



# Brighton Central School District Reopening Plan July 31, 2020

## Building Consolidated Plans:

Council Rock Primary School  
French Road Elementary School  
Twelve Corners Middle School  
Brighton High School



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## Introduction

We have created this plan to aid in navigating the reestablishment of our school where employees, students, and families feel safe and to reduce the impact of COVID-19 conditions upon returning to the district. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC) and NYS Department of Health (DOH) and the NYS Education Dept (NYSED). Updates may be made to this plan on a periodic basis based on information provided by the CDC, WHO, and applicable federal, state and local agencies.

## Development of Reopening Plan

The Brighton Central School District engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) to develop the health and safety reopening plan.

The District Safety Committee was convened to advise and provide feedback during the development of the reopening plan and provide recommendations of operational activity outlined in this Plan document:

The Safety Committee is comprised of the following stakeholders:

- Board of Education
- Building Principals and select Assistant Principals (K-12)
- Teachers (K-12)
- Support Service Supervisors (B&G, Food Service, School Safety, Transportation, Com. Ed.)
- Humans Resources
- Brighton Teachers' Association
- Brighton Police
- Brighton Fire
- Brighton Ambulance
- Parent representatives from each building

The instructional components of the plan were also developed by a committee comprised of the following:

- Assistant Superintendent for Curriculum and Instruction
- Building Principals, Assistant Principals, and Directors (K-12)
- Teacher faculty and staff members representing K-12
- PTSA Building Representatives and Executive Board

As revisions to this plan are expected with updated guidance, the District will reconvene the re-opening committees to ensure significant modifications are reviewed.

The Director for Health, Physical Education, and Athletics will serve as the Districts COVID-19 compliance officer. He will partner with the building principals, school nurses, support service directors, and BOCES health and safety personnel to oversee plan implementation and respond to stakeholder concerns.

## Capacity Assessment

The top priority during the planning process was maintain the health and safety of the entire school community. The development of the plan considered the number of students and staff allowed to return in person.

The following factors were considered by the District administration and District Safety Committee to determine the resumption of in-person instruction:

- 1) Ability to maintain appropriate social distance.
  - a. Square footage of current buildings and usable square footage of current classroom configuration require additional space outside of the school for K-6 (e.g. JCC, private schools, churches, synagogues). While the space is available, the human resource capacity to staff considering absenteeism was identified as a significant risk factor.
  - b. Human resources available to instruct and/or supervise and/or provide required services to students. Labor shortages may be the result of teachers unable to return to in-person and shortage of qualified substitute teachers, availability of bus drivers and bus monitors, and teacher aides. The district also considered expected higher absentee rates for faculty and staff including teachers, paraprofessionals, cleaners, food service workers.
- 2) PPE and cloth face mask availability
- 3) Availability of safe transportation – number of buses, drivers, monitors

The District, in partnership with Monroe County and the health department, considered Local hospital capacity. Capacity of local hospital was not considered a barrier in the operations reopening plan.

## Face Coverings

The District will adopt protocols and procedures consistent with public health guidance for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities.

Specifically, appropriate PPE means, at least, an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. However, if face coverings are to be worn by all individuals at all times, teachers can provide students opportunities to remove their face covering during meals, instruction, and for short breaks so long as they maintain appropriate social distance.

The District Code of Conduct shall be amended to require students and staff to wear cloth masks where 6 feet of social distancing between staff and students is not possible. This includes all classroom spaces, corridors, common areas. The expectation of the District shall be clear that unless seated in a designated area with six foot social distance achieved in programmed space configurations, all students, faculty and staff shall wear appropriate facial coverings. Teacher may have discretion in a classroom setting and require the continued use of an appropriate facial covering.

Any student, or staff who has difficulty breathing or who is incapable of physically removing the face covering on his/her own will not wear cloth face coverings, and alternate methods of protection will be discussed by parents and staff. Cloth masks should not be worn when students are engaging in physical activity. Students who refuse to comply with the safety protocols adopted for in-person learning will be assigned to an online learning program.

At BHS there will be designated spaces to allow for mask breaks. Students will be permitted to sign out the building during free periods for mask breaks, but may not leave District grounds.

At the K-8 level, teachers will be encouraged to build in time for mask breaks.

The District Custodial Supervisor will be responsible for maintaining adequate supply of disposable masks for distribution to students, faculty and staff that arrive without one.

## Health Screenings

NYSED guidance requires that school district must implement mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus. Specifically, all individuals must have their temperature checked each day.

The District is evaluating third party application systems that allow parents/guardians, faculty and staff to perform the health screening checks prior to leaving for the bus stop or arriving at school. A Communication plan will be developed to provide parents and students training on the application.

While it is the parent responsibility to perform temperature checks on their child before arriving at the bus stop, or at school, the District has purchased automated non-contact temporal scanners for each designated entryway. The system shall serve as a screening and occupant log in addition to the purchased application. Staff assigned at each entryway will also be provided an iPad with survey questions during arrival times for instances when a parent/staff is not able to complete the required check. The staff member monitoring the temperature check points shall be trained on how to respond to temperature readings at 100 degrees or above. Student and staff privacy is a required component of the training.

It will be each faculty and staff member's responsibility to administer the daily temperature check before arriving at work. The entryway scans serve to further mitigate risk. All faculty and staff will be prompted to attest to the fact that they administered the check and temperature was less than 100 degrees.

A school designated compliance admin will be responsible for reconciliation of surveys of students attending for in-person instruction. Human Resources will develop procedures to ensure all faculty and staff complete the survey and required temperature checks.

Training videos will be assigned to each staff member from the NYSIR University application that covers topics recommended by the CDC and DOH. Please refer to [Re-Opening Plan Procedures – Brighton Operations Activity July 2020](#) available as a supplement to this plan.

When the District is notified of potential exposure by a parent or staff member, the COVID compliance officer shall be notified and follow the guidance set for by the Department of Health.

## Scheduling

At the K-12 level, the District priority is to return students to in-person instruction in the safest matter possible. Because of the social distancing guidelines, requirement for masking, and facility limitations, the District will adopt an alternating model of in-person instruction. Families may opt for remote learning, only. A plan for remote only will be further developed based on community need and district resource capacity.

In-person instruction will be coordinated with K-12 by alpha (e.g. A-L, M-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:

	<b>M</b>	<b>T</b>	<b>W</b>	<b>R</b>	<b>F</b>
<b>A-L</b>	In Person	Remote	All Remote  synchronous and/or asynchronous	In Person	Remote
<b>M-Z</b>	Remote	In Person		Remote	In Person

- Select special education and other identified students come in every school day except for Wednesdays

At the K-5 level, District administrators will assign cohorts for days that are in-person to better account for tracking in the event of exposure, however social distance will be planned for in every programmed educational space. The District will make reasonable efforts to ensure that cohorts are fixed – meaning contain the same students – for the duration of the COVID-19 public health emergency. Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

The K-5 Schedules will optimize movement of adults rather than cohorts with the exception of physical education, lunch, and recess.

At the 6-12 level, attendance will be taken through SchoolTool for students in school and taken through Schoology for kids at home. Students will be required to sign into a class to do work when at home.

Limitation will be placed on the following school functions:

- Large Groups – Not able to be scheduled/not unless social distancing can be maintained in large space – (gym, auditorium, cafeteria).
- Home Rooms will be split between A-L teachers and M-Z teachers to make HR's limited to 14 students per class.
- Administrators to review ALL courses to determine that classes are evenly split up to an acceptable level.

- Restrictions on drop-adds may be required depending on class loads and ability to accommodate limited social distancing with acceptable face coverings.

Each classroom shall configure furniture and fixtures to maximize social distance between cohorts within a defined classroom space.

## Teaching and Learning

Curriculum is the foundation upon which an educational institution builds its instructional program. Embedded within the mission statement of Brighton Central School District is the belief that the primary focus of the school system should be the development and preparation of its students for life beyond the school doors, as productive contributors to a global community. A school district's curriculum is more than just a list of skills and concepts that students will acquire while attending a given class or grade level, but rather, it defines what the district believes are the essential components of the developmental cycle of the students in its charge. Never has this philosophy been more important. Whether our students are learning in face to face classrooms, remotely or in hybrid environments, we believe that our students deserve to be educated by highly trained staff, following a rigorous curriculum using researched based methodologies which are engaging and lead to a lifelong love of learning

### **Plan for Reopening**

We will:

- ✓ Identify and prioritize the learning standards for each course/subject in order to efficiently plan for instruction for the 2020-2021 school year. This will be done by teachers who teach common subjects during the June 2020 professional as well as throughout the summer. Yearlong plans have been developed in anticipation of a variable school year which may include in person, remote or hybrid learning situations as well as intermittent switching between those scenarios.
- ✓ Ensure a continuity of learning expectations, regardless of the educational setting (i.e. face to face, remote, or hybrid). This continuity will be accomplished through the use of common units of study across a given grade or course, which have been developed and aligned to New York State Learning Standards for all subjects. All teachers will use these units and continue to collaborate on both the content and skills identified in each unit, and also on the assessments that will be used to measure student performance.
- ✓ Adapt units so that they can be taught face to face or virtually and identify preferred strategies which will engage students in the learning process. This will be done during summer professional growth opportunities and well as through our curriculum writing workshops.
- ✓ Address the need for equity by adhering to the principles of rigorous learning for all Brighton students. These include ensuring that all students have access to consistent opportunities to work on grade appropriate assignments, strong instruction where students do most of the thinking, deep engagement in what they are learning, and teachers who hold high expectations for students and believe they can meet grade level standards. Specific pedagogical practices that will be used in both face to face and virtual learning environments include the use of open ended, inquiry based learning experiences, promoting cultures of thinking through discourse and visible thinking strategies, and providing students with voice and choice in the learning that they are doing.

- ✓ Ensure that teachers use regular feedback cycles with students to communicate about their learning. In addition, students will also be afforded with routine opportunities to interact with one another as well as their teacher(s). In face to face and hybrid situations this will be accomplished through classroom discussions, individual meetings with teachers and through ongoing, routine formative and summative feedback cycles. In a virtual setting, this will be accomplished through synchronous communication opportunities that will be regularly used to connect students with teachers and with each other. The parent portal as well as the grading and feedback tools inherent in Schoology and SeeSaw will be used to support regular communication about student progress.
- ✓ Utilize a clear communication plan to both parents and students in order to provide clarity and continuity of the learning expectations. All educators will establish a set time to connect with parents a minimum of four times/cycle at the secondary level and five times/cycle at the elementary level with students. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions about their child/ren's learning or the technology they are using.

**Other considerations:**

1. Use of culturally responsive practices: Faculty and staff have been learning about and incorporating elements of culturally responsive educational practices for the past three years. The district has updated its materials selection process to incorporate the analysis of bias and cultural representation in the textbooks and literature we select. In addition, curriculum development utilizes the [Culturally Responsive Scorecard developed by the Metropolitan Center for Research on Equity and the Transformation of Schools](#) to analyze and modify the content and skills taught and ensure that it is representative of our student population.
2. Diagnostic assessment and progress monitoring: For students in grades K-8, locally developed as well as standardized measures will be used to determine learning gaps. These include DIBELS, NWEA's Measures of Academic Progress (MAP) as well as results of unit and lesson assessments. For students in grades 9-12, locally developed measures will be used to determine gaps which may include unit and lesson assessments and common formative assessments that have been developed in conjunction with common units of study.
  - a. Supporting students in learning loss: We will use a multi-tiered system (MTSS) to address the learning gaps of our students resulting from the spring 2020 closure. At the Tier 1 level teachers have adjusted their curriculum to include those concepts and skills which were to be taught during the spring but may/may not have been learned by students. We will use a Response to Intervention (RtI) approach to identify and address those learning gaps at a Tier 1 level. The RtI model will include measures of progress (or lack thereof) for social, emotional and academic support. If necessary, students will be provided with academic intervention services if it is determined that learning gaps cannot be addressed in the general education classroom. These services can be provided in both face to face as well as remote situations.
3. During the summer of 2020, when appropriate, teams of teachers are meeting to plan for fall instruction. This planning includes identifying individual student needs based on spring progress. Professional development is being offered which will increase a teacher's ability to instruct in remote and hybrid situations.

4. Parent orientation for select technological tools (See Saw, Schoology and Schooltool) is being planned for late summer/early fall.
5. Grading: Grading practices have been developed by each school building and will continue to be reviewed throughout the 2020-2021 school year. Grading practices will be consistent across learning situations (i.e. in person, remote or hybrid). Grading systems will align to the district grading philosophy and will provide students and their parents with a measure of student progress toward meeting the academic goals defined by the NYS learning standards. Wherever possible, grading systems will differentiate those grades of academic performance and nonacademic performance. This can be accomplished with the creation of an “at home learning” rubric which could be used as both a learning and assessment tool.
6. Specific facility and material plans will be developed for the following areas:
  - a. Science laboratory requirements:
  - b. Art
  - c. Music
  - d. Physical Education
  - e. Athletics/Extracurricular Activities
    - i. Athletics – Postponed until 9/21 for all levels and all types of activities
  - f. Library

## Early Learning

The Brighton Central School District does not operate nor partner with any Community Based Organizations.

## Special Education

Our special education students, their families and their school teams faced unprecedented challenges during the school closure. Priority has been placed on providing the continuity of learning, special education programming and services, and access to general education and high-quality curriculum specifically designed to meet individual students needs and abilities.

### Plan for Reopening

- ✓ In order to address the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services we will provide the following:
  - Students whose IEP indicates special programming of self- contained, 12:1:4, 12:1:1, 15:1, as well as students with 1:1 teaching assistant will attend in person 4 days a week with 1 day remote.
  - In addition, students who attend programming based to support a Behavioral Intervention Plan (BIP) or alternative learning models (AIM, PATH program) may also be provided 4 days in person instruction. Decisions will be made on a student by student basis in collaboration with families.
  - Students whose IEP indicates Integrated Co taught (ICT) and /or Consultant Teacher programming will follow the district K-12 hybrid schedule with scheduled access to special education instruction as per IEP
  - Resource Room will follow the district K-12 hybrid schedule and include both in person and remote services.

- Maximize staffing to ensure access to general education and integration opportunities in person and remotely
  - Related services will be pushed into the classroom in person as much as possible to ensure access to quality of service but to ensure safety of student; less travel in building, larger space for physical distancing.
  - In the case of full school closure, the remote model will provide a consistent schedule of synchronous and asynchronous learning that supports the needs and abilities of individual students.
- ✓ We will document the programs and services offered and provided to students with disabilities as well as communications with parents. Documentation will include
- Continue to follow district diagnostic assessment and progress monitoring plan and schedule as described in Teaching and Learning
  - Utilization of Frontline (IEP Direct) progress notes and monitoring tools
  - Continue to follow goal progress monitoring (schedule and frequency) as per individual students' IEPs
  - Maintain monitoring of goals regardless of in person, hybrid, or remote learning models.
  - Provide PD for progress monitoring of goals and use of Frontline as needed
- ✓ We will address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
- Utilize a clear communication plan to both parents and students in order to provide clarity and continuity of the learning expectations. All educators will establish a set time to connect at least once per week with parents and a minimum of four times/week at the secondary level and five times/week at the elementary level. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions about their child/ren's learning or the technology they are using.
  - Regular communication with families via phone, zoom meetings, letters, email
  - Maintain schedule of team meetings, review meetings, annual reviews and re-evaluation meetings, etc. as per identified in individual students' IEPs via zoom
  - Conduct requested reviews, initial CSEs following state guidelines via ZOOM
  - Collaboration and communication with BCSD special Education PTSA representatives and meetings.
  - The district will provide training on the primary technology tools being used to support learning.
- ✓ In order to provide collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources we will:
- Communicate with outside agencies, BOCES, nonpublic, private/parochial schools regarding status of their reopening plans and impact on Brighton Central School District students attending those schools or accessing services.

- Survey parentally placed students' families with IEPs if that student will continue to attend individual setting under reopening plans.
- ✓ We will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students by:
  - Team meetings
  - Maximize staff to ensure student access to accommodations, modifications, aids, services, and technology
  - Regular scheduled meetings of District Special Education Leadership Team which includes
    - Administrative representation from each building
    - Special Education Team Leader from each building
    - Building Psychologist
    - Assistant principal overseeing K-12 mental health
    - Director of Student Services
  - Regular scheduled meetings with
    - Special education teachers
    - Psychologists
    - Related Service Providers
    - Assistive Technology Team
  - Consistent scheduled parent communication at CSE and building level
  - Communicate with building level teams to ensure that students have access to differentiated and appropriate materials in any learning model (ex. access to leveled text remotely, hands on materials at home, hard copy of material when screen not appropriate)
  - Students with identified accommodations and modifications to be provided according to their section 504 plan.

## Bilingual Education

Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations. These students will need additional supports to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must 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.

### Plan for Reopening

We will:

- ✓ 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. Following this, we will resume regulatory identification processes, which require screening and identification to take place within ten 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. This will include providing parents with comprehensive opening plans and training to use the technology tools (Schoology and SeeSaw) that may be used for remote learning. Communication will be provided in the preferred language or mode of communication.
- ✓ Continue to provide professional development to all teaching staff on topics related to teaching ELL students in remote and hybrid environments.
- ✓ Develop an assessment and progress monitoring tools to determine English learning loss during COVID. Establish a regular schedule for progress monitoring.
- ✓ Utilize the district's process for identifying and monitoring social/emotional wellbeing on all students, including ELLs.
- ✓ Determine need for technology and Internet to support home learning. Train ELL students to utilize the specific technology tools that will be used during any remote and/or hybrid learning situations.

## Social-Emotional Needs

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher, in every classroom and every after-school and summer learning program if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social– emotional well-being for all. Local education associations (LEAs) will need to have the emotional recovery of students, staff, and families at the forefront of their planning and decision making.

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.

### Plan for Reopening

We will:

- ✓ Update the District's Comprehensive School Counseling Plan, specifically, *Part C: Delivery and Accountability*. This section of the plan is broken down by building and lists the program services. For each service additional columns will be added to reflect how the service will be delivered if we are hybrid or remote. The current plan reflects how services are delivered when we are face-to-face.
- ✓ The District's Blueprint Committee meets one time a year and serves as our overarching advisory committee. During the school year, the District's Mental Health Steering Committee meets monthly and representatives from each building then report to the building-level advisory

committees such as the Brighton Support Team. The building level representatives serve as the liaisons to the District Mental Health Steering Committee.

- ✓ Continue to support the myriad ways for referrals to mental health professionals. The referrals can come from teachers, parents, administrators, students, students self-reporting and/or through mental health staff. During a remote and/or hybrid learning scenario, these methods of receiving referrals are still likely. The buildings will also utilize the RtI process, which looks different in different buildings, to identify students. 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 experience mental health issues. We will work, as a district, to create a needs assessment and give it to all students when the school year begins. 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.
- ✓ It is important to remember that the Coronavirus has impacted our faculty and staff and they too need support upon returning to school. As students return to school, building connections, especially if not face-to-face will be challenging. We will continue to support faculty and staff in Restorative Practices and the process for using both community building and academic circles. As our district implemented Restorative Practices K-12 last year, all returning faculty and staff are familiar with the basic tenets of Restorative Practices. Utilizing opening and closing activities to start and end classes, be it via Zoom or face-to-face with start to build connections. We could offer professional development to new faculty and staff through our teacher induction through the teacher center. Mental health staff and others trained in R.P. can also work with teachers in their buildings to model circles. Additionally, teachers could benefit from learning about Social Emotional Learning and how it can be used by adults to cultivate relationships with each other, heal, and also build relationships with all students to create a supportive and equitable learning environment.
- ✓ Offer a multitiered support system consisting of the following levels:

#### **Tier 1 Supports: What we do to promote wellness on a daily basis**

- Conduct universal screening to identify social–emotional needs of students.
- Share student mental health needs assessment data with stakeholders.
- Consider strategies to become a trauma-responsive school system to support the school community.
  - Utilize virtual Trauma, Illness, and Grief Consortium training opportunities and guidance from TIG for support. Continue to offer virtual parent workshops.
- Conduct routine check-ins using a trauma- and resilience-informed lens.
- Develop a system to connect with students and families to promote attendance.
- Engage with students and families using culturally responsive techniques.
- Train staff to provide supports through a trauma-informed and responsive lens
- Use Psychological First Aid to assess immediate needs and provide support.
- Use professional development time to increase trauma knowledge and skills.
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.)
- Conduct schoolwide mental health assessment that includes trauma and stress.

### **Tier 2/3 Supports: Early and Targeted Intervention**

- The school psychologists and school counselors at all levels will, after assessing student needs, conduct small groups for students. The groups could target specific areas such as anxiety, depression, etc. (either face-to-face, hybrid, or remote). In a remote/hybrid setting this would be done via Zoom.
- Social workers will do home visits at a socially appropriate distance for students as needed
- Primary Project (K-3)
- Team meetings
- Using the Family Navigator to connect students and families with additional outside supports in the community.
- Consider having flexible hours for mental health staff to deliver services
- School psychologists joining Zoom meetings with a Resource Room teacher and students (no more than five)
- Behavior modification support
- Attendance Intervention
- Modified check in and check out

### **Adult SEL and Well-Being**

In order to address the needs of our faculty and staff, we will create and conduct a needs assessment prior to the school year starting. Depending on the needs we will use a combination of strategies, including Social Emotional Learning (resources from CASEL), Restorative Practices to conduct community building circles to provide support, and the teacher center to address certain needs as they pertain to teachers coming back to support students. As the year progresses, we would conduct another needs assessment after the first month of school and continue to provide support based on what the assessment data says. We recognize, as a district, that adults have many different emotions around returning to school, be it face-to-face, remote, or hybrid, and being in tune with their needs and supporting them is of the utmost importance as they are vital to student learning.

## **Attendance**

School attendance is both a right and a responsibility. The Brighton Central School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the district recognizes that consistent school attendance, academic success and school completion have a positive correlation, the district has developed a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students
- b) To raise student achievement and close gaps in student performance
- c) To identify attendance patterns in order to design attendance improvement efforts
- d) To know the whereabouts of every student, whether in person or remote for safety and other reasons
- e) To verify that individual students are complying with education laws relating to compulsory attendance
- f) To determine the District's average daily attendance for State aid purposes

## Plan for Reopening

We will:

- ✓ Utilize Schoology, the District's student information system, to record attendance on a daily basis, whether face to face or remote. When learning is hybrid/remote, this may include systems which record student participation in asynchronous learning situations by completion of assigned tasks.
  - Establish a clear expectation for participation in each of the learning environments. Communicate and continually reinforce to both parents and students the importance of attendance in school regardless of setting.
- ✓ Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. Carefully monitor student attendance (as defined previously) through our student information system
  - The Building Principal will work in conjunction with the building attendance clerk and other designated staff in routinely reviewing attendance records. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of excessive absences.
- ✓ Respond to student absences (measuring over 10%) by identifying causes for absences and intervene to improve attendance and encourage students to complete the academic requirements of the course.

## Classroom Configurations

The following parameters and protocols will be adopted for classroom configurations:

- Teachers/staff to arrange all instructional and non-instructional rooms in a school to comply with social distancing standards to the maximum extent practicable.
- Face coverings are recommended at all times, but required whenever individuals cannot maintain a six-foot distance from other individuals who are not from the same household.
- Maintenance to have soap, hand sanitizer and tissue readily available
- Administrators to restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced.
- Administrators will assign lockers or other student storage areas by cohort or eliminate their use – however, students should not carry an unreasonable number of books or materials throughout the day
- Teachers, in partnership with custodial to keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas
- Teachers encouraged to open windows when possible to air out the rooms
- Because student may be unmasked while socially distanced and seated in the classroom, the use of fans or other non-district regulated HVAC equipment is prohibited.
- Maintenance to ensure unit ventilators are optimally operating, if applicable
- Teachers to adopt classroom protocols so commonly used items that can be considered "shared classroom supplies" such as pencils, paper, books, pencil sharpeners, and other commonly shared items to have procedures developed and explained to students regarding their use. If unable to

restrict sharing of supplies, the communal use of shared items should be limited with all shared items cleaned and disinfected after each use

- Teachers may need to clean/disinfect between classes including desks and frequently touched surfaces- custodial personnel may not be readily available to provide this service at the frequency desired.

### Classroom Areas

- Teachers and Maintenance to remove all items with soft covered surfaces, including items that are shared frequently and cannot be cleaned/disinfected properly (upholstered couches/chairs, stuffed animals, toys etc.)
- Custodial to remove carpets/throw rugs, bean bag chairs, personal lamps
- Custodial to remove cloth curtains or adopt procedures to spray with Lysol (or similar product) daily
- Teachers and Custodial to limit desks and arrange desks to meet social distancing requirements.
  - Options include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.
- Present signage in each classroom that educates on the need for personal protection that includes the use of Personal Protective Equipment (PPE) and promotes and reinforces healthy hygiene practices.
- Custodial and Administrator to use visual clues to promote social distancing - decals, tape on floor, signs, etc.
- Custodial to include signage in each classroom educating occupants of Face coverings/masks - When to wear them, how to appropriately put them on and take them off, how to clean cloth face coverings when soiled, and disposal of the face covering when necessary
- Custodial to include signage in each classroom educating occupants of Hand washing - Demonstrate frequently how to properly wash hands
  - Administrators to ask staff and teachers to ask students to wash hands upon entering the classroom - If this can be accomplished, use the sink that is installed in the classroom or at the nearest bathroom
  - Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing
  - Children ages 5 and younger are to be supervised when using hand sanitizer.
- All students should be supervised if using an alcohol-based hand sanitizer

All PPE equipment and/or cleaning products electively purchased by teachers or staff for a classroom should be approved by the District to ensure compliance with fire code and other NYSED standards.

### Corridors

All corridors will have floor directional marking and signage promoting socially distancing and mask wearing.

### Cafeteria/Cafetorium

The District will utilize building information modeling to ensure that seating configurations in cafeteria/cafetorium is socially distanced in compliance with the DOH guidance. At BHS, the main gym,

room 262 and cafeteria will be designated as eating space. Capacity limits will be set for each area and monitored by security. Seating will be socially distanced.

#### Library/Media Centers

At the K-8 level, Library/Media services will be a push-in service. At BHS, the Library/Media Center will be used for flexible seating for studying/FLEX. All seating arrangements will be socially distanced.

Library books will have a sitting period of 3 days before distribution.

Library space will be closed to students and public unless used as flexible space scheduled by teachers and approved by administration.

Whenever possible, virtual resources should be assigned by teachers. Student access to reference materials (books, paper) will be supervised by Library/Media.

Materials handled by students and teachers will have a sitting period of 3 days, unless item can be properly disinfected between each use.

#### Art, Music and PE

The District will limit class size and stagger schedules to comply with the social distance requirement for all art, music and physical education activities.

The District will install floor markings on gym floors so that social distancing is premeasured.

To the extent possible, physical education activities will be programmed outdoors.

#### Playgrounds

Administrators will stagger playground use limiting multiple classes to play together. We will also limit other activities where multiple groups interact (unless social distancing can be maintained)

Teachers will encourage students to wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible. Masking will be required when social distancing is not maintained.

## Technology and Connectivity

Whether exclusively remote, fully face to face or offering hybrid learning experiences, technology will be an important tool to proceed with the learning process. During the spring COVID closure, faculty and staff learned to use many technology tools to deliver instruction to district students. Plans have been made to continue many of those practices into the fall reopening. Students who do not have adequate access at home, in the case of remote or hybrid learning, will be provided a district owned device. The device will be equipped with all applications necessary for 100% participation in online courses. Students without adequate Internet access will be issued a district owned access point.

#### **Plan for Reopening**

We will:

- ✓ Survey our students, parents and teachers to determine each's level of access to devices and highspeed Internet access in their home.
- ✓ Provide devices to those students and staff members who do not have adequate access at home. Because it is the District's intent to provide adequate access to all students and staff, we do not anticipate having to provide alternative materials unless there are extenuating circumstances.
- ✓ Provide professional development during the summer of 2020 and ongoing throughout the year to all staff on the creation and maintenance of effective blended learning environments including high-value instructional strategies to engage students in learning, flipped learning approaches to instructional planning which support both synchronous and asynchronous environments.
- ✓ Streamline the number of applications that are used across the district. Use high leverage, multiuse tools which can accomplish multiple teaching and learning tasks. Tools will include:

Function	Tool	Grade Level
Video Conferencing	Zoom	K-12
	Schoology Conferences	6-12
Content Creation	Office 365 (Word, Excel, PowerPoint, Sway)	K-12
	Screencast-O-Matic	K-12
	Loom	K-5
	DoInk	K-5
	Audacity	6-12
Content Distribution	Voice Recorder	K-5
	SeeSaw	K-5
	Schoology	6-12
	OneNote	K-12
Instructional Collaboration	OneDrive	K-12
	OneNote	K-12
	Padlet	K-12
Secure Assessment	eDoctrina (with Lockdown)	K-12
	Schoology (with Respondus)	6-12
	Castle Learning	6-12
	EdPuzzle	K-12
	TurnItIn	6-12

- ✓ Ensure data privacy for all students following EdLaw 2D requirements.
- ✓ Provide orientation and training to the Schoology interface to students entering sixth grade and all new students in grades 7-12 during the summer of 2020.
- ✓ Provide parent orientation to SeeSaw, Schoology and Schooltool portal during the fall of 2020.
  - Provide translation services for training sessions and target families who were not engaged during the Spring 2020 closure.
- ✓ Provide ongoing technical support throughout the year regardless of instructional setting, face to face, remote or hybrid.

# Teacher and Principal Evaluation

## Plan for Reopening

We will:

- ✓ Continue to implement our NYS approved APPR plan for the 2020-2021 school year. In the case of remote learning, administrators will determine an appropriate procedure for conducting formal observations of teaching staff.

# Staffing

## Plan for Reopening

We will:

- ✓ Ensure that all Brighton students are taught by NYS certified teachers for a given area.
- ✓ Ensure that no teacher teaches >10 hours/week outside of his/her certification area.

# Transportation

The guidance regarding school transportation requires the following:

- 1) Individuals must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated).
- 2) Individuals should maintain appropriate social distancing, unless they are members of the same household.
- 3) Responsible Parties must adhere to and promote hygiene, cleaning, and disinfection guidance set forth by DOH and the Centers for Disease Control and Prevention (CDC). Training for proper use of face covering.

To comply with the mandates and recommended health and safety guidance the district will adopt the following standard operating procedures:

### **Training (*Office Personnel, Drivers, Mechanics, Aides*)**

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Bloodborne Pathogen (BBP)
- COVID Awareness
- New cleaning Protocols (buses, transportation center)
- Handwashing
- Face Covering (sizing, use, wear & care)
- Personal Health and Hygiene

- Special working conditions with face coverings (strenuous activity)

### **Required Personal Protective Equipment (PPE)**

- Disposable gloves
- Face Covering/Mask
- Face Shield (if applicable)

### **Roles and Responsibilities**

#### Brighton Administration Oversight of Transportation Contractors

- Ensure employees are equipped with proper Personal Protective Equipment (PPE) and protective measures to keep them safe
- Be sure employees maintain annual training requirements. Update employees on new policies and/or procedures adopted during COVID-19 pandemic
- Work with administrative team to develop policies for social distancing, density reduction, bus capacity, routing issues, cleaning and disinfection
- Enforce new policies
- Inventory and order PPE with sufficient lead time for use when schools open
- Provide access to mental health resources for transportation staff in crisis or under stress
- Review employee medical records (19a files) and accommodate (if feasible) employees with underlying medical conditions
- Regularly inspect buses and other transportation vehicles for cleanliness (document all cleanings/inspections via trackable log)
- Enforce and communicate the self-screening program for staff before coming to work
- Be prepared for a lack of drivers due to increased absences. Have a protocol established in advance to address these absences
- Provide ongoing communication and feedback to staff on a regular basis

#### ***Employees***

- Self-screen before coming to work. Do not come to work if sick
- Maintain social distancing as much as possible
- Wear an appropriate face covering that covers the mouth and nose while driving students
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor
- Wear all required Personal Protective Equipment (PPE) when cleaning and using chemicals

- Wash hands regularly with soap and water for at least 20 seconds. Request time in route for hand-washing stops. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles. Wash hands with soap and water as soon as possible

### **Communication**

- Publicize to parents the cleaning and disinfecting schedule of buses – between runs and at the end of the school day.
- Communicate with parents and students that student transportation vehicles are included in the district’s COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an “opt-out” option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)
- Communicate transportation’s response to driver shortages (cancelling of all in-person classes, limit transportation to vulnerable populations, school start delays and late dismissals.
- Communicate changes in services to be adopted – limit daycare selections to five days per week to reduce variability in seating assignments, no transportation to before school activities, no bus passes, no open transportation at secondary level.
- Communicate opportunity for parent contract to out-of-district placements
- Encourage carpooling where social distance can be maintained between non-family/household members and encourage use of masks.

### **Density Reduction, Social Distancing, Bus Capacity**

- Limit seating on buses to maximum of 2 per seat with no students seated behind the driver. At the K-5 level, the District will strive to limit capacity to 1 per seat staggered, or 22 max wherever possible. In instances where routes need to be consolidated due to driver shortages, the District may increase utilization to 2 per seat.
- Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six-foot distances in aisles
- Sneeze guards to protect the driver
- Do not seat students directly behind the driver
- Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles

- Provide additional adult supervision (monitors) on buses to manage social distancing. To the extent practicable, additional supervision will be allocated to buses to monitor use of face coverings, social distancing between students. In the event of high monitor absenteeism, there may not be second adult on every bus. The district will prioritize substitutes to vulnerable populations.
- Students shall wear face masks (unless medically excused) while in transit when social distancing is not possible
- If applicable, have an aide take student attendance every day, to and from school. The attendance sheets will be documented in writing and retained for contact tracing
- Discontinue allowing students to ride different buses on different days of the week. Limit transportation options for daycare to five days per week. Adhere to bus assignments issued by Transportation – no open transportation for 6-12, no parent-approved bus passes, no transportation to early morning district-sponsored activities.

### **Routing**

The District will utilize computerized routing systems to design routes that limit the number of students on the bus and provide for the following arrival/dismissal schedule (subject to change based on enrollment and capacity restrictions):

- CRPS – pick up times beginning 7:40 AM– dropping at school by staggered 8:40 AM depending on ridership
- FRES - pick up times beginning 8:15 AM– dropping at school staggered by 9:30 AM depending on ridership
- BHS/TCMS – pick-up times beginning 6:50 – dropping at school by 7:30

Dismissal - Afternoon ride time is expected to be one hour or less for in-district schools. Parents should consider that staggered dismissal procedures may delay school departure.

After School Activities – Transportation for afterschool activities shall resume when extracurricular activities and/or interscholastic athletics are permitted. All activities are cancelled until further notice, however the district is committed to reviewing opportunities considering health and safety standards, social distancing, cleaning time, and equitable transportation.

Alternating Days – Transportation has capability of routing for alternating days K-12.

Continuity of Services in the Event of Driver Absenteeism - Preliminary capacity to split routes in response to driver shortages is 8 (equal to 20%). At 8 driver shortage, a recommendation may be made to limit transportation to vulnerable populations only (e.g. special education, ENL, etc.). The alternative may require class cancellations, or transition to remote learning.

Loading and Unloading - Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school. K-5 students shall be given an assigned seat.

### **Cleaning and Disinfecting**

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day contractors agree to clean and disinfect the entire bus
- *Daily Cleaning*
  - All trash removed
  - Floors swept and dust mopped
  - Walls and windows cleaned
- *High Touch Surfaces*
  - Bus seats and seat backs
  - Seat belts
  - Door handles, handrails
  - Driver operator area
- Contractors are responsible for daily cleaning and disinfection procedures
- Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect
- Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on during route operation
- Prohibit eating and drinking on the bus
- Follow up with frequent inspections to be sure cleaning/disinfecting protocols are followed on district owned and contracted buses
- Document and submit all cleanings/inspections (via trackable log)

## **Arrival and Dismissal Procedures**

DOH and NYSED guidance requires that District consider the following in developing plan:

- Responsible Parties should take additional measures to prevent congregation
- Social Distance – Stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms.
- Consider:
  - Dividing up student entry points rather than funneling all students through the same entry space, to limit the amount of close contact between students in high-traffic situations and times.
  - Making arrival schedule changes for students who walk or are dropped off at school by a parent or caregiver

- Establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building, to the greatest extent possible.

In response the District is adopting the following plans:

#### Council Rock Primary School Procedures

Bus Unloading – Buses will be unloaded at the direction of staff (administration, security, etc.) 2-3 buses at a time depending on ridership

Parent Drop Off- Staff members will meet cars in drop off area, assist with unloading students, supervise students as they proceed into building

Dismissal Time - Dismissal will be by announcement and by cohort/class with adults walking students to buses

Parent Pick Up – Following bus dismissal, parents will pull into the bus loop, let staff know name and student name, radio into the cafeteria, students will be escorted out to awaiting parent in lot. Teaching Assistants will be utilized to escort students. Expected timeframe: 2:45 – 3:00 pm

#### French Road Elementary Procedures

Bus Unloading – Buses will be unloaded at the direction of staff (administration, security, etc.) 2-3 buses at a time depending on ridership. Buses utilizing the interior lane may drop and go in order to stagger unloading.

Parent Drop Off- Staff members will meet cars in the designated drop off area, assist with unloading students where needed, supervise students as they proceed into building.

Dismissal Time - Dismissal will be by announcement and by cohort/class with adults walking students to buses

Parent Pick Up – Following bus dismissal, parents will pull into designated area, let staff know name and student name, radio into the cafeteria, students will be escorted out to awaiting parent in lot. Teaching Assistants will be utilized to escort students. Expected timeframe: 3:15 – 3:30 PM

#### TCMS/BHS School Procedures

Buses in the two Winton Road bus loops will continue to have a drop and go procedures that naturally provides for a staggered arrival time. Signage will be discretely presented to remind students to maintain social distance as they proceed to the designate building entryways. Staff will supervise arrival.

Dismissal from the last period will be by grade level. As students walk to buses, masks will be required. Additional safety personnel will be assigned to enforce social distancing, or the promotion of mask where social distancing cannot be maintained (e.g. crosswalk).

The District will provide education materials to 6-12 students in the walk zones to promote social distancing and wearing of appropriate facial coverings when interacting with peers.

## Visitation to School Buildings

Unless mandated, meetings or visits by/with parents are to be conducted using teleconference or video conference whenever possible.

Visitors are not allowed unless preapproved by the building principal.

District staff will not accept supplies, materials, or equipment dropped off by parents unless it is a health and safety requirement for the child.

## Food Services

District/School Plan must provide all students with access to school meals each school day. This must include students in attendance at school; and students earning remotely.

District plans must also address all applicable health and safety guidelines. The standard operating procedures to comply with these guidelines are included in the [Reopening Plan Procedures – Brighton Operations Activity July 2020](#) available as a supplement to this plan.

### In-Person Point of Service

Schedules will be built for 4 lunch periods at CRPS, 5 at FRES, and 3 for TCMS so students may eat uninterrupted in the school cafeteria with seating appropriately social distanced. Hand hygiene will be promoted throughout cafeteria with accessibility to hand washing and touchless hand sanitation stations.

Students will be socially distanced – pathways clearly labeled - and masked as they progress through the school lunch line. Options will be offered on a grab-and-go basis with limited meal choices pre-packaged to meet federal dietary regulations. Families will be offered a online ordering application where meal choices can be selected in advance. Students may choose white or chocolate milk while picking up their meals in the line and al-la-carte sales will be limited.

Specific to BHS, the point of service for breakfast and lunch will be the school cafeteria. Lines will be clearly marked to promote social distancing and masks are required to enter the pick-up area.

Options will be offered on a grab-and-go basis in with limited meal choices pre-packaged to meet federal dietary regulations.

Given there are no set lunch periods, the main gym, room 262 and cafeteria will be designated as eating space. Capacity limits will be set for each area and monitored by security. Seating will be socially distanced. The consumption of food or beverage in the corridors and in classroom will be prohibited unless medically necessary.

### Remote Learning

The District will establish a community access site at Brighton High School five days per week from 9 AM – 11AM. Deliveries will be coordinated where transportation hardships requested.

## School Safety Drills

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. When planning drills, consideration will be given to how each building may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will be taken to minimize the risk of spreading infection while conducting drills.

Students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. All, students regardless of hybrid model, will receive proper instruction in emergency procedures, and participate in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks.
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however all students will receive instruction in emergency procedures and participate in drills while they are in attendance in-person; and
- Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

## Cleaning Protocols and Procedures

The CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. Please refer to the [Re-Opening Plan Procedures – Brighton Operations Activity July 2020](#) available as a supplement to this plan.

### **Cleanliness and Disinfection Standards**

#### **Classroom**

- Clean and disinfect high touch surfaces (but not limited to):
  - Classroom desks and chairs
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Shared telephones
  - Shared desktops

- Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area (if applicable)
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

### **Restrooms and Locker Rooms**

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces (but not limited to):
  - Drinking Fountains
  - Door handles and push plates
  - Light switches
  - Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Restock all toilet paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

### **Common Areas (Hallways)**

- Clean and disinfect high touch surfaces (but not limited to):
  - Drinking Fountains – (bubblers and fountains to be disconnected – bottle-fill stations to remain active)
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Handrails
  - Buttons on vending machines

- All trash receptacles emptied and trash removed
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Walls are spot cleaned, when soiled
- Carpets are spot cleaned
- Make sure all windows are locked
- Make sure all unoccupied classrooms are locked

### **Medical Office**

- Clean and disinfect health cots regularly (after each student use)
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces (but not limited to):
  - Classroom desks and chairs
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards – Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

### **Clerical/Admin Offices**

- Clean and disinfect high touch surfaces:
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped

- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Baseboards – Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

### **Athletic Areas**

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment
- Disinfect mats and other high-use equipment at least daily
- Clean and disinfect high touch surfaces:
  - Handles on equipment (e.g., athletic equipment)
  - Drinking fountains
  - Ice Machines
  - Door handles and push plates
  - Light switches
  - Shared telephones
  - Shared desktops
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Baseboards – Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

### **Restrooms**

- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
  - Sinks
  - Faucets
  - Soap dispensers

- Drinking Fountains
- Door handles and push plates
- Light switches
- Handrails
- All trash receptacles emptied and trash removed from room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

## Other Recommendations – Before/Afterschool Activities

Before school activities are limited to day care provided overseen by the Department of Health.

Before school co-curricular activities will not be scheduled until further notice in order to ensure classroom spaces maintain cleanliness prior to the arrival of student mass.

All after-school activities are cancelled until further notice, however the district is committed to reviewing opportunities considering health and safety standards, social distancing, cleaning time, and equitable transportation.

Licensed day care operations may continue until 6 PM.

Buildings are closed to non-custodial staff from 6 PM to 5 AM for disinfecting cleaning to occur without disruption.

### Field Trips/Assemblies/Open Houses

- Student assemblies are cancelled through November 1
- Athletic events/practices shall adhere to guidance from State
- Performances where students can be social distanced shall be live streamed to parents
- Field trips are to be limited to free virtual opportunities
- School trips (co-curricular and clubs) are cancelled through at least January 1
- Wherever possible, in-school events will be changed to a virtual format

### Club Activities

In-person activities cancelled until further notice. Students are encouraged to stay engaged in club activities using remote resources.

### Closure Considerations

The building principal will recommend to the Superintendent of Schools closure of in-person activities under the following circumstances:

1. Infection rate
2. Absentee rate trend for students
3. Absenteeism of essential personnel to the extent that it creates a health and safety concern or prevents district from complying with mandates.

At closure, the District will engage exclusive remote learning program.

## Reopening and Rethinking Task Force Members

<b>Operations</b>	<b>Instruction</b>
Lou Alaimo, Assistant Superintendent	Dr. Debby Baker, Assistant Superintendent
Dr. Allison Rioux, FRES Principal	Adam Hiller, BHS Teacher
Betsy Balling, BHS Assistant Principal	Adele Linton, CRPS Teacher
Charlotte Kimberly-Haag, BAEOP/VPA Administrative Assistant	Adele Mockevicius, CRPS Library Media Specialist
Chief Aaron Hiller, Brighton Fire Chief	Aimee Conners, Parent
Cody Dean, Brighton Ambulance Chief	Dr. Allison Rioux, FRES Principal
Dan Goldman, Communications Coordinator	Ashley Ellis, FRES Counselor
David Rizzo, Parent	Betsy Balling, BHS Assistant Principal
Dawn Howe, Parent/BOCES Health and Safety	Caitlin O'Neill, FRES Assistant Principal
Debbie Parker, FRES Teacher	Cassandra Camman, TCMS Teacher
Erika Stanat, Parent	Christina Jachles, CRPS Speech-Language Therapist
James Nuñez, TCMS Principal	Christine Cole, FRES Teacher
Janet Fitzpatrick, BHS Nurse	Courtney Eck, TCMS Teacher
Jennie Viggiani, BHS Counseling Coordinator	Daphne Cohen, Parent
John McCabe, Security Director	David Meyers, TCMS Teacher
John Novelli, Custodial Operations Supervisor	Deanna Spagnola, Director of Student Services
Jose Caraballo, Brighton Police Captain	Heather Goerlich, Parent
Judy Wegman, BTA President and CRPS Teacher	Jacqui Liebman, Parent
Julie DuBois, CRPS Nurse	James Nuñez, TCMS Principal,
Justin McVey, FRES Library Media Specialist	Janine Aiello, CRPS Teacher
Kelsey Turan, TCMS Nurse	Jennifer Tufts, FRES Teacher
Kyrstin Blackburn, FRES Nurse	Jessica Padilla, TCMS Teacher
Lisa Hartman, Director of Human Resources	Julie Kopp, Assessment Coach
Mark Kokanovich, Board of Education President	Kelly Sharrow, CRPS Reading Teacher
Matt Norris, Parent	Krystal Forsyth, FRES Teacher
Matt Tappon, CRPS Principal	Laura Mullin, Parent
Maurin Jeffries, CRPS Assistant Principal	Leslie Seltzer, Parent
Dr. Mike Maloy, TCMS Assistant Principal	Marian Jordan, Parent
Mona Zamiarski, Brighton Preschool Parent Program Director	Matt Comeau, BHS Assistant Principal
Nate Merritt, Director of Health, Physical Education, and Athletics	Matt Tappon, CRPS Principal
Nicole VanDerMeid, Director of Food Service	Maurin Jeffries, CRPS Assistant Principal
Rob Luce, Buildings and Grounds Supervisor	Dr. Mike Liener, Director of Innovative Student Learning
Sandy Nixon, CRPS Teaching Assistant	Mike Struzik, BHS Teacher
Sarah Fischer, TCMS Teacher	Dr. Mike Maloy, TCMS Assistant Principal

Sherie Pickering, Assistant Director of Transportation	Natalie Pincus, Registrar
Stephen MacAdam, Parent/Brighton Fire Department	Nate Merritt, Director of Health, Physical Education, and Athletics
Susan Gasparino, Board of Education	Robin Samper, Parent
Dr. Tom Hall, BHS Principal	Sam Rizzo, BHS Teacher
Tom Hyman, Director of Transportation	Sangita Patel, Parent/PTSA President
	Sandra Dill, CRPS Academic Support Instructor
	Sarah Jacob, TCMS Assistant Principal
	Stephanie Bush, Parent
	Stephen Lian, TCMS Teacher
	Tara O'Brien, FRES Social Worker
	Teresa Mosher, BHS Assistant Principal
	Dr. Tom Hall, BHS Principal
	Victoria Masetti, TCMS Psychologist
	Viviam Lopez-French, TCMS Teacher
	Wende Domm, Parent