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Brookfield Elementary School

**2026–2027 Emergency Preparedness Plan for Public Health-Related School Closure
and Remote Instruction**

Purpose

The purpose of this plan is to outline the procedures that will ensure continuity of instruction in the event of a school closure resulting from a public health-related emergency or other circumstance requiring remote instruction. The plan provides procedures for communication, equitable access to instruction, delivery of related services, and continuity of educational programming for all students in the event circumstances occur that would result in our campus being required to “close” or be “shut down” for an extended period.

When/Why

This plan will be implemented during a district closure that lasts more than **three** consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency/state official or officer to institute a public health-related closure.

Communication

- All districts and guardians will be notified of our remote status via administration. Administration will communicate with families and staff through our Student Information System’s (Realtime) text and phone alerts, staff email, telephone, ClassDojo, and U.S. Mail when necessary.
- Teachers and staff will maintain communication with parents/guardians through approved school platforms as well.
- Our school does not have case managers; the students’ case managers work at their sending districts. However, our social workers and administrators will maintain communication with families to ensure services are implemented in accordance with IEPs to the greatest extent possible and provide any other support requested.

Remote Instruction Expectations

Remote instruction and expectations are designed to maximize student growth and learning to the greatest extent possible.

- Google Classroom will serve as the primary learning management platform. However, Google Meet and/or Zoom will be used for live, synchronous instruction that follows our typical building schedules. This will, though, include one on one and small group instruction via utilization of break-out rooms.
- If teachers are absent, a substitute will be in place to provide live instruction in their absence.
- Instruction and related services will occur during the regular school day in accordance with the 2026–2027 school calendar.

- Students will have access to Chromebooks, Google Classroom, instructional websites (including IXL and Epic Books), video conferencing, print materials, translated materials, and Wi-Fi hotspots when available.
- Daily agenda and assignments will be posted by 8:30 a.m. through each teacher's Google Classroom.
- Instructional areas will include Reading, Writing, Mathematics, Science, Social Studies, weekly Social-Emotional Learning activities, Gym, and Art.
- Teachers will communicate live instructional schedules through Google Classroom.
- Related service providers will coordinate individual sessions with families.
- Differentiated learning packets will be mailed when necessary.

Attendance and Schedule

- Student attendance will be documented through Realtime (Student Information System, SIS) and via weekly updates to sending district's case managers.
- Students will be expected to log-in to Google Meet and/or Zoom during the school day (8:50 am – 2:50pm) and remain for the entire expected time (with the exclusion of their scheduled lunch times), to be marked present.
 - If students do not log-in for the synchronous instruction, they will be marked absent. Student attendance, or the lack thereof, directly impacts their academic growth and can, ultimately, impact their ability to move up to the next grade.
 - If students are late, leave early, or log in and out throughout the day, this will be reflected in their participation grades, will be communicated with their parents, will be documented to their case managers, and can impact whether they are counted present for the day or not.
 - Teachers will also communicate with parents when students are absent and/or not submitting their assignments.
 - Sending districts could take legal action regarding poor attendance and report this for truancy if deemed appropriate.
 - ESY services will be provided in accordance with students' IEPs and applicable NJDOE guidance.

Grading and IEP Implementation

- Academic progress will be documented through Realtime and various other methods.
- Quarterly progress reports and quarterly report cards will be documented in Realtime and mailed to homes via USPS.
- Students will take beginning of the year diagnostic assessments via IXL and STAR Assessments to have two different forms of data. Students will, then, take IXL and STAR benchmark assessments mid-year and at the end of the year to track academic progress for each standard.
- Teachers will track progress toward student IEP goals, document this weekly, and report this to parents/guardians with each quarterly progress report.
- Teachers will assign and/or administer both informal and formal assessments that include exit tickets, end of unit assessments, projects, etc.
- IEP accommodations and modifications will be implemented to the greatest extent possible and documented via weekly lesson plans.
- Administrators will continue to observe instruction through virtual instruction. Administrators will also closely monitor lesson plans weekly, diagnostic and benchmark data, and Realtime data to continuously measure student growth and learning in the virtual/remote environment.

Equitable Access

- Instruction will be 2to ensure that all students' varied and age-appropriate needs are addressed.
- Each student's IEP (Individualized Education Plan) will be followed with fidelity.
- Teachers will differentiate online instruction, online assignments, and assessments appropriately.
- Alternative methods of instruction will be provided for students with limited or no Internet access; this includes audio conferencing, printed instructional packets, mailed materials, and parent support for accessing online platforms.

English Language Learners

- ELL students will continue to receive differentiated instruction that includes, but is not limited to, language support, translation tools, live interaction, culturally responsive instruction, and family communication through remote instruction.
- ClassDoJo will be used to communicate with families as it has a built-in translator powered by Google Translate.

Related Services

Related services will be delivered virtually, to the extent permitted by NJDOE guidance, and each student's IEP. Speech, occupational therapy, counseling, and other services will be scheduled individually. When virtual instruction is not possible, individualized materials will be provided.

Staff

- Student facing and instructional staff are expected to complete the entire school day live and online apart from their lunch period and prep period.
- Staff will have remote access to Realtime, student emergency contacts, IEPs, lesson plans, and instructional resources. Staff will also have access to professional development related to remote instruction, culturally responsive practices, social-emotional learning, trauma-informed instruction, and instructional technology.
- During remote school days, school therapists will be required to conduct their typically scheduled individual student sessions via Google Meet and/or Zoom to ensure that all students are delivered their fair and required therapeutic services. Therapists will communicate these schedules with the appropriate teaching staff, and administrators, to ensure that students are not accidentally reported as being absent. Therapists will also make office hours and availability for any staff or student in need of further assistance on the therapeutic and/or social and emotional level.
- Teachers will continue to be observed by administration through Google Meet, Google Classroom, and Zoom. Instruction will be held to the same standard as in-person. All aspects of instruction, including (but not limited to) pedagogy, classroom management, student accommodations and needs, and educational pacing will be held to high standards – just as they are when physically in the building.

Technology Support

Brookfield will provide reasonable technical support to families and staff experiencing difficulties with school-issued devices, or instructional platforms, during remote learning via assistance from our Technical Support team members.

Essential Personnel

Buildings and grounds personnel are considered essential personnel and will continue to maintain school facilities throughout any extended periods of closure.

- Other essential personnel will still be required to be in the building on these remote days as well (unless otherwise specified). A list of essential personnel will be maintained and provided to the County Office of Education as required.

Title I

All students under Title I programming will be provided with Chromebooks through this funding. Any additional resources and/or materials required will also be supplied.

Meals

Students will have breakfast and/or lunch meals available to them at the campus site upon request of the caretaker during these emergency remote days. Brookfield will establish a pickup time with the guardian and provide meals as needed. However, it is also possible for students to receive meals from their sending district if that is more feasible for them.

Transportation

If a student or family cannot obtain any of the necessary materials (chromebook, hotspot, packets, etc.) or meals due to lack of transportation, the school will help provide transportation opportunities. Options for this could be: admission to public transportation and/or individual driving services (i.e. Lyft, Uber).

Meetings

- IEP meetings will be coordinated with sending districts and parents/guardians using approved virtual meeting platforms or telephone conferencing.
- Any evaluations needed will be coordinated with sending districts and/or parents/guardians as well as evaluations are done via the district.
- Administrators and Teachers will keep office hours via Google Meet and/or Zoom to make themselves available to parents/guardians/districts as well.

Documentation

In addition to everything otherwise mentioned throughout this plan, teachers, instructional assistants, contracted agency staff, related service providers, clinical staff, and clerical staff will maintain daily logs documenting instruction, services, communications, and other assigned duties. These logs will be submitted weekly to administration.

Support

- Brookfield Schools is a trauma-informed organization that continues to ensure all teachers, administrators, and in-school therapists remain current with on-going training and credentials for all areas of trauma (i.e. domestic abuse, loss of parent, students affected by forced migration, grief, poverty, etc.).
- Regardless of remote instruction, Brookfield Schools will also continue ongoing training for teachers, administrators, and counselors to continue to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and additional relative topics to benefit our students and their families.
- School Social Workers, Teachers, and Administrators will all have office hours to make themselves available to provide any support possible to ensure the social and emotional health of staff.
- School administration will remain available during regular business hours to support staff both professionally and emotionally during extended remote learning periods.

Please note: Brookfield's *Emergency Remote School Day* plan is subject to change at any time if deemed necessary.