

**SHS Recovery Plan
Return to School Post-COVID-19
Fall 2020-2021**

I. Professional Development/Work Day Commitments for Teachers in August 2020

A. Trauma Informed Practices:

This experience needs to be recognized as a traumatic experience for many of our students and families. Teachers need to understand the tools, resources, approaches, and techniques that should be used with students to support them through the recovery process from this trauma.

B. Classroom Setup:

Teachers will need time to reconsider classroom set-ups to honor the social distancing guidelines provided at the time. Inclusive of the classroom set-up plans will be where to store sanitizing wipes to routinely have desks and seats cleaned regularly.

C. Faculty/Staff Meeting Time:

Time will need to be given to staff to work with the administration directly to understand the scheduling plan for the year and the possibilities that may come with it. This information will be in addition to traditional start of school discussions such as goal setting, policy and procedure review, safety planning, etc.

D. Understanding of Remediation Needs:

The lists prepared by teachers in the Spring of 2020 regarding the critical skills that were unable to be covered or unable to be mastered will need to be analyzed by the staff, so appropriate curricular adjustments can be made.

E. Preparation Time:

Teachers will need to prepare themselves for another potential distance learning experience as well as some of the implications of a split teaching experience. Preparation time should address teachers' need to plan for an immediate shift between learning platforms.

F. Flipped Classroom Professional Development:

Providing this training may assist with ensuring a swifter transition to virtual distance learning should the need arise.

G. Differentiated Instruction Professional Development:

While there was professional development on this previously, it is important that teachers refresh their thinking about approaching teaching with differentiation in mind. Students will be coming in with a variety of needs and gaps for which we must respond in appropriate differentiated ways.

H. Digital Resources Related to Curriculum:

There are some digital resources available for programs that are used in school already. Time will be provided to review these digital tools will enhance the instruction, provide opportunities for students to access these resources for bridge work done between learning sessions, and create a familiarity with tools that may prove extremely functional in a distance learning format should we need to provide that programming again in the 2020-2021 school year.

I. **Infection Control Best Practices:**

Hygiene and PPE practices training from nurses.

II. Welcoming Students Back

A. Freshman Orientation

Helping Hands students to provide tours for 9th grade students around the building. To promote social distancing, we will break the orientation into two groups of approximately 50.

B. New Student Activities

Newly enrolled students of any grade at SHS will participate in small group activities hosted by Spartan Crew students. These activities, which will be coordinated but Spartan Crew students, will include an icebreaker / get to know each other activity, a SHS school scavenger hunt, a question and answer session with current students, and a pizza lunch.

C. 9th-12th Grade Assemblies

Orientation assemblies will take place on the first day of school. Each class will meet during a designated period. (One period per class.) A special schedule will be implemented for that day. All assemblies will take place in the auditorium where social distancing rules can be applied.

D. Orientation Videos

Videos will be sent to all students and parents/guardians prior to the first day of school. These videos will help explain what students can expect the building to look like and some of the expectations for the school day. Particular focus will be on arrival time, the need to social distance, the requirement of masks, and other visual aspects of the building.

III. Schedule Option 1: Full Student Population On-Campus Return

Per the State of Connecticut Guidelines released on June 29, 2020, SHS has prepared for a full on-campus return to school in the fall.

A. Full On-Campus Return Model

- a. Student schedules were developed based on student course requests and staffing availability.

- b. The model follows a traditional schedule where students will pass from class to class. Some room assignments were developed based on class size allocating the largest spaces in the school for the largest classes, for example, band classes will be moved to the auditorium, and chorus moved to the band room and / or cafeteria, if available)

B. Mask Breaks

- a. Students will have the opportunity to take a mask break in classrooms where six-feet of social distancing can be honored. Students will also have the opportunity for mask breaks during study halls and lunches, again, when six-feet of social distancing can be maintained. Students may also have mask breaks once settled with six-feet of social distancing if their class is held outside. Students who are struggling with the mask may also request additional mask breaks by seeking out the administration.

C. Bell Schedule

- a. The rotating Bell Schedule will operate as typical with a few adjustments. Additional time has been added to passing time to allow for passing in waves and minimizing the number of individuals in the hallways at any one time. Additional time will be added to passing time at lunch allowing for sanitation to occur between each lunch wave.

i. Regular Schedule

Daily Rotating Schedule 2020-2021

*Starting Time for School - 7:40 a.m. /Warning Bell - 7:37 a.m.
Increased 5 minute passing time to promote social distancing*

	S	T	R	I	V	E	
7:40 - 8:25	1	6	5	4	3	2	45 mins
8:30 - 9:20	2	1	6	5	4	3	*50 mins
9:25 - 10:10	3	2	1	6	5	4	45 mins
10:15 - 11:00	4	3	2	1	6	5	45 mins
11:05 - 12:40	5	4	3	2	1	6	95 mins
12:45 - 1:25	7	7	7	7	7	7	40 mins
1:35 - 2:15	8	8	8	8	8	8	40 mins

**5 mins for lunch orders and announcements*

Daily Lunch Waves

A Lunch - 11:05 - 11:25

C Lunch - 11:55- 12:15

B Lunch - 11:30 - 11:50

D Lunch - 12:20 - 12:40

Advisory Schedule -- Rotating Bell Schedule (Full Return)

	S	T	R	I	V	E	
7:40 - 8:20	1	6	5	4	3	2	40 mins
8:25 - 9:05	2	1	6	5	4	3	40 mins
9:10 - 9:35	ADVISORY (Announcements and Order Lunch)						25 mins
9:40 - 10:20	3	2	1	6	5	4	40 mins
10:25 - 11:05	4	3	2	1	6	5	40 mins
11:10 - 12:45	5	4	3	2	1	6	95 mins
12:50 - 1:30	7	7	7	7	7	7	40 mins
1:35 - 2:15	8	8	8	8	8	8	40 mins

Advisory Day Lunch Waves

A Lunch - 11:10 - 11:30

B Lunch - 11:35 - 11:55

C Lunch - 12:00 - 12:20

D Lunch - 12:25 - 12:45

ii. Early Release Schedule

1st Mtg. Time 7:40 – 8:16

2nd Mtg. Time 8:21 – 8:57

3rd Mtg. Time 9:02 – 9:38

4th Mtg. Time 9:43 – 10:19

5th Mtg. Time 10:24 – 11:00

Lunch is not served on early release days.

iii. Late Arrival / 2-hour Delay Schedule

*Classes continue on the STRIVE schedule, however the first two scheduled classes of the day will not meet.
Warning Bell - 9:37 a.m. / Starting Time for School - 9:40 a.m.*

3rd Mtg. Time – 9:40 – 10:23 (43) *

4th Mtg. Time – 10:28 - 11:07 (39)

5th Mtg. Time – 11:12 - 12:47 (95)

6th Mtg. Time – 12:52 – 1:31 (39)

7th Mtg. Time – 1:36 – 2:15 (39)

**Take lunch orders at the beginning of the first block.*

Delayed Opening Lunch Waves

A Lunch - 11:12 - 11:32
B Lunch - 11:37 - 11:57

C Lunch - 12:02 - 12:22
D Lunch - 12:27 - 12:47

D. Use of Space

- a. The cafeteria, outdoor seating (picnic tables), Perrault Center (teachers' lounge adjacent to the cafeteria), and gym (if needed) will be used for lunch. The provision of these spaces will accommodate 6-feet of social distancing.
- b. Gym classes, when possible, are encouraged to hold classes outside on the athletic fields. Otherwise, in the event that two classes (or lunch) need to utilize gym space to maintain 6' social distancing, the gym room dividers will be deployed to accommodate two groups of students.
- c. Band and chorus classes will be held in the auditorium, cafeteria, gymnasium, and / or outdoor classroom space. Given the nature of band, chorus, these teachers who wish to utilize outdoor classroom space will be given priority.
- d. There will be three large tents available, as well as the center courtyard for classes which will be made available for teachers who wish to hold their classes outside.
- e. The Library Media Center (LMC) Computer Lab will be utilized by computer applications, computer art, and computer animation classes. The normal classroom (Rm. 114) is inadequate to support the class sizes.
- f. If possible, remaining space in the Library Media Center (LMC) will also be used to accommodate tutoring / intervention services, testing, and meetings.

IV. Schedule Option 2: Blended A/B Model with 50% Student Return

The same student course schedules will exist for the school year as were created for the full-return model. Now, students in each class will be split into two groups (A and B) based on an alphabetical division and other factors. Roughly 50% of the student population will be in attendance each day.

A. Blended A/B Model

- a.** Full return schedules were developed with an eye toward maintaining as much balance with the A-J/K-Z breakdown.
- b.** Groups A and B will report on alternating days off-schedule from each other. Group A will attend on Mondays and Thursdays, and Group B will attend on Tuesdays and Fridays. On Wednesdays, the groups will alternate in attendance. During the school time that students are at home, they will complete continuation assignments provided to them by each teacher. There will be no Zoom meetings to support these homework assignments.

B. Mask Breaks

- a.** Students have the opportunity for mask breaks during study halls and lunches, again, when six-feet of social distancing can be maintained. Students may also have mask breaks once settled with six-feet of social distancing if their class is held outside. Students who are struggling with the mask may also request additional mask breaks by seeking out the administration.

C. Bell Schedule

- a. The bell schedule will run on an 8-period rotating schedule and because there will be half the number of students, there will be 3 lunch waves. All classes will meet each day; there will be no cycling out of a period during the hybrid model. Additional time has been added to passing time to allow for passing in waves and minimizing the number of individuals in the hallways at any one time. Additional passing time is added between each lunch wave to allow for sanitation to occur between each lunch wave.

Rotation of Classes and Bell Schedule

Starting Time for School - 7:40 a.m. /Warning Bell - 7:37 a.m.

Increased 5 minute passing time to promote social distancing

	S	T	R	I	V	E	
7:40 - 8:20	1	6	5	4	3	2	40 mins
8:25 - 9:15	2	1	6	5	4	3	50 mins
9:20 - 10:00	3	2	1	6	5	4	40 mins
10:05 -10:45	4	3	2	1	6	5	40 mins
10:50 - 11:30	5	4	3	2	1	6	40 mins
11:35 - 12:45	6	5	4	3	2	1	70 mins 40 mins of instruction
12:50 - 1:30	7	7	7	7	7	7	40 mins
1:35 - 2:15	8	8	8	8	8	8	40 mins

A LUNCH - 11:35 - 11:55	B LUNCH - 12:00 - 12:20	C LUNCH - 12:25 - 12:45
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- D. **Off-Weeks:** During weeks where there is a holiday or PD interruption, the day schedule for groupings should be adjusted to keep equity of hours of face-to-face instruction. For example, on Labor Day, there would be no school on Monday. The A/B schedule may look more like B, A, A, B (Tu-F).
- E. **Session Breakdown:** The session breakdown will need to be completed district-wide in an effort to keep families on the same schedule even when attending different schools. Group A/Session 1 will have students with the last names that begin A-J while Group B/Session 2 will have students with the last names that begin with K-Z. Families with different last names should be scheduled in the same group to support at-home needs. CREC Choice students will be scheduled into Group A to support transportation needs. Students with Special Needs will

also be reviewed. Some may benefit from a full 5-day schedule. Some may need to shift to provide more appropriate balance in case load as well.

F. Use of Space

- a. The cafeteria, outdoor seating (picnic tables), Perrault Center (teachers' lounge adjacent to the cafeteria), and gym (if needed) will be used for lunch. The provision of these spaces will accommodate 6-feet of social distancing.
- b. Gym classes, when possible, are encouraged to hold classes outside on the athletic fields. Otherwise, in the event that two classes (or lunch) need to utilize gym space to maintain 6' social distancing, the gym room dividers will be deployed to accommodate two groups of students.
- c. Band and chorus classes will be held in the auditorium, cafeteria, gymnasium, and / or outdoor classroom space. Given the nature of band, chorus, these teachers who wish to utilize outdoor classroom space will be given priority.
- d. There will be three large tents available, as well as the center courtyard for classes which will be made available for teachers who wish to hold their classes outside.
- e. The Library Media Center (LMC) Computer Lab will be utilized by computer applications, computer art, and computer animation classes. The normal classroom (Rm. 114) is inadequate to support the class sizes.
- f. If possible, remaining space in the Library Media Center (LMC) will also be used to accommodate tutoring / intervention services, testing, and meetings.

V. Schedule Option 3: Full Remote Learning

In the event the regional level of safety requires a school closure, the school will shift to a full remote learning model for instruction. Both synchronous and asynchronous learning opportunities will be required of all staff. Additionally, remote learning opportunities, via the central office should be available for any family that expresses preference for remote learning over the Full Student Return Model or the Remote Blended A/B Model.

Teachers will focus their instruction on priority standards to ensure that the content and skills being taught are the most important and that the building blocks for the next expected content are in-tact.

A. Delivery of Instruction

a. Technological resources

- i. Chromebooks** - Students will take their Chromebooks and chargers home. This will be the primary method of instructional delivery during any instance of remote learning.
- ii. Learning Platform and Applications**

1. Google Classroom

Assignments, assessments, and feedback will be communicated primarily through Google Classroom. Students are currently utilizing this platform and have familiarity with the functionality. Links to synchronous (live) lessons will be communicated through Google Classroom.

2. Zoom

Teachers will utilize synchronous learning during the school day (see the schedule below). In order to ensure access for students who are unable to attend the synchronous lesson due to illness or other circumstances, teachers will record the class meeting (through Zoom, Screencastify, or other screen recording software) and upload to their Google Classroom.

Synchronous lessons will be conducted daily via Zoom and links to join the class meeting will be coordinated and sent to appropriate students through Google Classroom in preparation for the class period. Teachers will offer live instruction to students on a half-day schedule. This schedule will allow for some level of consistency and human contact during an extended remote learning period. Students and teachers will have the opportunity to discuss course expectations and content, pose questions, and confidence can be built. All teachers must have this daily check in time for their students.

- iii.** Science classes will rely on virtual labs and demonstrations rather than hands-on lab experiences during the time of COVID restriction. Some exceptions may be allowed if students can work independently.

B. BELL SCHEDULE

Full Remote Learning (All Schools Impacted)

In the event that an extended closure is needed for all schools district-wide, students will participate in "Full Remote Learning" that will include both synchronous and asynchronous instruction from 9:00am-3:30pm. Remote learning schedules for all grade-levels are listed below.

Teachers will be taking attendance during Remote Learning Days. Should a student be absent for a Remote Learning Day, we ask that parents leave a message on the school's attendance line.

SHS teachers will adhere to their typical practice of posting lesson objectives each morning on their chosen learning platforms (i.e., Google Classroom, Showbie), in addition to conducting a live streamed lesson during the designated meeting times outlined below.

During “Full Remote Learning”, students will be expected to:

- Log into their scheduled class at the times listed below
- Remain visible on camera
- Remain logged in for the duration of the lesson

*Students are not expected to “Zoom or “Meet” for Study Hall Periods, Breaks or Lunch

Somers High School Full Remote Schedule	
Period 1	9:00 - 9:30
Period 2	9:35 - 10:05
Period 3	10:10 - 10:40
Period 4	10:45 - 11:15
Period 5	11:20-11:50
Period 6	11:55-12:25
LUNCH 12:25-12:55	
Period 7	12:55-1:25
Period 8	1:30-2:00
Teacher “Office Hours” Small Group & 1:1 as needed 2:00-3:30	

C. If only SHS is in full remote, we will follow the same schedule as if we are in the hybrid model. All lunches will be from 11:35-11:55 and class will begin at 12pm.

	S	T	R	I	V	E	
7:40 - 8:20	1	6	5	4	3	2	40 mins
8:25 - 9:15	2	1	6	5	4	3	50 mins
9:20 - 10:00	3	2	1	6	5	4	40 mins
10:05 -10:45	4	3	2	1	6	5	40 mins
10:50 - 11:30	5	4	3	2	1	6	40 mins
11:35 - 12:45	6	5	4	3	2	1	70 mins 40 mins of instruction
12:50 - 1:30	7	7	7	7	7	7	40 mins
1:35 - 2:15	8	8	8	8	8	8	40 mins

LUNCH - 11:35 - 11:55 (All Students)

D. Attendance

- a. The main office will send out a Google Form each day for daily attendance. Students enter a response to the Google Form to be deemed in attendance for the day. Access to Google Form will be limited to one response per user, access only to somers.k12.ct.us users, and utilize functionality to create a timestamp for entries and to collect student email addresses (to ensure that students must log in via their own school-issued email account). Students must enter attendance status by 10:00 a.m. in order to be deemed in attendance for the day. Attendance secretary will download the Google Sheet with student attendance data, and will mark all students absent in PowerSchool, and will send a Robocall home regarding non-participation (absence) for the day.

E. Support Services

- a. Special Education resource room support and intervention/Skills support will continue to meet live alongside each of the core area classes. Study hall classes will be opportunities for students to take breaks.

F. Grading

- a. Student performance will be measured through a traditional grading system. Traditional grades are represented in PowerSchool by letter grades and numerical averages. At the end of each quarter, should a student not attain a passing level, opportunities for remediation of that grade will be provided after the conclusion of the marking period. Students who are known to be struggling with the remote learning model because of

individual circumstances may be scored with an incomplete grade based on their performance. This RL-I grading notation will serve as an indicator to the receiving teacher that there were struggles during remote learning and the student may need additional remediation once fully returned to school.

Snow Day Remote Schedule (Same schedule as district-wide full remote)

In the event that school is closed due to inclement weather, students will participate in "Snow Day Remote Learning". Snow Day Remote Learning will include both synchronous and asynchronous instruction from 9:00am-2:00pm district-wide.

On Snow Day Remote Learning, students will be expected to:

- Log into their scheduled class at the times listed below
- Remain visible on camera
- Remain logged in for the duration of the lesson

Teachers will adhere to their typical practice of posting lesson objectives each morning on their chosen learning platforms (i.e., Google Classroom, Showbie), in addition to conducting a live streamed lesson during the designated meeting time.

Each teacher will have three emergency plans posted on google classroom in case the teacher loses power and cannot live stream. Students can then complete the designated emergency plan.

Teachers will be taking attendance during these Remote Learning Snow Days. Should a student be absent for the snow day, we ask that parents leave a message on the school's attendance line.

Snow Day Remote Learning Schedule

Period 1	9:00 - 9:30
Period 2	9:35 - 10:05
Period 3	10:10 - 10:40
Period 4	10:45 - 11:15
Period 5	11:20-11:50
Period 6	11:55-12:25
LUNCH	12:25-12:55
Period 7	12:55-1:25

Period 8	1:30-2:00
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*Students are not expected to “Zoom or “Meet” for Study Hall or lunch period.

VI. Opt Out Remote Learning Simultaneous to In-Person Full Student Return Model or Remote Blended A/B Model Programming

Parents/guardians of students who choose not to participate in the return to school must communicate this with the Curriculum Office. Somers Public Schools will provide a fully digital online learning platform for those students who choose not to participate in the in-person learning experience. Further, the district will provide devices, as needed, to students so they may access the digital learning platform.

An online platform will be utilized to deliver this instruction and content. All details of the online curriculum format that is used in this model will be overseen by the Director of Curriculum.

VII. Arrival Procedures In-Person Learning Sessions for (Full On-Campus Return Model or Blended A/B Model)

- A. Students will enter the building through 1 of 2 entrances. The main entrance will be for student drop-offs and buses. The Student parking lot entrance will be used by all students driving to school. Parents will drop off students by using the elementary loop or the bus loop if it is after 7:30 AM. Additionally, students who have study halls during the first block of the day, may register for late arrival. The purpose of this is to reduce the hallway traffic at the start of the school day. Students are required to get parent permission and families are responsible for arranging their own transportation to school.
- B. Access to lockers
 - a. Due to the close proximity students experience when accessing their lockers, lockers will be closed to students during the period where social distancing is required.
 - b. Because of the locker closures, students should be encouraged to only bring to school the materials they need for the classes scheduled on a given day. They will be able to carry their backpacks and coats in the classroom.
 - c. PE lockers will not be issued as changing for PE will not be required during this time.
 - d. Once students enter the buildings, they should report directly to their first period classrooms.

VIII. Passing Time Adjustments for In-Person Learning Sessions (Full On-Campus Return Model or Blended A/B Model)

- A. Passing time has been increased during this period of COVID restriction.
- B. Where possible, hallway and stairwell traffic will be one-directional. Signage will be posted on floors and walls to indicate direction of traffic pattern. Staff will also be asked to monitor.
- C. We will examine staggered release times for students based on observed traffic patterns and current guidance from state agencies.
- D. When one way traffic is not possible, tape will be placed to block off the center third of each hallway (where needed) and provide flow arrows of the expectation for passage in the hallways. This will improve the distancing students have in the hallways before and after school and when passing between classes.

IX. Dismissal Time for In-Person Learning Sessions (Full On-Campus Return Model or Blended A/B Model)

- A. Dismissal will be done by grade level. Ninth grade will be first, followed by each subsequent class. Since lockers will not be used, this will allow students to exit the building while social distancing. Dismissal will begin at approximately 2:10pm. Students will exit through the same door in which they arrived (see arrival process).
- B. Students who have study halls during the last blocks of the day, may register for early dismissal. The purpose of this is to reduce the hallway traffic at the end of the school day. Students are required to get parent permission and families are responsible for arranging their own transportation from school.

X. Lunch Service for In-Person Learning Sessions (Full On-Campus Return Model or Blended A/B Model):

Consideration regarding social distancing needs to be given to the service protocols.

- A. **Announcement Time and Lunch Ordering:** Students will have access to a Google Form to complete on their device indicating that they are ordering lunch. On the Google Form, the student ID number, name, drink preference, and allergies (y/n) should be entered. Announcements each day will include what the lunch is as well as a reminder to fill out the order form. The nurse will need to provide an allergy list to the cafeteria staff. Students who are late to school and miss the opportunity to fill out the form will need to be asked by the Entrance Monitor in the front foyer if they will be ordering lunch.

B. Lunch Payment: Parents/guardians will be strongly encouraged to use the lunch payment system accessible online. Funds can be replenished online with a

credit card or debit card or by cash or check submitted to the Main Office. For families who must pay each day with cash, the homeroom teacher will collect the money, ensure it is correctly labeled, and alert the office that it needs to be picked up from the classroom.

C. Classes will be assigned to specific locations for lunch (Cafeteria or Gymnasium). Students will have individual seats in the eating space.

D. Students will be dismissed to their lunch knowing which location they are to report to. Because lockers will not be in use, students should report directly to their location with their lunch (if they brought lunch from home). Students should work to maintain social distancing while they are in transit.

E. As students enter their assigned eating area, the lunch monitor will have a list of students who have ordered their meals from the cafeteria. The lunches will be out and available for the student to pick up once their name has been cross-checked against the list. The lunch monitor will need to distribute the drinks in accordance with the order forms.

F. Passing time between lunch waves has been increased to five minutes allowing for a staggered arrival and dismissal time for lunch as well as additional time for sanitation between lunch waves.

G. For the Remote Blended A/B Model: Students with free/reduced lunch status will need to be provided with a bagged lunch for their off days. Those in Group A will go home with their bagged lunch on Monday for Tuesday (and possibly Wednesday) and on Thursday for Friday. Those in Group B will need to bring it home at the end of the day on Friday for Monday, on Tuesday for Wednesday and Thursday.

H. Teachers will be permitted to eat lunch in their classrooms provided they appropriately clean their eating spaces of all allergens prior to students returning to the classroom.

XI. Curriculum Implications

A. Learning Centers: Students who are struggling with the current content may benefit from additional extra help sessions with their teachers. This time can be afforded during the regular school day during Learning Centers as previously outlined in the 2019-2020 school year. These will be available 1-2 days per 6 day cycle.

B. Curricular Adjustments (temporary):

1. Pre-tests and screeners will need to be administered to provide baseline information to the teachers (i.e., content area pretests, NWEA (Math/ELA will be administered to all 9th graders and identified Intervention students). These tests will need to be administered in an

earlier timeline than is typical to help teachers plan instruction (early September).

2. Teachers will need to hone their instruction to focus on the essential content and skills within the curriculum. Analysis of the curriculum in Atlas will help teachers identify those enduring understandings, essential skills, and essential content
3. Quarter 1 will be made two-weeks longer than the other quarters to provide additional time for remediation of skills.
4. Should there be a shift to the Remote Blended A/B Model or to Full Remote Learning, teachers will need to hone their instruction to focus on the essential content and skills within the curriculum. Analysis of the curriculum in Atlas will help teachers identify those enduring understandings, essential skills, and essential content.

D. Instructional Considerations

1. Should there be a resurgence with the COVID-19 virus, distance learning plans may need to be reinstated full time. Teacher preparation in advance of these decisions will help to smooth the transition process.
2. Students should bring their technology and chargers home with them each day.
3. Small group work will take into consideration physical distancing.
5. One-on-one instruction (specifically, Intervention and Special Education) will need to be adjusted to respect the social distancing guidelines.
6. Manipulatives and other materials for classes should be used on a one-to-one basis to reduce the sharing of equipment. If this is not feasible, gloves and other safety measures should be taken.

XII. Staff/Faculty Meetings

A. Department Meetings

1. In-Person Scenario: Department meetings will continue to be held once per month. Communication of information from the administration to the department through the Team Leader, and other business needed to be accomplished by the Team.
2. Remote Learning Scenario: Department meetings will continue to be held as stated above. Meetings will be scheduled virtually and should include an invitation to both the Principal and Assistant Principal who will

pop in to check on the well-being of staff, communicate current information, and answer questions as they come up.

3. Meetings should be held in areas of the school where appropriate social distancing can be maintained. Classroom space, Library space, etc may be utilized as it is available. If in a remote learning scenario or unable to find a space to hold the meeting, a Zoom meeting should be arranged.

B. Professional Learning Communities (PLC) Meetings

1. In-Person Scenario:

PLC will continue to meet one time out of every 6 day instructional cycle. Analysis of student performance and curriculum should occur during these times to ensure the needs of students are being addressed, best practices are being shared, and instructional concerns can be problem-solved.

2. Remote Learning Scenario: PLC meetings will continue to meet one time out of every 6-day instructional cycle. In addition to discussing the usual topics, a review of student attendance and decisions about referring specific cases of concern to the MTSS Team, Nurse, or Administration.

3. Meetings should be held in areas of the school where appropriate social distancing can be maintained. Classroom space, Library space, etc may be utilized as it is available. If in a remote learning scenario or unable to find a space to hold the meeting, a Zoom meeting should be arranged.

C. Team Leader Meetings

1. In-Person Scenario: Team Leader Meetings will occur where appropriate social distancing can be maintained. The regularly scheduled meetings will remain in effect. Special meetings may be called depending on the need.

2. Remote Learning Scenario: Team Leader Meetings will occur virtually via Zoom. The regularly scheduled meetings will remain in effect. Special meetings may be called depending on the need.

D. Faculty Meetings

1. In-Person Scenario: Faculty Meetings will be held in the Auditorium where appropriate social distancing may occur. Faculty Meetings will be utilized to provide training, provide reinforcement of safety concepts, address news and information, and answer questions from the faculty. Explanations to procedures and policies may be reviewed and provided as well.

2. Remote Learning Scenario: Faculty Meetings will be suspended unless there is a specific reason to call one in which case it will be called via

Zoom. Information typically disseminated during a Faculty Meeting will be shared during Team Meetings, Team Leader Meetings, and PLC's.

E. CCC Meetings

1. In-Person Scenario: CCC Meetings will be held where appropriate social distancing may occur. These meetings focus on all aspects of student life: Academics, social-emotional, testing, referral to MTSS, scheduling, attendance.

2. Remote Learning Scenario: CCC meetings will continue, as normal, via Zoom.

F. MTSS Meetings

1. In-Person Scenario: MTSS meetings will be held where appropriate social distancing may occur and if necessary, from individual classrooms via Zoom. These meetings focus on students who are enrolled in intervention services, requests for assistance from classroom teachers, review of student academic, behavioral, and attendance data, as well as executive functioning data collected during intervention services.

2. Remote Learning Scenario: MTSS meetings will continue, as normal, via Zoom. In a remote learning setting, the team reviews student participation in remote learning opportunities and plans interventions to address concerns and to support students and families.

XIII. Facility Maintenance

1. Bathrooms will need to be routinely cleaned during the school day.
2. Limit the number of students using the bathroom.
3. Door handles both inside and outside of classrooms and on entry and exit doors will need to be disinfected at appropriate times during the day.
4. Surface cleaning will need to continue throughout the day in hallways and offices as necessary.
5. Water fountains will be limited to water bottle filling only stations to avoid close mouth to spout contact.
6. Additional hand sanitizers will be placed in each hallway.
7. Tape will need to be placed in each classroom to indicate where each desk must remain.
8. Classroom sanitation will need to happen routinely during the school day.

XIV. Physical Health and Emotional Wellbeing

A. Physical Health

1. Clearly articulated regulations regarding individual health must be maintained (no fever, symptoms, etc)
2. Masks must be worn by all occupants of the building. It will be important to consider the lack of non-verbal signals that can be sent through the facial parts covered and to replace them with appropriate gestures/other non-verbal signals along the way (i.e., A student will not be able to see when you smile, so you will need to find another way to express that you are happy with their progress.) Masks will be provided to students/staff who do not have one.
 - a. Exception for anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required.
 - b. Exception for anyone who has a documented medical reason making it unsafe to wear a face covering, masks should not be required.
3. Mask Breaks: Students will have the opportunity to take a mask break in classrooms where six-feet of social distancing can be honored. Students will also have the opportunity for mask breaks during study halls and lunches when six-feet of social distancing can be honored. Students may also have mask breaks once settled with six-feet of social distancing if their class is held outside. Students who are struggling with the mask may also request additional mask breaks by seeing a member of the Student Support Team or the administration.
4. Routine use of hand sanitizer and handwashing must be encouraged.
5. Good hygiene techniques will need to be taught and practiced by all (coughing into elbow, washing hands, not touching face, etc)
6. The Nursing Office Treatment Room will be used for quarantine. Room 143 will be utilized, if necessary.
7. Nursing protocols will be established for handling illnesses. The nurse will provide training to staff in the beginning of the year to give clear guidance on how to handle illnesses in their classroom.
8. Somers Public Schools Superintendent Brian Czaplá is the District COVID-19 Health and Safety Compliance Liaison.

9. Signage regarding stopping the spread, protective measures, handwashing, and proper face coverings will be displayed in classrooms, bathrooms, and throughout the building.

10. Bottle filling stations will replace traditional water fountains and touchless faucets will replace traditional touch faucets.

B. Emotional Wellbeing

1. Support Services Staff will need to monitor and respond to emotional health concerns.

2. Consider a partnership with Somers Social Services to address large scale needs for counseling of students

3. Consider digital mindfulness time for staff before school starts each day.

4. Wellness Survey/Questionnaire/Screeners should be considered to attempt a level of proactivity regarding each individual student's feelings about returning to school as well as their current emotional state after this crisis.

5. Consideration will be given to assigning a member of the Support Staff Team to join Team Meetings and/or classes where appropriate to remain knowledgeable about individual student's mental and emotional health needs.

6. As transition back into the school is considered, resources for parents/guardians should be shared regarding facing anxiety and fear during a pandemic situation. Pictures of the alterations of the school should also be shared with families, so students can begin to adjust to the new normal.

7. The Support Staff will need to determine--either based on the wellness survey responses or by observation in the school--whether or not a grief group is appropriate for students.

C. Long-Term Absences of Students

1. Immunocompromised students and ill students may require a minimum of two weeks of absence from school. Typically, this would then require homebound instruction; however, because remote learning is considered an option available for all students, consideration of a 504 plan is unnecessary.

2. Parents/guardians of students who choose not to participate in the return to school must communicate this with the Curriculum Office. Somers Public Schools will provide a fully digital online learning platform for those students who choose not to participate in the in-person learning

experience. Further, the district will provide devices, as needed, to students so they may access the digital learning platform.

XV. Clubs and Activities

- A. CIAC guidance will need to be followed for athletics.
- B. In person clubs will not be offered during the time of in-person learning if they cannot be conducted through a remote learning experience. In-person clubs will be limited to 10 participants. Participants must have a parent/guardian sign a COVID-19 waiver.
- C. Club stipends may be used to provide after-school learning support. These will be the only in-person after school activities offered.
- D. Club sizes that meet in-person will be limited in size and will take place in locations where appropriate social distancing can be maintained. When possible, clubs will meet outdoors or virtually.

XVI. Visitors

- A. Wherever and whenever possible, visitors should communicate their needs telephonically and efforts should be made to prevent them from physically entering the building. A box will be placed at the main entrance where the entrance monitors can speak through the intercom and the parent/guardian can leave the items being dropped off. Once the person has left, the items can be picked up, appropriately sanitized, and brought into the building.
- B. A [protocol](#) to screen visitors coming into the building will be followed.
 - a. Standard questions that will be asked upon buzzing the entrance monitors. Entrance monitors can ask the questions and follow a flowchart response protocol.
 - b. Masks must be worn by visitors before entering the building and at all times in the building.
 - c. Hand sanitizer must be used immediately upon entry into the building.
 - d. Visitors will be limited to the entry foyer unless it is otherwise unavoidable.
- C. Scheduled Meetings
 - a. Wherever possible, parent meetings will be scheduled telephonically or via a Zoom platform.
 - b. PPT and 504 meetings that are scheduled will continue to be done telephonically utilizing a similar procedure used during the spring 2020 COVID-19 closure.

- c. When parents pick up children, they may be able to follow the procedures while staying outside of the school. Consider outdoor sign-out sheet; consider camera visual and ID inspection as well.
- d. The use of the SHS facility will be restricted during the period of COVID restrictions. Careful consideration will be given to town functions. Private functions will not be permitted.

XVII. Opening of School Instruction

- A. Direct instruction via administration or video: On the first day of school, students will view a presentation provided instruction or a video with instruction on good hygiene practices, proper mask wearing, and school protocols.
- B. Lunch procedures and locations will be discussed
- C. During class time, teachers will further articulate the school policies and rules and what they look like in their individual classrooms. Variations of the rules need to be approved by the administration.

XVIII. Communications (Full Remote Learning)

The District Superintendent will be the primary communicator for district-wide information.

The School Principal will be the primary communicator for school-based information. Communication will occur through email and text on a weekly basis. Additional information, insights, updates, tips, and celebrations will be communicated to parents through the monthly newsletter.

Teacher-Student-Parent Process:

Step 1

Teacher makes initial contact with the student regarding missing assignment(s). Teacher will include the parent, counselor, case manager (if applicable) when contacting the student. (Recommend a parent phone call at this stage as well.)

Step 2

If the teacher does not get a response via email, the next step is to call the parent on the telephone.

Step 3

Teacher is not getting response from the student / parent and work continues to not be completed. Teacher contacts the counselor and case manager (if applicable) and administration about elevated levels of concern. Counselors will reach out (email and call) to parents for General Education / 504 students. Special Ed case manager will follow up for students with an IEP.

Step 4

If the counselor or Case Manager is not getting a response, administration will be notified. Administration will then make contact accordingly.

Step 5

If the administration does not get a response from the parent, a registered letter will be sent regarding the concern with a possible home visit from SRO and referral to DCF.