



# BROCKPORT

## CENTRAL SCHOOL DISTRICT

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### Reopening Plan

**School Name:** Barclay Elementary School      **Bedscode:** 26180106004

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**District Covid-19 Safety Coordinator (Staff):** [Jerilee.Dilalla@bcs1.org](mailto:Jerilee.Dilalla@bcs1.org)

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#### Introduction:

On Monday, July 13, Gov. Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region.

Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While districts have been instructed to prioritize efforts to return all students to in-person instruction, the district is also planning for remote/distance learning as well as a for a hybrid model that combines in-person instruction and remote learning. Parents will always have the choice to remain in the remote learning model.

The plan outlined here is for the reopening of the Barclay Elementary School in the Brockport Central School District for the 2020-21 school year, following the building closure related to the COVID-19 pandemic. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov), the [New York State Department of Health \(NYSDOH\)](https://www.health.ny.gov) and the [New York State Education Department \(NYSED\)](https://www.nysed.gov).

## **General Information**

The Barclay School serves students in second and third grades. We strive to build a strong academic foundation to ensure the successful growth and development of the whole child. With a special focus on a rigorous curriculum, data driven instruction, promoting positive social skills and developing 21st century skills, the Barclay School is dedicated to supporting the various learning needs of ALL of our students.

As partners in education we work together with parents to create a nurturing educational environment dedicated to high academic achievement with dignity for all while maintaining focus on all aspects of a child's development. The Barclay School community is committed to the highest level of excellence by embracing the mission, vision and core beliefs of the Brockport Central School District.

As we embark on the opening of the 2020-2021 school year, the health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to our school campus.

It is possible due to COVID-19 that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our schools. We are fully confident that together we are resilient and we will work together as a team to have a successful year.

## **Communication/ Family & Community Engagement**

The district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use the following communication channels to ensure information is up to date:

- Website
- Social media (Facebook and Twitter)
- Email
- School Messenger
- Infinite Campus
- US mail
- Press releases

All information will be communicated in different languages or in preferred mode of communication.

In addition to communication channels utilized in the district plan, the Barclay School will use:

- The Barclay Bulletin

Lastly, appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic will occur.

## **Health and Safety**

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to our school campus. The reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

Please see the district Reopening Plan for details on our protocols and procedures that are consistent in each school at:

[https://bcs1.org/covid-19/district\\_reopening\\_plan](https://bcs1.org/covid-19/district_reopening_plan)

## **Facilities**

Infection control strategies that will be implemented include time management, plastic separators, alcohol-based hand dispensers and dividers at significant points of congregation.

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which will be cleaned and disinfected between each individual’s use. Cleaning and disinfection will be rigorous and ongoing and will occur a minimum of once a day. The district will ensure regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use.

## **Child Nutrition**

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

### **Meals Onsite**

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

Barclay School students will:

### **Meal Service**

- Come through cafeteria line spaced 6ft apart ensuring the social distancing mandate.
- Select main entrée which will be covered or wrapped and sides which will be bagged, cupped along with lidded milk and utensils then go to the cashier for check out.
- Cashless transactions are recommended.
- Go to designated eating area where social distance mandates will be enforced.

### **Allergy Protection**

Students with medically cleared allergies will be allowed to sit in designated areas determined by building administration.

### **Hand Hygiene**

Hand hygiene will take place prior to arrival into serving lines. Handwashing will be encouraged after eating meals.

### **Social Distancing/Barriers**

Six feet floor markers will be on the floors between servers on the serving line and barriers will be installed at cashier stands.

### **Cleaning between Serving Periods**

Serving staff will clean serving line areas between breaks in service.

District facilities/cafeteria monitors will clean and disinfect eating areas between meal service.

### **Meals Offsite**

Students /parents will be asked to fill out meal requests electronically to let the district know if they are participating in remote pick-up. Additional meals will be prepared for those who were unable to respond electronically. Exact remote locations will be determined based on participation numbers and district will target free and reduced populations when deciding on locations. Service times will be coordinated when locations and staffing levels are determined. Information will be forthcoming on the district website.

## **Transportation**

The guidance regarding school transportation will be followed and requires the following:

- Individuals must always wear acceptable face coverings on school buses (e.g., entering,

exiting, and seated).

- Individuals should maintain appropriate social distancing unless they are members of the same household.
- Responsible Parties must adhere to and promote hygiene, cleaning, and disinfection guidance set forth by the DOH and the Centers for Disease Control and Prevention (CDC).

Staff and students will be trained to ensure a safe and healthy environment on the bus.

### **Social Emotional Well-Being**

When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe and supportive learning environment.

Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts and because SEL helps students access academic content through building essential self-management skills, resilience and connections.

Recognizing that the social emotional well-being of our students and staff during these challenging times is critically important, the district has made available resources and referrals to address mental health, behavioral and emotional needs of students, faculty and staff when school reopens for in-person instructions.

Specifically, we will:

- Create a link to the District's Comprehensive School Counseling Plan and post in a location that can be accessed by all.
- Ensure the district's Social Emotional Learning /Mental Health Committee will meet monthly and representatives from each building will then report to the building-level advisory committees.
- Continue to support referrals to mental health professionals from all district stakeholders. The referrals can come from teachers, parents, administrators, students, students self-reporting and/or through mental health staff.
- Utilize the RtI process to identify students who need support. Additionally, our mental health staff will use other indicators such as attendance and lack of engagement in online learning as reported by teachers, to identify students who might be experiencing mental health issues.
- Utilize the SEL assessment option on the daily health screener for students to identify individual areas of support. The results will help the mental health staff determine what type of tiered intervention(s) students need so they can be successful during the year.
- Continue to utilize restorative practices and the process of using circles in the classroom to build relationships via in-person or during remote instruction.
- Offer a multitiered support system.
- Provide a comprehensive professional development plan for SEL.

## School Schedules

### Hybrid Model

At the PreK-12 level, the district priority is to return students to in-person instruction in the safest manner possible. Because of the social distancing guidelines, requirements for masking, facility space and resource limitations, the district will adopt a hybrid model of in-person instruction. Families may opt for remote learning only.

In-person instruction will be coordinated for PreK-12 by alpha (e.g. A-K, L-Z) so that students may attend classes two days per week on the same days as siblings or household members. Three days per week will be a combination of synchronous and non-synchronous instruction as follows:

| Cohort | Monday    | Tuesday   | Wednesday | Thursday  | Friday    |
|--------|-----------|-----------|-----------|-----------|-----------|
| 1      | In-person | Remote    | Remote    | In-Person | Remote    |
| 2      | Remote    | In-person |           | Remote    | In-person |
| 3      | In-person | In-person |           | Remote    | In-person |
| 4      | Remote    | Remote    |           | Remote    | Remote    |

\*Select special education, ENL, and other identified students will come in every school day except for Wednesdays.

### Attendance and Chronic Absenteeism

Brockport will utilize the district's student information system, Infinite Campus, to record daily attendance for students. This system will be used to record attendance whether students are in-person or remote. Additionally, the district will utilize student learning platforms to record attendance data for asynchronous learning situations. This report will be generated using Microsoft Teams.

Student engagement protocols will be directly correlated with attendance data and ongoing monitoring. Using the attendance data reporting, as mentioned above, the district will routinely review this information to identify individual and group patterns to intervene using multiple modalities of communication in connection with a multi-tiered system of support.

### Technology and Connectivity

The district will make computer devices available to students and teachers who need them. We are a one to one technology district; therefore, every student and every teacher K-12 will have access to their own personal device. A tech line has been established for students who are engaged in remote learning and need assistance.

The District has conducted multiple surveys for students and parents since March 2020 to determine internet connectivity for students and faculty. If you do not have internet access please contact Rachel Kluth at: [Rachel.Kluth@bcs1.org](mailto:Rachel.Kluth@bcs1.org).

Professional Development will be provided for principals and teachers to design effective remote/online learning experiences utilizing best practices for instruction in remote online settings. Students and parents will receive training on the utilization of Microsoft Teams.

### **Teaching and Learning**

Regardless of the model, the following will occur:

- Instruction will be aligned to the NYS Learning Standards.
- Instruction will be planned in compliance with NYS guidelines, students' IEPs, 504 plans and ENL regulations to the greatest extent possible.
- Collaboration between teachers for aligned lesson planning.
- Substantive interaction between students and teachers for high levels of engagement.
- Clear opportunities for instruction that are accessible to all students – i.e. differentiation, equity and access and culturally responsive teaching.
- Scheduled times for students to interact and seek feedback and support from teachers.
- Morning meetings where teachers will connect with all students to take attendance, review daily expectations/logistics, do a check and connect for social emotional well-being and ensure all students have resources and needed materials.
- Pre-K -12 will utilize existing grading policies.
- Infinite Campus will be used to take attendance and report grades.

### **Special Education**

During the unexpected closure of school, the district's special education students, their families and their school teams faced unprecedented challenges. Priority has been placed on providing continuity of learning through special education programming and services, with access to general education and high-quality curriculum specifically designed to meet individual student needs and abilities. Specifically:

- All Instruction will be aligned with the NYS Learning Standards.
- All Instruction will be provided in compliance with NYS guidelines. Students' IEPs will be implemented to the greatest extent possible.
- Collaboration between special education teachers, related service providers and co-teachers will occur to ensure continuity of instruction throughout the materials provided to student/families.
- Teachers/related service providers will create appropriate differentiated learning experiences for students in compliance with NYS guidelines.
- Teachers/related service providers will provide ongoing feedback and communication with students and families.

### **Bilingual Education and World Languages**

English learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Specifically:

- Complete the English Language Learner (ELL) identification process within 30 school days of the start of the school year for all students who entered during the March 2019-September 2020 timeframe.
- Resume regulatory identification processes, which require screening and identification to take place within 10 school days after initial enrollment.
- Provide all identified ELL students with regulatory services based on their English language proficiency level as measured by the NYSITELL (new entrants) or the 2018-2019 NYSESLAT assessment.
- Communicate regularly with parents and guardians in their preferred language or mode of communication.
- Training on technology platform and expectations for parents/guardians.

## **Staffing**

### **Teacher and Principal Evaluation System**

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan.

### **Certification, Incidental Teaching and Substitute Teaching**

All teachers will hold valid and appropriate certificates for teaching assignments, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.