintendent, or his/her designee, will assist in the coordination of Disaster Mental Health Resources and the implementation of the Crisis Response Plan. During the recovery phase of an incident, the district will re-evaluate its current violence prevention and school safety activities and consider what the district can do to improve its plan.

APPENDICES

Appendix 1:

Listing of school building(s) covered by the District-wide School Safety Plan with address of building(s), contact name and telephone number for the main office. Home telephone numbers will be maintained in the building and district office.

Building Name	Address	Contact Name	Telephone Number
Brookfield Central School	1910 Fairground Road Brookfield, NY 13314	Ronald Pavlus	315-899-3323

Appendix 2:

District-wide Risk Determination

Using the Risk Probability Checklist on page 11 and the recommendations of local law enforcement and emergency response personnel, the District has determined that the following risks apply to all district buildings:

High winds/winter storms and blizzards
Severe thunderstorms
Hazardous materials
Gas leak
Fire/Emergency
Evacuation
Medical Emergency
Earthquake

In addition, the District recognizes that the school building has the potential for violent incidents, including:

Hostage Situation
Kidnapping
Intruder
Threats of Violence
Bomb Threat
Civil Disturbance

Site/situation	Comments
Main Building	Science Labs
Roadways	Fairground Road
Main Building	Boiler Room Food Preparation (Kitchen)

RISK PROBABILITY CHECKLIST

	YES	NO	COMMENT
1. Has your region ever been short of water due to drought conditions? Natural Hazard: Drought and Extreme Heat		X	
2. Have you ever felt an earthquake tremor while in your community? Natural Hazard: Earthquake	X		
3. Do you live in or adjacent to a major forest region? Natural Hazard: Forest Fire	X		
4. Have forest fires ever occurred within 25-mile radius of your district? Natural Hazard: Forest Fire	X		
5. Do you live in a state having great or moderate risk from landslides occurring? Natural Hazard: Landslide		X	
6. Is your district located in a valley downstream from a man-made dam? Natural Hazard: Mudflow		X	
7. Has your community ever experienced a winter storm ? Natural Hazard: Winter Storms and Blizzards	X		
8. Are severe winter storms a frequent occurrence? Natural Hazard: Winter Storms and Blizzards.	X		
9. Is your community in an area visited by thirty or more thunderstorms per year? Natural Hazard: Severe Thunderstorms		X	
10. Do you live in a state with a coastline on the Atlantic Ocean or Gulf of Mexico? Natural Hazard: Hurricane		X	
11. Has your state ever been crossed by the path of a hurricane ? Natural Hazard: Hurricane		X	
12. Is your district on or near a river or stream floodplain? Natural Hazard: Flood and Flash Floods		X	
13. Have floods or flash floods ever affected your home or community? Natural Hazard: Floods and Flash Floods		X	
14. Do tornadoes present a major or moderate risk to your region? Natural Hazard: Tornado		X	
15. Do you live in a western state that has been or might be affected by ashfall from a volcanic eruption ? Natural Hazard: Volcanic Hazard		X	
16. Are there any factories, warehouses, or disposal areas near your community, which produce or use toxic chemicals or other hazardous materials ? Technological Hazard: Hazardous Materials		X	
17. Is your district within a few miles of a main highway, waterway or railroad line? Technological Hazard: Transportation Accident		X	
18. Have major transportation accidents ever disrupted traffic patterns in your community? Technological Hazard: Transportation Accident		X	
19. Is your district within a fifty-mile radius of a nuclear power facility ? Technological Hazard: Radiological Incident		X	
20. Are there any radioactive waste dumpsites in your state? Technological Hazard: Radiological Incident		X	
21. Are there any man-made dams built along the river nearest your district? Technological Hazard: Dam Disaster		X	

Appendix 3:

Training, Drills, and Exercises

The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of a building system. The procedures will be explained and practiced in a variety of ways including early go-home drill; tabletop exercise; live drill; and Emergency Management Team exercise.

When appropriate, and at the discretion of the District-wide Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials. Drills will be evaluated by post-drill debriefing or written evaluation. Plans will be modified as a result of these evaluations. The following training, drills and/or exercises will be conducted in the 2021-2022 school year:

Date	Description of drill or exercise
Fall	"Go Home" drill – Students and Staff
As required by law	Fire & Lockdown Drills - Students and Staff
Annual	Right-to-Know - Staff
Annual	Violence Prevention - Staff
Annual	Blood-borne Pathogens - Staff

I. Violence prevention, intervention, and response staff development programs for instructional and non-instructional staff will be included in Superintendent's Conference Day or as otherwise scheduled.

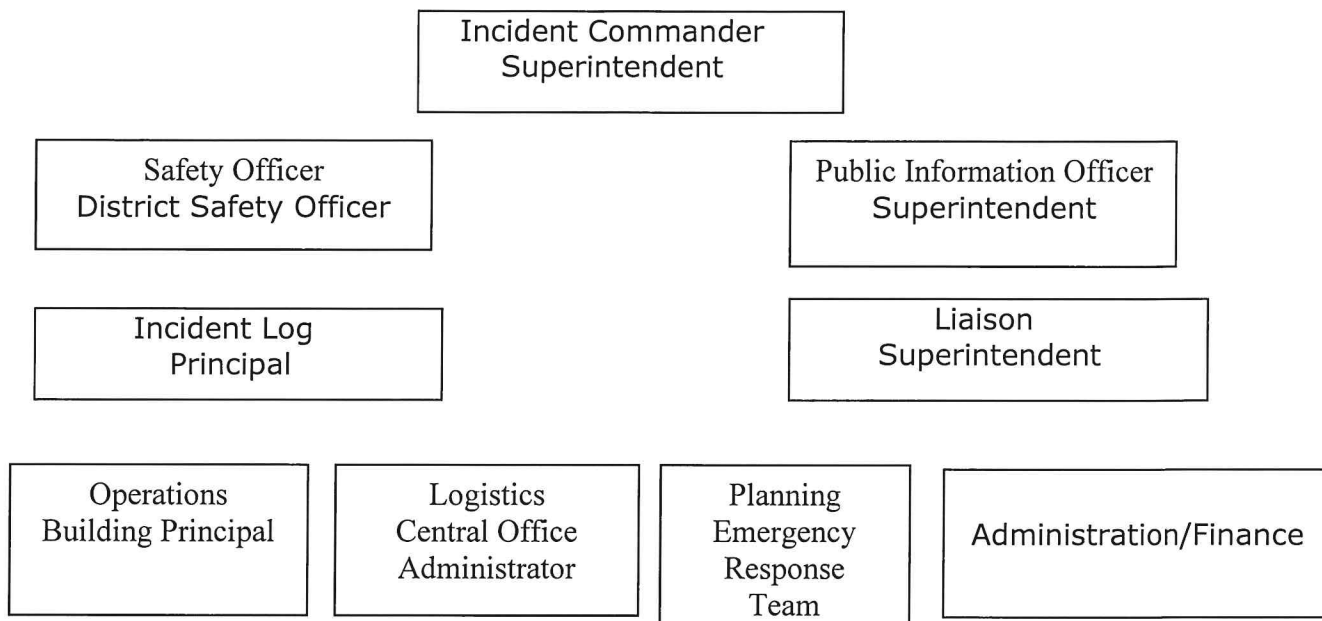
II. The annual "Go Home" Drill will be conducted as determined by the District Superintendent in consultation with the superintendents of schools.

Appendix 4:

The District does not utilize any school safety personnel.

Appendix 5

Brookfield Central School District Incident Command



Incident Commander – Responsible for the direction of the District response in a District-wide emergency (Superintendent) or the building response in a building-level emergency (Building Administrator).

Public Information Officer – Complies and releases information to the news media.

Safety Officer – Monitors the District response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.

Liaison – Represents the District by working with responding agencies (law enforcement, fire EMS, utilities, etc.) and other school districts that may be involved in the incident.

Incident Log – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.

Operations – Responsible for directing the implementation of action plans and strategies for incident resolution.

Logistics – Responsible for providing all resources (personnel, equipment, facilities, services) required for incident resolution.

Planning/Intelligence – Responsible for collecting, evaluating and disseminating the information needed to measure the size, scope and seriousness of an incident and to plan a response.

Administration/Finance – Responsible for all cost and financial matters related to the incident.

Appendix 6:

Brookfield Central School District Closest Response Agencies

In an emergency, dial 911. They will dispatch the appropriate response agencies. In non-emergency situations, contact the following:

Agency	Telephone Nos.	Contact Person
ALL EMERGENCIES	911	
Madison County Emergency Services	315-366-2289	
Local Fire Department	911	
Oneida County Sheriff	911 or 315-337-3710	Dispatcher
Ambulance – AMCARE	315-339-5600	Dispatcher
NYSEG (electric and gas)	800-572-1111 Power Outage 800-572-1131 or 911 Gas Emergency 800-572-1121 or 911	
Child Abuse and Maltreatment	800-342-3720	
Poison Control Center	800-222-1222	
Crisis Services	315-732-6228	

Appendix 7:

Response Protocols

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the confidential Building-level Plan. The following protocols are provided as examples:

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

Responses to Acts of Violence: Implied or Direct Threats

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The Building-level Plan includes specifics to potential emergency situations that would require these responses.

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Superintendent of implied or direct threat.

- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, including the possible use of the Emergency Response Team.

The District will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-level Plans. The following types of procedure(s) have been considered:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate lockdown procedure, and contact law enforcement.

- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

APPENDIX 8:

Protective Action Options

The following actions will be considered in the event of an emergency as appropriate: School cancellation prior to opening

- Early dismissal
- Shelter-in-place
- Hold-in-place
- Evacuate
- Lockout
- Lockdown

School Cancellation

- Monitor any situation that may warrant a school cancellation
- Make determination
- Contact local media.

Early Dismissal

- Monitor situation
- If conditions warrant, close school.
- Contact Transportation Supervisor to arrange transportation.
- Contact local media to inform parents of early dismissal.
- Set up an information center so that parents may make inquiries.
- Retain appropriate district personnel until all students have been returned home.

Evacuation (before, during and after school hours, including security during evacuation and evacuation routs)

- Determine the level of threat.
- Contact Transportation Supervisor to arrange transportation.
- Clear all evacuation routes and sites prior to evacuation.
- Evacuate all staff and students to pre-arranged evacuation sites.
- Account for all student and staff population.
- Report any missing staff or students to Superintendent.
- Make determination regarding early dismissal; contact local media to inform parents of early dismissal if implemented.
- Ensure adult supervision or continued school supervision/security.
- Set up an information center where parents may make inquiries.
- Retain appropriate district personnel until all students have been returned home.

Sheltering/Lockdown (internal and external)

- Determine the level of threat.
- Determine location of sheltering depending on nature of incident if threat not imminent.
- Initiate building lockdown procedure if threat imminent e.g. close/lock doors Account for all students and staff. Report any missing staff or students to Superintendent.
- Determine other occupants in the building.

Make appropriate arrangements for human needs. Take appropriate safety precautions. Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties. Retain appropriate district personnel until all students have been returned home.

APPENDIX 9:

Notification and Activation (Internal and External Communications)

In the event of a violent incident, the Superintendent will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and of those individuals who are authorized to contact the law enforcement agencies is included in the confidential Building-level Emergency Response Plan.

In the event of a disaster or an act of violence, the BOCES District Superintendent of Schools, or their designee, will be notified as appropriate.

Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media including television channel(s) and radio station(s).

Where practicable, phone trees will be implemented using the information provided on students' emergency contact cards. In the event of certain large-scale emergencies, the NOAA weather radio emergency alert system may be used.

MEDIA INFORMATION

TV

Channel 2
Channel 3
Channel 9
Channel 10
Channel 11

FM Radio

WLZW 98.7
WFRG 104.3
WKRL 100.0
WOUR 96.9
WSKS 97.9
WTKW 99.5
WBGK 99.7
WODZ 96.1
WZUN 102.1
WBUG 101.1
WUMX 102.5

AM Radio

WIBX 950

ONLINE

www.Uticaod.com
District Website

APPENDIX 10:

Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Brookfield Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in applicable Board of Education policy.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote

instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Brookfield Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner’s regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student’s place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

BROOKFIELD CENTRAL SCHOOL DISTRICT

EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in applicable Board of Education policy.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades PK-12 access to a personal computing device (chromebook). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.

	<p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p style="text-align: center;">PEDAGOGY</p>	<p>All teachers in grades PK-12 will use Google Classroom and/or Google Meets as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students’ participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
<p style="text-align: center;">STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes</p>

	<p>being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> ● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Classroom and/or Google Meets: <ul style="list-style-type: none"> ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. ● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. ● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p style="text-align: center;">DAILY SCHEDULE</p>	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.</p>
<p style="text-align: center;">COMMUNICATION PROTOCOL: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<p style="text-align: center;">SPECIAL SERVICES</p>	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.</p>
<p style="text-align: center;">NON-INSTRUCTIONAL SERVICES</p>	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or</p>

<ul style="list-style-type: none"> ● TRANSPORTATION ● FOOD SERVICE ● MAINTENANCE ● CUSTODIAL ● CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>
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NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of

the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during building council.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes
3. Grades 9-12: 6 hours, 35 minutes X 3 days = 19 hours, 45 minutes
4. **For a district-wide estimated total of 58 hours, 18 minutes]**

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30th

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;

- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district’s Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district’s Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students’ IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students’ general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide “tele-therapy” services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students’ IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students’ IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

**SPECIAL EDUCATION DISTRICT PLAN ANNUAL
REPORT TO THE BOARD OF EDUCATION
2022-2023**

- I. INTRODUCTION
- II. CONTINUUM OF SERVICES
- III. OUTSIDE DISTRICT PLACEMENTS
- IV. ENROLLMENT REVIEW
- V. CENSUS
- VI. SPECIAL EDUCATION STAFF
- VII. SPACE PLAN
- VIII. EVALUATION
- IX. COMMITTEE ON SPECIAL EDUCATION
- X. COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

I. INTRODUCTION

The objectives of the Brookfield Central School Special Education Programs are reflective of the intent of IDEA, and are aligned with the regulations of the Commissioner of Education as set forth in Article 89 of the New York State Education Law. The purpose of special education is to provide a free and appropriate education in the least restrictive environment for students under the age of twenty-one identified as having educational difficulties. Special Education is intended to address individual academic, social, physical, and management needs as identified by a student's Individualized Education Plan (IEP). Specialized instructional strategies and materials are used to individualize instruction so that students with disabilities can benefit from the district's programs.

The Board of Education has adopted policies regarding the provision of services to students with disabilities. These policies are available for inspection by contacting the records access officer. Included is a policy that addresses the provision of instructional materials for students who may need an alternate format.

The Board of Education adopts an annual budget, which includes provisions to support the special education program. This budget is available for review by contacting the District Business Office.

II. 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 regular program when possible, to learn in a special education classroom when this is not possible. The continuum of services provides for easy student movement among the levels of services and programs.

A. Related Services

Speech/Language, psychological, 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.

B. 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.

C. 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 in groups of five or less students provides this instruction.

D. Special Class (Primary Instruction) 15:1, 12:1:1, 12:1:3, 8:1:2, 6:1:2

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.

E. 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.

III. OUTSIDE DISTRICT SPECIAL EDUCATION PROGRAMS

Students are placed in out of district programs only when their learning, social, or physical needs cannot be met by the district programs. There is a full range of special education placements outside of the district.

1. BOCES Special Education Classes

a. 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.

b. BOCES 12:1:1 (Moderate)

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

c. 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.

d. 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+.

e. 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.

f. BOCES 8:1:2 - (Mental Health Program)

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.

g). BOCES 12:1:3 (Autism Program)

This program is designed for students with a classification of Autism. The program consists of staff that is trained in structured teaching provided by the "Tim Academy." The core of the curriculum is based in TEACCH developed at the University of North Carolina, Chapel Hill. This is a research model for structured teaching that encourages professionals to understand and assess the characteristics of autism and then develop instructional curriculum based on that assessment. The instructional curriculum is functionally based. It has academic, speech, language, occupational therapy, behaviorist, physical therapy, vocational and social work services available based on individual needs. This program is a school based program for students in grades 9-12.

h). BOCES 12:1:3 Program (Developmental Program)

This program is designed for students with developmental delays and/or on the autism spectrum. It is designed to meet the diversified needs of students who benefit from additional support staff for social/emotional/behavioral support. The core of the curriculum is based in TEACCH methods for structured teaching and is functionally based. It has academic, speech language, occupational therapy, physical therapy and social work services available in the public school setting. Mainstreaming is available to areas where appropriate. This program is for students in grades K-9.

2. Agency Collaboration Programs

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.

3. Special School, Residential, and Hospital Programs

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.

- a. United Cerebral Palsy (Tradewinds 6:1:2)
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.
- b. The House of the Good Shepherd (Tilton School 6:1:1, 6:1:2)
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.
- c. New York State School for the Deaf at Rome
- d. Hillside Children's Center (6:1:1)
This program provides for day and residential services to students with emotional, behavioral, and life circumstance challenges. It provides special education services, mental health, child welfare, juvenile justice, safety net, and developmental disability services to students.

IV. ENROLLMENT REVIEW *As of December 1 of each year*

Total CSE Enrollment: 2020-2021: 46, 2021-22: 52, 2022-23: 59

Enrollment by Disability: 2022-23: 59

Learning Disabled	33
Other Health Impaired	10
Speech-Language Impaired	7
Multiple Disabilities	3
Emotional Disturbance	1
Intellectual Disability	1
Autism	3
Orthopedic Impairment	1
Visual Impairment	0
Hearing Impairment	0
Deaf	0

Enrollment by Placement: 2022-23

BCS Placements	44
BOCES Placements	13
Private Placements	1
Out of District Placements	0
Residential Placements	1

Enrollment by Grade Level and Placement: 2022-2023

Total Number of K-6	28
K-6 Consultant Teacher*	0
K-6 Resource Room	13
K-6 Related Services Only	3
K-6 In District 15:1**	4
K-6 Private Placement	1
K-6 Residential Placement	0
K-6 Out of District Placement	0
K-6 BOCES	7
12:1:1 Adjustment (grade 6 only)	0
12:1:1 Mild	0
12:1:1 Moderate	0
12:1:1 School Based	3
12:1:3 Severe	0
12:1:4 Multiple Disabilities	2
12:1:4 Developmental Program	0
8:1:2 School Based	0
8:1:2 Center Based	2
8:1:2 Mental Health	0
8:1:2 Life Skills	0

Total Number of 7-12	31
7-12 Consultant Teacher*	9
7-12 Resource Room	9
7-12 Related Services Only	0
7-12 In District 15:1**	9
7-12 Private Placement	0
7-12 Residential Placement	1
7-12 Out of District Placement	0
7-12 BOCES/Agency Placement	0
7-12 BOCES Middle Settlement	2
7-12 BOCES	5
12:1:1 Adjustment	0
12:1:1 Mild	0
12:1:1 Moderate	0
12:1:1 Severe	0
12:1:4 Multiple Disabilities	1
8:1:2 School Based	1
8:1:2 Center Based	1
8:1:2 Mental Health	1
6:1:2 Center Based	1

* Consultant Teacher total may or may not include students in resource room/related services total

** In District 12:1:1/15:1 total may or may not include students included in resource room total; students may be in the 15:1 for one or more subject areas

	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Total out of District Enrollment:	0	0	0
504 Accommodation Plans:	6	6	6

- **CENSUS**

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

1. Student Identification Number
2. Student Name
3. Classification
4. Address and Phone Number
5. Parent/Guardian
6. Date of Birth
7. Date of Referral
8. Date of Evaluation
9. Date of CSE Recommendation
10. Date of BOE Approval
11. Date of Placement
12. Student program services and location
13. Language Spoken

V. SPECIAL EDUCATION STAFF

	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Special Education Teachers	3	3	3
Teaching Assistants	1	1	1
Aides	0	0.5	0.5

VI. SPACE

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 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 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.

VII. COMMITTEE ON SPECIAL EDUCATION

Chairperson
School Psychologist(s)
School Physician (when appropriate)
Teacher of Referred Student
Special Education Teacher
Related Service Provider (as necessary)
Student's Parent
Student (when appropriate)

SUBCOMMITTEE ON SPECIAL EDUCATION

Chairperson
Student's Parent
Regular 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.

VIII. PRESCHOOL SPECIAL EDUCATION

The Brookfield Central School District provides for special education services for identified preschool students.

- a. Preschool Programs
 1. Oneida BOCES
This is an integrated preschool setting that provides full and half-day programming for preschool students who require special education services.
 2. United Caring Partners
 - a. New Discoveries Learning Center
This is an integrated preschool setting, which provides full and half day programs for students requiring special education services.

b. Promise Program (6:13)

This is a highly intensive special education program for preschool students who have highly intensive management needs. To address these needs, they utilize Applied Behavior Analysis.

3. Related Services

Itinerant Services are provided to preschool students who require related services. Speech/Language, occupational therapy, physical therapy, and special education services are provided in the home, daycare, or preschool setting.

IX. COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

Preschool Coordinator (BOCES)

Chairperson

County Representative

Child's Parent

Special Education Provider

Enrollment of Preschool Students (as of December 1):

	<u>2021-22</u>	<u>2022-2023</u>
Oneida BOCES	0	0
United Cerebral Palsy	3	0
Related Services Only	0	0
BCS with Related Services	0	0
Family Enrichment Network	0	0