

Special Board of Education Meeting

Thursday, July 23, 2020 7:00 PM

Teleconferencing. Join Zoom Meeting

<https://us02web.zoom.us/j/85230821682?pwd=UWIrVWlYdldHd2gvTys0dlAzVXdmdz09> Meeting ID: 852
3082 1682 Passcode: 6K4sFD, [Address], [City], CT [Zip]

1. CALL TO ORDER
2. APPROVAL OF MINUTES
 1. Draft Minutes of Special Board of Education Meeting on July 9, 2020 2
The Board is to review and approve the July 9, 2020 Draft minutes of Special Board of Education Meeting.
3. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
4. CONSENT AGENDA
 1. Warrant of July 20, 2020 6
The Board will consent to the warrant of July 20, 2020 in the amount of \$264,805.63.
 2. Warrant of July 27, 2020 10
The Board will review and consent to the July 27, 2020 warrant in the amount of \$403,075.30.
5. NEW BUSINESS
 1. Somers Policy DBS 9321.1 - ByLaws of the Board 14
The Board will review and approve the DBS #9321.1 Somers Policy ByLaws of the Board .
 2. Somers Policy DBS 2210.2 - Pandemic Operations 15
The Board will review and approve Somers Policy DBS 2210.2 - Pandemic Operations.
6. OLD BUSINESS
7. ADMINISTRATIVE REPORTS
 1. Re-Opening Plan of Somers Public Schools 16
The Superintendent is presenting the Re-Opening Plan for Somers Public Schools.
8. COMMITTEE REPORTS
 1. CURRICULUM
 2. POLICY
 3. SALARY & NEGOTIATION
 4. PLANNING
9. ADJOURNMENT

Special Somers Board of Education Meeting **DRAFT**
Teleconferencing on Zoom
July 09, 2020
7:00 PM

Video of this meeting may be accessed at:
www.somers.k12.ct.us

Attendance Taken at 7:00 PM:

Present Board Members: Bruce Devlin, Jan Martin, Marissa Marks, Anne Kirkpatrick, Jeremy Anderson, David Palmer, Sarah Bollinger

Absent Board Members: Kate McLellan, Krista Cherry

Others: Brian Czapl, Bill Boutwell

Updated Attendance: Sarah Bollinger was updated to present at 7:11 PM

1. CALL TO ORDER

The Special Board of Education Meeting via teleconferencing on Zoom was called to order by Chairman Devlin at 7:09 p.m.

2. APPROVAL OF MINUTES

2.1. Approval of BOE Draft Minutes of May 11, 2020 with Corrected Revision

Rationale: Approval of BOE Draft Minutes of May 11, 2020 with corrected revision

Motion Passed: Motion to approve the May 11, 2020 BOE Draft Minutes with the corrected revision passed with a motion by David Palmer and a second by Jan Martin. **7 Yeas - 0 Nays.**

2.2. Approval of BOE Draft Minutes of June 8, 2020

Rationale: Approval of BOE Draft Minutes of June 8, 2020

Motion Passed: Motion to approve the June 8, 2020 BOE Draft Minutes passed with a motion by David Palmer and a second by Jan Martin. **7 Yeas - 0 Nays.**

3. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Discussion: Discussion ensued among BOE members.

Motion Passed: Motion to delete agenda item 6.3 (Approval of new positions related to reopening of schools in the Fall) passed with a motion by David Palmer and a second by Jan Martin. **7 Yeas - 0 Nays.**

4. CONSENT AGENDA

Motion Passed: Motion to approve Consent Agenda as presented passed with a motion by David Palmer and a second by Anne Kirkpatrick. **7 Yeas - 0 Nays.**

4.1. Warrant of June 22, 2020

Rationale: Board to consent to warrant of June 22, 2020 in the amount of \$279,795.80.

4.2. Warrant of July 6, 2020

Rationale: Board to consent to warrant of July 6, 2020 in the amount of \$227,997.51.

4.3. Retirement of Somers High Teacher

Rationale: Mrs. Tammy Gowash has given her retirement letter for June 30, 2020. Mrs. Gowash has been the Somers High School Physical Education and Health teacher for over 30 years.

5. NEW BUSINESS

5.1. Approval of Nurse Contract for 2020-2023

Rationale: Board to approve Nurse Contract for 2020-2023

Discussion: Superintendent Czapla finished negotiations with the nurses in late June. This is the smallest bargaining unit with the highest turnover rate. The nurses are critical partners moving forward in the COVID-19 process. The nurses agreed to work four extra days in preparation for students' return to school. The Lead RN's stipend increased as she has been in consultation with medical advisors, the Department of Public Health, and Superintendent Czapla. There has been an increase in the Bachelor's differential. New language was added that reassigns nurses where there is a need. The nurses will now engage in Professional Development. Any new employees will no longer be eligible to participate in SPS's pension plan effective 7/1/2020.

Motion Passed: Motion to approve the Nurse Contract for 2020-2023 passed with a motion by David Palmer and a second by Jan Martin. **7 Yeas - 0 Nays.**

5.2. Approval of Revision to the 2020-2021 School Calendar

Rationale: The Board to approve the revision of the 2020-2021 School Calendar

Discussion: Superintendent Czapla asked the BOE to change the start of school to 9/8/2020. The week prior will be dedicated to Professional Development as well as finalizing preparations for the facilities, PPE, sanitizing deliveries, etc. The full day of Professional Development on 10/30/2020 was eliminated and moved to the beginning of the school year. Days have been added at the end of the school year. There will not be Convocation Day this year due to social distancing. The calendar may have to be revisited by the BOE during the course of the year.

Motion Passed: Motion to approve the revision to the 2020-2021 school calendar passed with a motion by David Palmer and a second by Jan Martin.
7 Yeas - 0 Nays.

6. OLD BUSINESS

7. ADMINISTRATIVE REPORTS

7.1. Superintendent Update

Rationale: The Superintendent will update the Board on current issues.

Discussion: Superintendent Czapla shared a draft document regarding reopening plans with the BOE. He is asking the BOE to finalize this plan on 7/22/20. Some of the major components include:

- Providing programming for students who attend school and for students who choose to stay home due to COVID-related issues
- Making sure the facilities have dealt with compliance issues
- Restricting visitors to the schools unless it is an emergency
- Suspending use of building facilities after school by community groups
- Working with the SEA regarding certain demands

Discussion ensued among BOE members. Superintendent Czapla will be sending out a parent blast. The bus survey that was sent out previously resulted in a 60/40 split. Another survey will be sent out to parents regarding school opening once more credible data with details is obtained. Principals have been discussing actions to take among those who do not adhere to the face mask policy. Superintendent Czapla is planning on asking parents to provide two face masks per student. SPS has purchased an excessive amount of face masks, but SES needs pediatric masks. Contributions will be accepted.

8. ADJOURNMENT

Motion Passed: Motion to adjourn the BOE meeting at 7:46 p.m. passed with a motion by Jan Martin and a second by David Palmer. **7 Yeas - 0 Nays.**

Jan Martin, BOE Secretary

Date

Shannin Burns, BOE Recording Secretary

Somers Board of Education General Budget Treasury Warrant

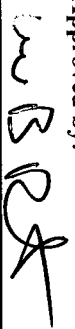
Report # 64852

Check Batch: 34911
 Check Header: (N/A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
2019-20						
34911	18730	07/20/2020	V52670	SYNCB/AMAZON	0.00	10,829.98
	18733	07/20/2020	V52670	SYNCB/AMAZON	0.00	43.19
	18734	07/20/2020	V52670	SYNCB/AMAZON	0.00	8,258.82
	18735	07/20/2020	V01374	Arbor Scientific	0.00	984.85
	18736	07/20/2020	V51604	Awards & More	0.00	302.30
	18737	07/20/2020	V02406	Billings Sports, Inc.	0.00	3,835.01
	18738	07/20/2020	V00121	CABE	0.00	9,469.00
	18739	07/20/2020	V01823	CAPSS	0.00	4,315.00
	18740	07/20/2020	V00052	CAS Inc.	0.00	200.00
	18741	07/20/2020	V02198	The Connecticut Water Company	0.00	6,448.97
	18742	07/20/2020	V61473	COX Business	0.00	112.39
	18743	07/20/2020	V00204	CREC	0.00	230.86
	18744	07/20/2020	V00231	D&D Printing and Advertising Specialties	0.00	670.00
	18745	07/20/2020	V61591	Danbury School District	0.00	21,846.30
	18746	07/20/2020	V53643	East Coast Sign & Supply, Inc.	0.00	348.00
	18747	07/20/2020	V60763	Ellington Printery, The	0.00	195.00
	18748	07/20/2020	V61621	Enfield Transit Mix	0.00	3,200.00
	18749	07/20/2020	E00257	Ford, Linda	0.00	150.00
	18750	07/20/2020	V61627	Goucher College	0.00	1,016.00
	18751	07/20/2020	V60090	High Grade Gas Service, Inc	0.00	2,837.88

Approved by:

Date:


William B. Boutwell, Director of Business Services 7/15/20

Somers Board of Education General Budget Treasury Warrant

Report # 64852

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	18752	07/20/2020	V21177	Home Depot CRC	0.00	217.47
	18753	07/20/2020	V54063	HSABank	0.00	169.75
	18754	07/20/2020	V52848	Intensive Education Academy, Inc.	0.00	5,742.10
	18755	07/20/2020	V00438	Journal Inquirer	0.00	301.32
	18756	07/20/2020	V02625	K & S Distributors	0.00	799.50
	18757	07/20/2020	V00665	Kelly-Fradet Lumber	0.00	5,797.30
	18758	07/20/2020	V60890	Learn Regional Educational Service Centre	0.00	192.00
	18759	07/20/2020	V61483	Maplebrook School Inc.	0.00	12,087.00
	18760	07/20/2020	V61302	Mystery Science Inc	0.00	2,058.36
	18761	07/20/2020	V00536	NEAS&C	0.00	3,670.00
	18762	07/20/2020	V53738	Office Depot, Inc.	0.00	2,945.32
	18763	07/20/2020	V60983	OMNI Group, The	0.00	24.00
	18764	07/20/2020	V60864	Pullman & Comley, LLC	0.00	5,192.50
	18765	07/20/2020	V61639	R&R Landscaping & Tank Removal	0.00	4,070.00
	18766	07/20/2020	V52074	Really Good Stuff, Inc.	0.00	110.94
	18767	07/20/2020	V02610	Reliable Welding & Speed, LLC.	0.00	93.00
	18768	07/20/2020	V61634	Savvas Learning Company LLC	0.00	62,680.99
	18769	07/20/2020	V00615	Scholastic Inc	0.00	313.17
	18770	07/20/2020	V01292	School Specialty, Inc.	0.00	1,005.81
	18771	07/20/2020	V61387	Shipman & Goodman, LLP	0.00	2,047.50
	18772	07/20/2020	V61373	Somers Star Hardware	0.00	436.16
	18774	07/20/2020	V01591	Town of Somers	0.00	294.17
	18775	07/20/2020	V60394	SWAN Associates Inc	0.00	190.90
	18776	07/20/2020	V53615	Thurston Foods, Inc.	0.00	249.51
	18777	07/20/2020	V01000	Town of Somers BOE	0.00	2,043.53
	18778	07/20/2020	V01000	Town of Somers BOE	0.00	8,174.41
	18779	07/20/2020	V02758	University of Saint Joseph	0.00	21,060.00
	18780	07/20/2020	V61140	Van Pool Transportation LLC	0.00	6,123.75
	18781	07/20/2020	V54059	Verizon Wireless	0.00	420.87
	18782	07/20/2020	V53413	W. B. Mason Co., Inc.	0.00	39,568.73
	18783	07/20/2020	V53413	W. B. Mason Co., Inc.	0.00	23.70
	18784	07/20/2020	V02738	William V. MacGill & Co.	0.00	1,408.32
Totals:					0.00	\$264,805.63

52 Checks Listed.

Somers Board of Education General Journal Register

Report # 64851
Batch: 34855
Transaction: N/A
Show Summary Only: Yes

Batch # 34855	Control Total \$264,805.63	Status Posted	Created By Ibergamini	Created On 07/08/2020	Last Updated By Ibergamini	Last Updated On 07/15/2020
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Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
General Ledger Distribution Summary					
June, 2020					
Generated Distributions					
10-000-0-0-00-000-241-00-0-00000	ENCUMBRANCE CONTROL			242,907.10	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	242,907.10
	Total Generated Distributions			\$242,907.10	\$242,907.10
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE		Yes	0.00	264,805.63
10-000-1-9-99-999-000-00-5-01695	COVID-19		Yes	52,499.19	0.00
10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES		Yes	5,899.30	0.00
10-100-2-2-18-220-641-01-5-00973	K-5 - MATH TEXTBOOKS		Yes	31,486.37	0.00
10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES		Yes	2,058.36	0.00
10-100-2-3-02-242-611-01-5-00164	MA - ART SUPPLIES		Yes	1,005.81	0.00
10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES		Yes	1,051.36	0.00
10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES		Yes	1,031.19	0.00
10-100-2-3-18-242-611-01-5-00189	MA - MATH SUPPLIES		Yes	659.67	0.00
10-100-2-3-27-242-611-01-5-01682	MA - REMEDIAL READING SUPPLIES		Yes	25.98	0.00
10-100-2-3-28-242-611-01-5-00204	MA - SCIENCE SUPPLIES		Yes	984.85	0.00
10-100-2-3-30-242-611-01-5-00210	MA - SOCIAL STUDIES SUPPLIES		Yes	110.94	0.00
10-100-2-3-48-242-611-01-5-00128	MA - HEALTH & LIFE SKILLS		Yes	313.17	0.00
10-100-2-4-30-220-641-01-5-00125	HS - SOCIAL STUDIES TEXTBOOKS		Yes	31,194.62	0.00
10-120-9-9-98-955-330-02-5-01117	SP ED-INDEPENDENT EVALUATIONS		Yes	230.86	0.00
10-210-2-4-32-242-611-01-5-01677	HS - PBIS SUPPLIES		Yes	195.00	0.00
10-213-3-4-48-421-323-02-5-01146	SW-HEALTH SUPPLIES		Yes	1,408.32	0.00
10-221-2-5-50-214-111-05-5-00659	SW - PROF DEVELOPMENT/CEU		Yes	1,016.00	0.00
10-231-1-5-50-137-810-10-5-00058	B.O.E. - INSTITUTIONAL DUES		Yes	9,469.00	0.00
10-231-1-5-74-134-330-10-5-00045	B.O.E. - OTHER PROF. SERVICES		Yes	7,264.00	0.00
10-232-1-5-50-137-810-05-5-00057	CO - INSTITUTIONAL DUES		Yes	4,315.00	0.00
10-232-1-5-72-134-540-04-5-00025	CO - ADVERTISING		Yes	301.32	0.00
10-232-1-5-72-134-690-04-5-00031	CO - PETTY CASH		Yes	150.00	0.00
10-232-1-5-72-258-690-04-5-00042	CO - OFFICE SUPPLIES		Yes	253.17	0.00
10-240-1-2-50-137-810-05-5-00053	K-5 - INSTITUTIONAL DUES		Yes	200.00	0.00
10-240-1-4-50-137-810-05-5-00056	HS - INSTITUTIONAL DUES		Yes	3,670.00	0.00

Somers Board of Education General Journal Register

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
34855	\$264,805.63	Posted	Ibergamini	07/08/2020	Ibergamini	07/15/2020
10-259-1-5-72-123-590-04-5-00019		CO - FORMS & PRINTING			670.00	0.00
10-260-1-6-40-258-690-04-5-00306		MAINTENANCE - OFFICE SUPPLIES			133.97	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			57.80	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			51.41	0.00
10-260-5-4-42-722-430-06-5-00394		HS - ATHLETICS MAINTENANCE			9,156.97	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			103.81	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			378.04	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			799.50	0.00
10-260-5-6-62-722-430-01-5-01077		SW - COMPUTER MAINTENANCE			556.91	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			190.90	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE			6,570.00	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			436.16	0.00
10-260-5-6-64-630-620-05-5-00357		MAINTENANCE - FUEL #2			337.88	0.00
10-260-5-6-64-722-690-05-5-00373		SW - WATER			6,448.97	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			149.69	0.00
10-270-9-9-84-522-510-12-5-00332		SP ED - ADDITIONAL MILEAGE			6,123.75	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			144.48	0.00
10-280-6-5-82-820-200-13-5-00510		DENTAL			8,174.41	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			2,213.28	0.00
10-310-1-9-80-999-000-00-5-01694		COVID-19 LUNCH			249.51	0.00
10-320-7-3-42-880-690-06-5-00594		MA - ATHLETIC SUPPLIES			1,914.41	0.00
10-320-7-4-42-880-690-06-5-00601		HS - ATHLETIC AWARDS			302.30	0.00
10-320-7-4-42-880-690-06-5-01220		HS - ATHLETIC UNIFORMS			1,920.60	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			60,927.40	0.00
Total User-Entered Distributions					\$264,805.63	\$264,805.63
Total for June, 2020					\$507,712.73	\$507,712.73
Grand Total for Batch # 34855					\$507,712.73	\$507,712.73

270 Transactions Listed.

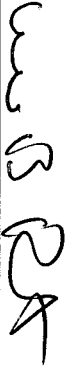
Somers Board of Education General Budget Treasury Warrant

Report # 64971

Check Batch: 34967
 Check Header: (N/A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:



Date:

7/22/20

William B. Boutwell, Director of Business Services

34967	18785	07/27/2020	V02129	Alarm New England LLC	0.00	75.00
	18786	07/27/2020	V61460	Anonymous Alerts, Inc	0.00	649.00
	18787	07/27/2020	V60040	Anthem Life Insurance Company	0.00	2,481.91
	18788	07/27/2020	V02141	Apple Inc.	0.00	265.00
	18789	07/27/2020	V60532	Association for Middle Level Education	0.00	279.97
	18790	07/27/2020	V00884	Avery Septic Service	0.00	50.00
	18791	07/27/2020	V60868	Bob McCloskey Insurance	0.00	8,025.00
	18792	07/27/2020	V02442	CASBO	0.00	650.00
	18793	07/27/2020	V60025	CCP Industries	0.00	481.86
	18794	07/27/2020	V51241	CDW Government, Inc.	0.00	13,125.00
	18795	07/27/2020	V61584	Chapin & Bangs	0.00	1,870.50
	18796	07/27/2020	V53390	CIRMA	0.00	48,854.11
	18797	07/27/2020	V61455	ConnectCare, Inc	0.00	188,520.60
	18798	07/27/2020	V60334	CREC-HASA	0.00	350.00
	18799	07/27/2020	V02547	CT Schools Bldgs & Grounds Association	0.00	300.00
	18800	07/27/2020	V60416	DG Graphics	0.00	195.00
	18801	07/27/2020	V61114	Dude Solutions Inc	0.00	4,319.15
	18802	07/27/2020	V00605	Electrical Wholesalers	0.00	62.79
	18803	07/27/2020	V61230	ENGINE Resources	0.00	2,340.80
	18804	07/27/2020	V00159	Eversource Energy	0.00	4,838.88

Somers Board of Education General Budget Treasury Warrant

Report # 64971

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	18805	07/27/2020	V53186	Faronics Technologies USA, Inc	0.00	1,050.00
	18806	07/27/2020	V61448	FireTech	0.00	3,152.00
	18807	07/27/2020	V61017	Frontier Communications	0.00	322.01
	18808	07/27/2020	V54081	Graduate Pest Solutions, Inc.	0.00	301.00
	18809	07/27/2020	V00511	Granger	0.00	260.85
	18810	07/27/2020	V53439	Group Dynamic	0.00	919.40
	18811	07/27/2020	V61641	Intrado Interactive Services Corp	0.00	3,420.00
	18812	07/27/2020	V02625	K & S Distributors	0.00	15,500.00
	18813	07/27/2020	V01827	Kanco Supply Corp.	0.00	49.99
	18814	07/27/2020	V00665	Kelly-Fradet Lumber	0.00	204.18
	18815	07/27/2020	V51340	Life Safety Service & Supply LLC	0.00	700.00
	18816	07/27/2020	V61411	LobbyGuard Solutions, Inc	0.00	2,500.00
	18817	07/27/2020	V00995	NELMS	0.00	275.00
	18818	07/27/2020	V61146	NWEA	0.00	9,008.80
	18819	07/27/2020	V53738	Office Depot, Inc.	0.00	5,254.41
	18820	07/27/2020	V02407	OTIS Elevator Company	0.00	5,873.40
	18821	07/27/2020	V53914	Piney Bows, Inc.	0.00	240.48
	18822	07/27/2020	V61237	PowerSchool Group LLC	0.00	22,895.00
	18823	07/27/2020	V61580	PSNI	0.00	3,320.00
	18824	07/27/2020	V53593	ReadyRefresh by Nestle	0.00	10.99
	18825	07/27/2020	V60911	SHI International Corp	0.00	7,776.00
	18826	07/27/2020	V00251	State of Connecticut	0.00	240.00
	18827	07/27/2020	M01554	Tolland County Mutual Aid Fire Service,	0.00	750.00
	18828	07/27/2020	V54356	Tyler Technologies, Inc.	0.00	19,715.74
	18829	07/27/2020	V53987	U.S. Bank Equipment Finance, Inc	0.00	2,438.10
	18830	07/27/2020	V60353	ULINE	0.00	57.80
	18831	07/27/2020	V21164	Unum Life Insurance Company of America	0.00	7,382.82
	18832	07/27/2020	V00548	USA Waste and Recycling	0.00	1,294.40
	18833	07/27/2020	E00336	Vannvils, Kathleen	0.00	34.40
	18834	07/27/2020	V61404	Voice New England	0.00	1,341.09
	18835	07/27/2020	E00571	Wilson, Robert	0.00	306.29
	18836	07/27/2020	V61645	Zoom Video Communications	0.00	8,746.58
Totals:					<u>0.00</u>	<u>\$403,075.30</u>

52 Checks Listed.

Somers Board of Education General Journal Register

Report # 64970
Batch: 34959
Transaction: N/A
Show Summary Only: Yes

Batch # 34959	Control Total \$403,075.30	Status Posted	Created By Ibergamini	Created On 07/21/2020	Last Updated By Ibergamini	Last Updated On 07/22/2020
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Period, Fiscal Year	Account Description	DTF Base	Over Budget	Debits	Credits
July, 2021					
Generated Distributions					
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			392,535.97	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	392,535.97
	Total Generated Distributions			\$392,535.97	\$392,535.97
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	403,075.30
10-000-1-9-99-999-000-00-5-01695	COVID-19		Yes	32,240.25	0.00
10-100-2-5-14-241-611-01-5-00873	SW - GENERAL COMPUTER SUPPLIES			265.00	0.00
10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			13,125.00	0.00
10-212-2-5-46-243-611-02-5-00252	SW - TESTING			9,008.80	0.00
10-231-6-5-82-820-529-13-5-00521	SCHOOL BOARD LEGAL			2,500.00	0.00
10-232-1-5-50-137-810-05-5-00057	CO - INSTITUTIONAL DUES			1,300.00	0.00
10-232-1-5-72-132-530-04-5-00039	CO - POSTAGE			26.35	0.00
10-232-1-5-72-134-690-04-5-00031	CO - PETTY CASH			10.99	0.00
10-232-1-5-72-251-580-05-5-00271	CO - TRAVEL/IN-SERVICE			8.05	0.00
10-232-6-5-66-830-440-04-5-00525	CO - COPIER RENTAL			609.53	0.00
10-232-6-5-66-830-440-04-5-00526	CO - POSTAGE METER			240.48	0.00
10-240-1-3-50-137-810-05-5-00055	MA - INSTITUTIONAL DUES			554.97	0.00
10-240-6-2-66-830-440-04-5-00523	K-5 - COPIER RENTAL			609.51	0.00
10-240-6-3-66-830-440-03-5-00527	MA - COPIER RENTAL			609.53	0.00
10-240-6-4-66-830-440-04-5-00763	HS - COPIER RENTAL			609.53	0.00
10-260-5-2-64-642-530-04-5-00363	K-5 - TELEPHONE			134.01	0.00
10-260-5-4-64-642-530-04-5-00366	HS - TELEPHONE			134.01	0.00
10-260-5-5-64-642-530-04-5-00367	CO - TELEPHONE			53.99	0.00
10-260-5-6-62-722-430-08-5-00422	K-5 - SEPTIC TANK		Yes	0.00	0.00
10-260-5-6-62-722-430-08-5-00430	MA - BUILDING MAINTENANCE			100.91	0.00
10-260-5-6-62-722-430-08-5-00431	MA - SEPTIC TANK			0.00	0.00
10-260-5-6-62-722-430-08-5-00438	HS - SEPTIC TANK			50.00	0.00
10-260-5-6-62-722-430-08-5-00439	HS - BUILDING MAINTENANCE			153.26	0.00
10-260-5-6-62-722-430-08-5-00444	SW - RUBBISH REMOVAL			1,294.40	0.00
10-260-5-6-62-722-430-08-5-00445	SW - TOOL SUPPLY			67.84	0.00

Somers Board of Education General Journal Register

Report # 64970

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
34959	\$403,075.30	Posted	Ibergamini	07/21/2020	Ibergamini	07/22/2020
10-260-5-6-62-722-430-08-5-00801		SW - EXTERMINATING			301.00	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			121.70	0.00
10-260-5-6-62-722-430-08-5-01646		SW - SECURITY			75.00	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY		Yes	731.05	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			49.41	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			6,208.94	0.00
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY			190.28	0.00
10-260-6-5-82-820-520-13-5-00452		SW - MAINTENANCE CONTRACTS			16,375.64	0.00
10-260-6-5-82-820-520-13-5-00515		PROPERTY/LIABILITY INSURANCE			17,000.00	0.00
10-260-6-9-62-722-590-08-5-00453		SW - SOFTWARE MAINT CONTRACTS			61,632.03	0.00
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT			919.40	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE			2,481.91	0.00
10-280-6-5-82-820-200-13-5-00513		L.T.D.			7,382.82	0.00
10-280-6-5-82-820-200-13-5-00516		WORKER'S COMPENSATION			25,728.03	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			188,520.60	0.00
10-280-6-5-82-820-520-13-5-00520		UMBRELLA LIABILITY INSURANCE			3,626.08	0.00
10-320-6-4-82-820-529-06-5-00507		HS - ATHLETIC INSURANCE			8,025.00	0.00
Total User-Entered Distributions						\$403,075.30
Total for July, 2021						\$795,611.27
Grand Total for Batch # 34959						\$795,611.27

149 Transactions Listed.

BYLAWS OF THE BOARD:

Meetings:

Regular meetings of the Board shall be held in the Mabelle B. Avery Middle School Central Office Board of Education Meeting Room on the second and fourth Mondays of the month, except that summer meetings shall be held the second Monday in July and the last Monday in August and the Board shall not meet on the fourth Monday in December.

Whenever circumstances dictate that the BOE cannot have a public meeting in person, all BOE meetings and subcommittee meetings may be held virtually via teleconferencing. All teleconference meetings will adhere to the protocols established by BOE policy and adhere to Connecticut's Freedom of Information Act.

Meetings shall start at 7:00 p.m. If no quorum is present by 7:15 p.m. the meeting shall automatically be postponed until the following Monday unless those present vote to extend the time to 7:30 p.m. The Secretary shall notify absent members of the postponement. Meetings will adjourn by 11:00 p.m. except by two-thirds vote of the members present.

Board members shall notify the Secretary or the Chairman by 6:00 p.m. of the meeting night if they are to be late or absent.

A regular meeting may be canceled or rescheduled by agreement of the majority of the Board.

Adopted: March 23, 1981

Revised: October 28, 1996

Revised: February 9, 1998

Reviewed: November 2, 1998

May 10, 2000

June 21, 2000

Revised: November 26, 2001

Revised: January 28, 2008

PANDEMIC OPERATIONS

The Somers Public Schools understands that it has numerous important obligations during a pandemic. Our highest priority is protecting the health and safety of students, their families, employees and their families, and our community. All decisions about following recommendations will be made in consultation with local health officials and other State and local authorities who can help assess the current level of mitigation needed based on levels of community transmission and the capacities of the local public health and healthcare systems, among other relevant factors. The Centers for Disease Control and Prevention (“CDC”) will be a source of reliable information for the latest medical developments and guidance on effective preventative practices. The District will consult with CDC guidance in developing these protocols and will continue to do so in considering changes to them.

In addition, the District will comply to the greatest extent possible with guidance from the State of Connecticut, including the State Department of Education guidelines.

The Board directs the Superintendent to develop protocols and plans regarding school operations during a pandemic.

These protocols and plans will supersede those inconsistent District policies (and any provisions thereof) that will be temporarily suspended during a pandemic as determined by the Superintendent. The District must be flexible in order to respond to changing laws, regulations, and guidance being issued at the federal, state, and local levels. In keeping with the need for such flexibility, the District may, in its sole discretion and as it deems necessary, modify these regulations in particular circumstances, consistent with the law. In the event of conflict between any official governmental requirements and these protocols, the governmental requirement will control. Employees and students are expected to comply with these protocols (along with other District policies and rules) and may be subject to discipline for any violations.



Vision

The Somers Public Schools strives to be an exceptional and innovative educational community.

Mission

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society.

1 Vision Boulevard
Somers, Connecticut. 06071

www.somers.k12.ct.us

**Adapt,
Advance, and
Achieve:**

**2020-21
Reopening Plan
to Learn and
Grow Together**

Version 1.6

Somers Board of Education

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(Chairman)

David Palmer
(Vice-Chairman)

Jan Martin
(Secretary)

Jeremy Anderson

Krista Cherry

Anne Kirkpatrick

Marissa Marks

Kate McLellan

Sarah Moynihan-Bollinger

District Leadership

Brian P. Czapla
(Superintendent)

William Boutwell
(Business Manager)

Denise Messina
(Director Pupil Services)

Dina Senecal
(Director Curriculum & Instruction)

Cheryl Fry
(Head Nurse)

Jim MacFeat
(Director Facilities)

Rob Wilson
(Director of Technology)

Somers Elementary School
Melissa Mucci
(Principal)

Mabelle B. Avery
Margot Martello
(Principal)

Somers High School
Gary Cotzin
(Principal)

Michael McDonnell
(Assistant Principal)

Lynda Thorton
(Assistant Principal)

Cheryl Gustafson
(Assistant Principal)

Message from the Superintendent

The pandemic of 2020 has redefined our lives and will have lasting impacts for years to come. While nobody could predict the disruptions, it is critical we continue to plan for the future. In February 2020, when it became evident COVID-19 would impact the nation, the school system implemented its Hazards Action Plan. On March 4, 2020, we convened a Pandemic Council that included staff, administrators, and town officials. Our planning at this stage was for a short-term closing. As the months proceeded, our plan transitioned to the reopening of schools in the fall.

This Reopening Plan is an accumulation of months of work by the District Leadership Team, Town and State Officials, and parents. It relies on state and national agencies' guidelines that focus on the safety of students, staff, and the community. As the health climate in the town and state changes, so will this plan. Flexibility to respond is built-in, and while flexibility can create inconvenience, it also forces us to keep the safety all at the forefront. This plan will remain fluid and change as conditions in the state and Somers dictate.

Our Strategic Plan Success Skills will be critical as we navigate the future. These skills are imparted on the students; they are now applicable to the entire Somers Community.

We will *critically think and problem solve* to ensure obstacles are overcome.
We will be *creative and innovative* to adapt to the everchanging landscape.
We will *communicate with the community* to share everything we know.
We will *collaborate* as a team so that all perspectives are heard.

The "reimagining" of our schools will make learning different, but the staff remains vigilant and dedicated to providing the children of Somers high-quality instruction. The phrase "it takes a village" has more meaning today than at any other time. In partnership with the community, our new school models will work, and our children will thrive.



Brian P. Czaplak
Superintendent, Somers Public Schools

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Guiding Principles

The Somers Public Schools has developed this Reopening Plan setting priorities for the school and community while adhering to guidelines from local, state and national health agencies.

Somers Public Schools Guiding Principles

1. Safety of Students and staff
2. Development of Appropriate Educational Programming
3. Social and Emotional Well-Being

Connecticut State Department of Education Guiding Principles

1. Safeguarding the health and safety of students and staff;
2. Allowing *all* students the opportunity to return to school *full time* starting in the fall;
3. Monitoring the school, students, and staff and, when necessary, potentially canceling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners such as families, educators, and staff; and
6. Factoring into decisions about reopening the challenges to the physical safety, social-emotional well-being, and the mental health needs of our students when they are not in school.

Main Operational Considerations

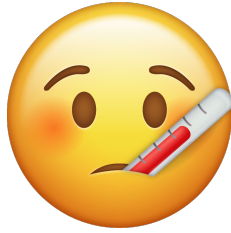
1. Priorities
2. Operations Plan
3. Health Practices and Protocols
4. Health Monitoring Plan
5. Containment Plan
6. Cancellation of Classes, Remote Learning, and Reopening Plans
7. Academics
8. Family and Student Engagement
9. Career and Technical Education
10. Staffing and Personnel

Expectations Students and Staff



Stay home if feeling ill

Students and staff must stay home if they are feeling sick, have any symptoms consistent with COVID-19, have been diagnosed with COVID-19, or have come into close contact with somebody diagnosed with COVID-19



Morning health check

Students staff should do a health assessment every morning. Check to see if temperature is below 100.0 degree Fahrenheit or symptoms of COVID-19.



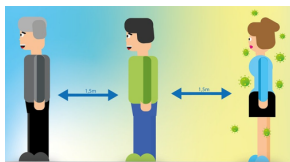
Face Covering/Masks

Students and staff are required to wear masks while riding the bus or in the school facilities. There will be frequent mask breaks throughout the day. Parents will be responsible for providing masks for their children. We suggest purchasing many masks. Exceptions will be made in a case by case basis due to documented medical or disabling conditions.



Frequent hand washing/sanitizing

Students and staff must wash hands or use sanitizer frequently throughout the day. All should sanitize their hands upon arriving in the morning, and leaving in the afternoon.



Social Distancing

Student and staff must maintain a six-foot distance to the extent possible. Sharing of school supplies and materials will not be allowed.

Priorities

Fall Reopening Model

CSDE Requirements

LEA's should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans.

In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes.

Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.

Somers Public Schools Strategies

Somers Public Schools plans to reopen with all staff and students (so long as public health data continues to support this model.)

Three reopening plans have been developed

1. On-Campus Learning
2. Blended Learning
3. Remote Learning

In the development of this plan, the District Leadership Team has conducted extensive gap analysis to address inclusion, equity and access for all learners. The responses to this analysis are included in the reopening plans.

References:

- Appendix A: On-Campus Learning Plan
 - Appendix B: Blended Learning Plan
 - Appendix C: Remote Learning Plan
-

Priorities

Fall Reopening Model

The Somers Public Schools has developed three learning plans in accordance with the Connecticut State Department of Education Guidelines. The Superintendent has the authority to determine which learning plan will be implemented and reserves the right to change between them as conditions warrant.

On Campus	Blended	Remote
Low transmission risk	Moderate transmission risk	High transmission risk
School operate at up to 100% capacity, students with underlying medical conditions may consider remote learning or home schooling	School operate at up to 50% capacity, students with underlying medical conditions may consider remote learning or home schooling	Schools operate at 0% capacity.
Maintain 6-foot social distancing to the extent possible.	Students attend school on alternate days	100% Remote Learning from home
Face coverings/masks required for all staff and students when in the building, buses, or cannot maintain 6-foot social distance outside	Maintain 6-foot social distancing to the extent possible	All buildings are closed
Increased cleaning and sanitizing protocols	Face coverings/masks required for all staff and students when in the building, buses, or cannot maintain 6-foot social distance outside	After school clubs may continue remotely All sports cancelled
After school clubs and athletics may be cancelled	Increased cleaning and sanitizing protocols	Bus transportation suspended
	After school clubs and athletics may be cancelled	

Priorities

Temporarily Choosing Not to Participate

CSDE Requirements

Plan for parents and students who may temporarily choose not to participate in the return to school.

Somers Public Schools Strategies

Preference surveys will be conducted during the summer to determine student population that may not return to school.

Students choosing not to return to school will be accommodated via remote learning provided by teachers or a third-party virtual school platform.

- Elementary Students will be engaged in virtual learning programming facilitated by Somers Elementary School Staff.
- Middle School and High School students will be engaged in virtual learning programming facilitated by a third party.

References:

Appendix A: On-Campus Learning Plan
Appendix B: Blended Learning Plan
Appendix C: Remote Learning Plan
Appendix D: Somers Public Schools Communication Plan

Priorities

School Liaison, Communications Plans, & Data Collection

CSDE Requirements

Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).

Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.

Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.

Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols *prior* to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.

Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.

Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.

Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.

Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.

Somers Public Schools Strategies

The Superintendent has been designated as the COVID-19 Health and Safety Compliance Liaison. He is responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns. This role will be communicated to parents via email and postings on the website.

The following communications systems are in place to ensure all stakeholders will be well informed in a timely manner of all health updates, policy implications, protocols, changes in operations, expectations, health conditions, etc. Communications with parents and the community will be frequent as needed. There will be a minimum of one communication per week with relevant to changing conditions

- School Messenger Rapid Communications system supporting email, voice and text communications

Priorities

School Liaison, Communications Plans, & Data Collection

- SPS Twitter Account
- Updated website with all relevant COVID-19 information
- Newsletters
- Ask the Superintendent Website

Data collection will be conducted numerous times during the summer and will focus on (but not limited to):

- Transportation
- Attendance in on-site programming
- Homeschooling
- Remote learning
- Other

References:

Appendix D: Somers Public Schools Communications Plan

Operations Plan

Closing of Schools

The District is prepared to proceed with a continuum of in person learning, remote learning, or a hybrid. Indeed, the District recognizes that during the pandemic, parents may be concerned about the health of their students and may instead choose to have their students participate in schooling via remote means (and/or at home). The District will make available remote opportunities for such students who are not attending in-person classes.

Should it be necessary due to further government orders, changes in health conditions due to outbreaks of a virus, or otherwise, the District may, in its discretion, reduce its programs, close its schools and/or utilize a distance learning model in lieu of classroom attendance for some or all of the students (or classes and programs). The District will communicate any such decision to students, parents and employees as soon as practicable; the District will also notify the State Department of Education if it is contemplating the closure of schools. The District may seek to continue school programming and extend learning opportunities to those who may not be able to attend school. All distance learning shall comply with all applicable State Department of Education standards and guidance, and will endeavor to provide synchronous and nonsynchronous opportunities.

In the event a person diagnosed with a virus is determined to have been in the building and poses a risk to the community, the District may close school for a period of time necessary for appropriate cleaning and disinfection.

Operations Plan Facilities

CSDE Requirements

Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.

Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space.

Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.

Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.

Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.

Consider having training days and days to practice new protocols with staff only prior to having students enter the building.

Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed.

Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.

Somers Public Schools Strategies

Classroom Set Up

All non-essential supplies, equipment, and materials will be removed from the classroom to spread-out desks. Storage rooms will be created in other spaces so teachers can access materials on an as needed basis.

Classrooms and programming have been analyzed to determine best class sizes with the goal to achieve 6-foot distancing to the greatest extent possible.

- Desks will all face in one direction.
- Certain certified staff will be reassigned to reduce class size (e.g., Interventionists, tutors, etc.)
- Protective plexiglass will be provided for each teacher desk.
- Class/courses will be eliminated/modified to facilitate smaller class sizes and social distancing.

Operations Plan Facilities

Space Repurposing

Somers Elementary School

- Cafeteria will be used to relocate teacher materials, grade level materials and new reading/math materials.
- Music Rooms- will be used for classes
- Gym- will be used for classes

Mabelle B. Avery Middle School

- The Band and Chorus rooms will be used for General Music and larger classes.
- Cafeteria will be used for larger classes and lunches.
- Gym will be used for PE, Chorus, and lunches.
- Courtyard will be used for an outdoor classroom space.
- Outdoor space will be used for classrooms when the weather cooperates and when we can adequately provide instruction in a fresh air space.
- PE classes will be held outside as often as possible to help maintain social distancing as well as fresh air flow.
- The Library will be used for PE classes to transform into more of a classroom setting as necessary and study halls as needed.
- The Library Reading Intervention Room/Conference Room will be used for Speech and Language service delivery.

Somers High School

- Cafeteria used for lunches study hall, and band practice.
- Gym used for PE classes (when indoors), lunch and band practice.
- Band room and/or cafeteria will be for chorus.
- Auditorium will be for Band with usage of cafe/gym as necessary.
- Courtyard and outside area adjacent to room 129 will be used for an outdoor classroom space.
- Outdoor space will be used for classrooms when the weather cooperates and when we can adequately provide instruction in a fresh air space.

Signage

Signs have been downloaded from the CDC website and printed. These signs will be posted in all classrooms, hallways and common areas. Four distinct signs will be posted.

- Handwashing
- Face Covering
- Protect Yourself and Others
- Stop the Spread of Germs

Operations Plan Facilities

School Calendar

- The school calendar was revised to accommodate teacher training and preparation.
- The first day of school has been moved to after Labor Day.
- Professional development days scheduled during the school year have been moved to August 31 - September 4.
- Substitute teachers will be brought in for training the week of August 31.
- New substitute teachers will be provided video-based training during their orientation

Training

Professional development will be provided to all staff August 31 – September. Topics to be covered include (but are not limited to):

- Social distancing,
- Frequent hand washing and use of hand sanitizer,
- Use of face coverings that completely cover the nose and mouth,
- Respiratory and cough etiquette,
- Enhanced cleaning/disinfection of surfaces., and
- Updated district policies and protocols.

Cleaning and Disinfecting

The District will take additional precautions to provide a clean learning environment and workplace, including increasing the frequency of regular cleanings and sanitization of objects and areas that are frequently used. The District shall ensure that a thorough cleaning and disinfecting of the schools take place at least once every school day (after school hours), and before the reopening of schools after any closure. Consistent with CDC guidelines, and in addition to its normal cleaning of its facilities, the District shall clean and disinfect frequently touched surfaces within the school at least daily (for example, desks, playground equipment, fitness/gym equipment and weight rooms, door handles and railings, sink handles, drinking fountains – if operating, and other high contact areas) as well as shared objects between uses. The District will encourage the washing of hands or use of hand sanitizer before and after the use of such items. The District expects its employees to engage in the safe and correct application of disinfectants and keep products away from children.

The District shall seek to ensure that its ventilation systems operate properly (especially after any shutdowns.) Windows and doors should not be opened if they pose a safety or health risk to children using the facility. The District may use outdoor instruction where safety conditions and physical space allow and during temperate times.

In addition, the District shall take measures to ensure that all water systems and features (for example, drinking and decorative fountains, if in use) are safe to use after a prolonged facility shutdown to minimize the risk of infections and diseases associated with water.

Operations Plan

Facilities

References:

- https://www.cdc.gov/video/socialmedia/social-distancing_lores-2.mp4
 - <https://www.cdc.gov/wcms/video/low-res/coronavirus/2020/23942394socialDistance.mp4>
 - https://www.cdc.gov/wcms/video/low-res/coronavirus/2020/1084010840faceMask_clothface.mp4
 - <https://www.cdc.gov/video/socialmedia/Cloth-Face-Covering-Dos-Donts.mp4>
 - https://www.cdc.gov/wcms/video/low-res/coronavirus/2020/1533015330wash_hands.mp4
 - https://www.cdc.gov/wcms/video/low-res/coronavirus/2020/66906690clean_sanitize_childcare.mp4
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Operations Plan

Daily Operations

CSDE Requirements

Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12.

Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs.

Somers Public Schools Strategies

Somers Elementary School

- Cohorts will be established in the elementary schools.
- Students will remain in classrooms where feasible for the specials classes (Art, Music, Library) with teachers traveling to the classrooms for instruction.
- Classroom set up will focus on maximizing social distancing through removal of classroom materials and equipment, all desks will face forward.
- Lunches will be served in multiple locations in the school to accommodate social distancing. Bag lunches will be available for purchase.

Mabelle B. Avery Middle School

- Cohorts are more difficult to establish at the secondary level with current staffing.
- Classroom set up will focus on maximizing social distancing through removal of classroom materials and equipment, all desks will face forward.
- Lunches will be served in multiple locations in the school to accommodate social distancing. Bag lunches will be available for purchase.

Somers High School

- Cohorts are more difficult to establish at the secondary level with current staffing. The high school structure allows for more flexibility in reducing class size and increasing social distancing.
- Classroom set-up will focus on maximizing social distancing through removal of classroom materials and equipment, all desks will face forward.
- Lunches will be served in multiple locations in the school to accommodate social distancing. Bag lunches will be available for purchase.
- Courses and programs will be cancelled to provide smaller classes supporting social distancing in required core academic classes.
- Reducing student population efforts.
 - Students with a first period study hall will be allowed to come in late.
 - Students with a last period study hall will be allowed to leave campus early.
 - Students that meet graduation requirements before the end of the school year will be allowed to graduate early (they still will be permitted to participate in all end of the year senior events.)
 - Credit requirements will be reduced for the school year 2020-21 to reduce class enrollment and increase social distancing.

Operations Plan

Daily Operations

Policies (clubs, non-school programs, groups)

General Information

- After school clubs will be limited to 10 students and follow all established COVID-19 protocols.
- The Superintendent will cancel or modify extracurricular activities in response to the community health climate.
- Students participating in extracurricular activities will have to sign a COVID-19 waiver.
- After school clubs should meet outside or in larger classrooms to promote social distancing.
- All non-school group use of the facilities is suspended indefinitely.
- Athletics will be determined by on CIAC and statue guidelines.

Somers Elementary School Before and After School Programming (BASES)

The Somers Parks and Recreation department will hold before and after school programming within Somers Elementary School.

- The Recreation Department will utilize portions of the cafeteria and gymnasium as well as outdoor facilities.
- BASES will adhere to the Somers Public Schools protocols regarding COVID
- If in remote blended - BASES will only serve the cohort of students who are in attendance on the given day.
- BASES staff will sanitize, provide cleaning products and ensure the spaces they utilize are cleaned after usage.

Athletics

- Follow all state and CIAC guidelines (when published)
- The Superintendent in consultation with the Manager of Athletics and Somers Public Health Department will determine the status of athletic participation.

Operations Plan

Child Nutrition

CSDE Requirements

Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.

Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.

Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.

Somers Public Schools Strategies

The school system will continue to provide meals for students eligible for free and reduced lunch during all plans.

- On-Campus Learning Plan – meals will be served in school during the day
- Blended Learning Plan – meals will be served on the days are “on-campus.” Students will also be given a meal for the following day to take home while in school.
- Remote Learning Plan - A grab and go program will operate.

Note: Somers Public Schools does not participate in the National School Lunch Program.

Operations Plan

Transportation

CSDE Requirements

Low Transmission Risk

- Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

Moderate Transmission Risk

- Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

Somers Public Schools Strategies

- Working with our bus contractor, the district will be prepared to operate at full capacity or close to while maximizing health and safety protocols.
- The district continues to survey parents regarding return-to-school and bus ridership.
- Parents are encouraged to transport students to/from school to reduce ridership to the greatest extent possible while recognizing the district's responsibility to transport all students.
- School administration is reviewing and modifying existing student drop-off/pickup plans to accommodate an expected increase in numbers.
- All bus occupants (First Student employees and students) will be required to wear masks prior to boarding, during transit and unloading.
- Bus loading will be from back to front. Unloading will be in a controlled manner, front to back, to the greatest extent possible.

Operations Plan Transportation

- First Students will employ sanitizing protocols.
- First Student has in place employee and equipment protocols should it be determined a COVID positive employee or student entered a bus.

References:

First Student Start Safe: <http://firststudentinc.com/start-safe/>

First Student Start Safe Parents: <http://firststudentinc.com/start-safe-parents>

Health Practices & Protocols

Health Practices

CSDE Requirements

Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.

Professional development will be provided to all staff during the August 31 – September 4 professional development. Topics to be covered:

- social distancing,
- frequent hand washing and use of hand sanitizer,
- use of face coverings that completely cover the nose and mouth,
- respiratory and cough etiquette, and
- enhanced cleaning/disinfection of surfaces.
- updated district policies and protocols

Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/ foot-pedal trash cans.

Somers Public Schools Strategies

Professional development will be provided to all staff August 31 – September 4. Topics to be covered (but not limited to):

- social distancing,
- frequent hand washing and use of hand sanitizer,
- use of face coverings that completely cover the nose and mouth,
- respiratory and cough etiquette,
- enhanced cleaning/disinfection of surfaces, and
- updated district policies and protocols

Students will be instructed in the following COVID-19 topics through age appropriate lessons at the beginning of the school year

- Social distancing,
- Frequent hand washing and use of hand sanitizer,
- Use of face coverings that completely cover the nose and mouth,
- Respiratory and cough etiquette,
- Enhanced cleaning/disinfection of surfaces.
- School protocols

Health Practices & Protocols

Health Practices

Students will be instructed in the following COVID-19 topics through age appropriate lessons at the beginning of the school year

- Social distancing,
- Frequent hand washing and use of hand sanitizer,
- Use of face coverings that completely cover the nose and mouth,
- Respiratory and cough etiquette,
- Enhanced cleaning/disinfection of surfaces, and
- School protocols.

The following PPE and sanitizing items have been and will continue to be procured.

- Hand sanitizer dispensers are installed in each classroom, offices, and other common areas throughout the district.
- Surplus hand sanitizer has been purchased.
- Sanitizing wipes will be provided for each classroom and common areas.
- Face masks and shields will be provided to each staff member.
- Additional masks for staff and students will be provided for emergency situations (e.g., lost, broken, forgot at home, etc.)
- Plexiglass shields will be provided to teaching stations, offices and other common areas.
- Trash cans will be converted to no touch (e.g., lids removed, foot controlled lids, etc.)

Hygiene Practices

- Staff and students should stay home when sick and when you have reason to believe you may have symptoms or may have been exposed to a virus
- Frequent hand washing with warm, soapy water (for at least 20 seconds), especially after using the restroom, and/or using hand sanitizer frequently,
- Avoid touching mouth and nose,
- Avoid close contact with others (including maintaining six feet distance from other individuals wherever possible),
- Wear an appropriate face covering or mask at all times;
- Enhanced cleaning and disinfecting of surfaces (especially high contact areas),
- Use appropriate cough and sneeze, and
- discarding used tissues in wastebaskets.

References:

Appendix E: Somers Public Schools Reopening Professional Development Program

Health Practices & Protocols

Reporting Illness and Addressing Vulnerable Populations

CSDE Requirements

Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.

Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal.

Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance.

Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms.

Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home.

Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

Somers Public Schools Strategies

All students and staff will receive instruction on the reporting protocols.

School nurses will act as the main contact for staff and students to report if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. They will communicate this information to the Head Nurse, Principal and Superintendent.

Staff and parents will be educated on the symptoms of COVID-19 (see below), self-assessments before leaving home, and requirement to stay at home if symptomatic.

It is especially critical at the present time that employees and students not report to school when they are ill and/or experiencing any of the following symptoms:

- Temperature at or above 100 degrees Fahrenheit
- Cough
- Sore throat
- Runny or stuffy nose
- Body aches
- Headache
- Chills
- Respiratory issues
- Loss of taste or smell

Health Practices & Protocols

Reporting Illness and Addressing Vulnerable Populations

- Gastrointestinal issues such as nausea, diarrhea and vomiting
- Fatigue
- Any other symptom(s) noted by the CDC or other public health officials as being associated with COVID-19.

Employees and students who report to school with these symptoms or become ill at school will be sent home (see Containment Plan). The District will also require employees and students to remain home if they are sick with (or are known or suspected to have been exposed to) a virus, or if the District otherwise believes they pose a threat to the safety and health of others.

References:

Appendix F: Somers Board of Education Pandemic Operations Policy

Health Practices & Protocols

Social Distancing

CSDE Requirements

Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.

Somers Public Schools Strategies

Somers Elementary School

Maximum social distancing will be maintained throughout the school to the extent possible. Student desks will be placed six-feet apart in all possible instances.

Entrance Monitors will screen potential visitors. Any parent wishing to drop off student materials will indicate student and teacher. The parent will place the item in a school labeled box located outside the school. The monitor will secure the item for delivery to the classroom.

Eating spaces will be within multiple locations (cafeteria, gym, library, classrooms, etc.) to facilitate social distancing to the greatest extent possible.

Physical Education classes will be held outside as frequently as possible and activities that are more individualized and/or limit equipment and close proximity will be practiced.

The center of every hallway will be blocked off with tape. Signage on the floor will indicate directional walking on the far right-hand side of the hallway in an effort to maximize social distancing.

Teachers/staff will escort student groups/classroom cohorts and or grade levels to and from Special Education resource groups, Specials classes, lunch and recess to ensure distancing.

Tape will be placed on the floor within classrooms indicating the appropriate placement of desks in classrooms to maximize social distancing.

Tents will be placed in the multiple locations of the school allowing for outdoor air flow through another teachable area. When the weather is fair, classes will be allowed to use outdoor space, including that in the courtyard, for teaching. A careful balance with safety protocols will be measured to ensure students and staff can respond to a safety concern (secure building, lockdown) in an expeditious manner.

Visitors, guest speakers and the general public will not be allowed in the school building (certain exceptions may apply.)

Mabelle B. Avery Middle School

Maximum social distancing will be maintained throughout the school to the extent possible.

Eating spaces will be within multiple locations (cafeteria, gym, library, classrooms, etc.) to facilitate social distancing to the greatest extent possible.

Health Practices & Protocols

Social Distancing

Performing Arts require 12-feet of social distancing during band and choral activities. Band will be converted to a General Music class with a focus on instrumental music. Chorus will be relocated to the gymnasium where 12-feet of social distancing can be honored.

Physical Education classes will be held outside as frequently as possible and activities that are more individualized and/or limit equipment and close proximity will be practiced.

The center third of every hallway will be blocked off with tape. Signage on the floor will indicate directional walking on the far right-hand side of the hallway in an effort to maximize social distancing in this more fluid area. Passing time will be lengthened to allow for a staggered approach that calls for one-third of the population in the hallway at a time.

Tape will be placed on the floor indicating the appropriate placement of desks in classrooms and eating areas to maximize social distancing. At the start of each class, teachers will work with the students to make sure the desk has reset to the appropriate location.

Tents will be placed in the courtyard of the school and along the sixth-grade wing allowing for outdoor air flow through another teachable area. When the weather is fair, classes will be allowed to use outdoor space, including that in the courtyard, for teaching. A careful balance with safety protocols will be measured to ensure students and staff can respond to a safety concern (secure building, lockdown) in an expeditious manner.

Visitors, guest speakers and the general public will not be allowed in the school building (certain exceptions may apply.)

Somers High School

Maximum social distancing will be maintained throughout the school to the extent possible.

Eating spaces will be within multiple locations (cafeteria, gym, library, classrooms, etc.) to facilitate social distancing to the greatest extent possible.

Performing Arts require 12-feet of social distancing during band and choral activities. Band will be relocated to the auditorium with usage of the cafeteria and gym as appropriate. Chorus will be relocated to the band room where 12-feet of social distancing can be honored.

Physical Education classes will be held outside as frequently as possible and activities that are more individualized and/or limit equipment and close proximity will be practiced.

The center bi-directional hallways will be lined off with tape. Signage on the floor will indicate directional walking.

Tents will be outside the cafeteria, and outside Room 129 (Student parking lot side of the building) of the school allowing for outdoor air flow through another teachable area. When the weather is fair, classes will be allowed to use outdoor space, including the courtyard, for teaching. A careful balance with safety protocols will be measured to ensure students and staff can respond to a safety concern (secure building, lockdown) in an expeditious manner.

Visitors, guest speakers and the general public will not be allowed in the school building (certain exceptions may apply.)

Health Practices & Protocols

Use of Face Coverings, Masks, and Face Shields

CSDE Requirements

Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below.

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, per CDC guidance.

For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.

Be prepared to provide a mask to any student or staff member who does not have one.

Somers Public Schools Strategies

Cloth face coverings (including masks) are meant to protect other people in case the wearer is unknowingly infected, as many people carry the virus but do not have symptoms. Face coverings are essential in times when physical distancing is difficult. The District recognizes that face coverings may be challenging for students (especially younger students) to wear in all-day settings such as a school. Nevertheless, all students and school personnel must always wear a face mask or other cloth material that covers the mouth and nose while on school property or a school bus. This requirement also applies to any other visitor to the school facilities. Information should be provided to staff and students on proper use, removal, and washing (and/or disposal.)

The schools will provide masks and face shields to staff members, appropriate and safe receptacles for the disposal of masks, and coverings and other personal protective equipment.

The following individuals are exempt from this requirement per CDC and state guidelines:

1. Anyone who has trouble breathing, or anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance;
2. Anyone who has a medical reason making it unsafe to wear a mask;
3. To the extent that a student or an employee may be eating or drinking in places where such activity is permitted by the District and these guidelines;
4. As may be appropriate, students with disabilities and who cannot wear a mask safely or continuously, with the District considering alternatives (for example, extra distancing, extra protective equipment) to protect staff and students;
5. Continuous wearing of masks or face coverings is not required in outdoor spaces where employees or students are not within six feet of any other person; and/or
6. If medically required or where services provided pursuant to an Individualized Education Program (IEP) would require it, including but not limited to for speech and language services, evaluations, language acquisition activities, etc., students and/or staff may wear face shields and clear masks, or remove masks when face coverings/ masks are not appropriate for the activity. Any other possible mitigating strategy should be implemented in these cases, including but not limited to maximum social distancing.

Health Practices & Protocols

Use of Face Coverings, Masks, and Face Shields

The schools shall provide for and schedule appropriate and safe mask breaks consistent with health and safety guidelines. Such breaks may include: 1) outdoor breaks, 2) breaks in large rooms, and 3) breaks in classrooms where social distancing can be maintained.

A parent/guardian of a student who is unable to safely wear a mask or cloth face covering because of a medical condition as described above should notify the Head Nurse. An employee who is unable to safely wear a mask or covering because of a medical condition should notify their building principal or supervisor. All medical information received by the District will be kept confidential as required by law.

In cases where close contact between educators and students is highly likely (such as when interacting with students with disabilities who may not be able to wear mask and/or cannot adequately socially distance), the District will provide educators with masks and face shields, and as may be necessary, and medical grade masks.

Students who do not wear a mask and do not qualify for an exemption will be refused admission into the schools (and may be placed in remote learning programs.)

References:

Appendix F: Somers Board of Education Pandemic Operations Policy

Health Monitoring Plan

Planning and Distribution of Information

CSDE Requirements

Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws.

Somers Public Schools Strategies

Maintain ongoing monitoring of local, national, and global health trends.

Maintain communications with the Somers Director of Health and inform him/her of suspected or confirmed cases.

School nurses will make daily reports to the head nurse on attendance, health office visits, presentation with COVID-19 symptoms.

Continue to follow up-to-date communications from the DOH, CDC, WHO, Office of the Governor, and Connecticut Laws regarding community-specific communicable disease concerns, planning, and interventions

Track staff and student absences and communicate trends to Principals and Superintendent.

Staff and students with symptoms should report their status daily to the school nurses. Nurse will maintain logs.

District staff will adhere to all relevant privacy and health laws.

Containment Plan Responses to Exposure

CSDE Requirements

The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.

Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following:

Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing.

Identification of a response team within the school and LEA with specific responsibilities.

Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school.

Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.

Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.

Somers Public Schools Strategies

Adhere to the Connecticut Department of Public Health tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary when released.

Maintain communications with the Somers Director of Health and inform him/her of suspected or confirmed cases.

Each nurse office will designate an isolation area restricted for staff/students that exhibit symptoms consistent with COVID-19.

- Isolation rooms should have proper ventilation.
- Proper PPE to be available for donning immediately outside the isolation room. Nurses to follow standard universal precautions (masks, shields, gloves, gowns when appropriate.)
- Student/staff to be monitored until dismissal.

Containment Plan

Responses to Exposure

Staff will notify nurse if student is being sent to the health office before sending. If nurse is unavailable, staff should notify the main office.

Guidelines for Responses to known exposures, symptoms, or confirmed diagnosis

A. Close contact with someone that has COVID-19

This includes people who previously had COVID-19 and people who have taken a serologic (antibody) test and have antibodies to the virus.

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes.
- You provided care at home to someone who is sick with COVID-19.
- You had direct physical contact with the person.
- You shared eating or drinking utensils.
- They sneezed, coughed, or somehow got respiratory droplets on you.

Protocol

- Immediately go / stay home.
- Head Nurse to notify Somers Director of Health.
- Cannot return to school for 14 days since last close contact and no development of symptoms
- Can return immediately if proof of a negative result from testing.
- Notifications to families/staff of a positive diagnosis for possible exposure.

B. Confirmed case has entered a school, regardless of community transmission

Protocol

- Coordinate with local health officials. Once learning of a COVID-19 case of someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action.
- Dismiss most students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

Containment Plan

Responses to Exposure

- Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events.
- Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.
- Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
 - This communication to the school community should align with the communication plan in the school's emergency operations plan.
 - Plan to include messages to counter potential stigma and discrimination.
 - In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- Clean and disinfect thoroughly.
 - Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
 - If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- Make decisions about extending the school dismissal. Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.
- During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.
- Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.

Containment Plan

Responses to Exposure

- Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

C. Positive diagnosis with no symptoms (diagnosed within the last 10 days)

- Immediately go / stay home
- Head Nurse to notify Somers Director of Health
- May return 10 days after positive COVID-19 diagnosis
- Notifications to families/staff of a positive diagnosis for possible exposure

D. Presentation of symptoms

- Immediately go / stay home
- If diagnosed or symptomatic, staff/students may return when:
 - 3 days of recovery from symptoms without the use of fever reducing medications.
 - If tested negative, may return to school/work with medical documentation of negative test.
- Head Nurse to notify Somers Director of Health
- Notification to families of positive diagnosis for possible exposure

References:

Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#confirmed-case>

Containment Plan

Incident Command Structure

School Response Teams will follow district wide Incident Command Structure delineated in the Somers Public Schools All Hazards Plan:

School/District Incident Commander – Principal/Superintendent

- Activates Emergency Response Plan
- Establishes an Incident Command Post
- Assesses nature and impact of threat
- Ensures outside agencies are notified; establish links and coordinate activities
- Establishes accountability of all faculty, staff and students
- Provides situation reports
- Requests additional resources
- Directs, controls

Public Information Officer - Superintendent

- Official spokesperson for the school system
- Communicates with news media; prepares and delivers public announcements
- Maintains a log of actions and communications
- Monitors news broadcasts to identify and correct misinformation

Liaison Officer - Superintendent

- Point of contact for outside agencies
- Establishes communications between agencies and command
- Keeps outside agencies informed of incident status
- Informs School Incident Commander about status of outside agency resources
- Handles complaints from agencies (e.g., logistics, communications, personnel)

Mental Health Officer – Director of Pupil Services

- Monitors mental health conditions.
- Coordinates the mental health services for students, staff and families
- Monitors long-term recovery efforts
- Communicates back to the School Incident Commander

Planning Section Chief – Principals

- Develops short and long-range plans
- Identifies issues
- Prepares situation report and action plan in conjunction with Incident Commander
- Maintains resources and situation status and identifies gaps

Logistics Section Chief – Business Manager

- Sustains the emergency operations
- Briefed by the Incident Commander related to service and support requirements for planned and expected operations
- Reviews the incident action plan, and estimates logistical needs until the incident is concluded
- Procures manpower, facilities, services, materials, communications, or other needs
- Tracks order status
- Arranges delivery and staging

Containment Plan

Incident Command Structure

Finance/Administration Section Chief – Business Manager

- Administer all financial matters pertaining to contracts.
- Prepare and secure signatures for contracts, memoranda of agreement, reimbursable service agreements, etc.
- Provide contracting services to procure all equipment, supplies, and services to support the response.
- Collecting all cost data, performing cost effectiveness analyses, and providing cost estimates and cost saving recommendations for the incident.

Cancelation of Classes, Remote Learning, & Reopening Plans

CSDE Requirements

The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.

Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.

Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.

Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.

Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.

Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.

Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.

Somers Public Schools Strategies

Adhere to The Connecticut Department of Public Health specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.

Develop three plans in the event that the Superintendent, designee, or state government suspends or cancels in-school classes for some or all participants (see below appendices)

The Superintendent will coordinate all school closures with local town officials and the CSDE.

References:

- Appendix A: On-Campus Learning Plan
 - Appendix B: Blended Learning Plan
 - Appendix C: Remote Learning Plan
 - Appendix D: Somers Public Schools Communication Plan
-

Academics

Special Education

CSDE Requirements

Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.

Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.

Do not make programming decisions based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.

Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.

Somers Public Schools Strategies

Supporting important relationships, keeping routines and educational continuity can provide stability and reassurance and are guideposts during this period of uncertainty. Somers Public Schools guidance and policies related to Somers School Reopening Plan apply to all our students. This includes our students with special needs who qualify for individual education programs under the IDEA. Our 504 Plan and special education case managers, teachers, related providers and paraeducators are committed to providing this continuity, while being responsive and flexible, to the greatest extent possible, in all three of our learning plans (Full on Campus, Blended/Remote and Full Remote Learning).

Accordingly:

- Somers students who are eligible for special education and other special populations (504 Plan, Individual Health Care Plan) are treated as general education students first.
- The needs of students with disabilities are prioritized: our PPT decisions and

Academics

Special Education

programming considerations are based on the student's developmental level and skills, the nature and/or severity of a student's disability and needs, not solely based on a disability category.

- In unique circumstances when Somers students with disabilities are unable to access the reopening plan as designed, individualized and alternative programming will be considered including the option of blended and remote learning. These options will be discussed at a parent conference and or a PPT meeting.
- Individualized and alternative means of re-entry will be considered based on student need, present levels of functioning, developmental levels, and student/parent input.

As there is no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE), Somers Public Schools continued and will continue to conduct Initial, Annual and Triennial PPT meetings telephonically, keep to federal compliance timelines and observe a confidentiality protocol.

- In advance, the student's special education case manager will contact parents/guardians to provide an explanation of the telephonic confidentiality protocol and meeting format.
- If parents /guardians are not comfortable to conduct the meeting in this manner, we will postpone the PPT meeting and reschedule after determining an alternative option.
- Somers Public Schools will conduct initial (eligibility) and triennial evaluations, including conducting remote evaluations if necessary, observing federal compliance timelines.
- Provisions for on-site testing includes: following sanitization protocols for testing materials, breaks for hand hygiene, portable plexiglass dividers, use of outdoor space, plastic shields and masks.
- Additionally, remote evaluation tools will be considered as an option should on site evaluations become prohibitive.
- Understanding the importance of sharing student evaluations in a timely manner, if on site office access and mailing is prohibited, PPT invitations, IEPs, and Evaluation Reports will be sent electronically.

Meeting Individual Student Needs

- Somers Public Schools will provide FAPE (education, specialized instruction, and related services to students with IEPs) consistent with the priority to protect the health and safety of our students, and plan for all possible learning situations (Full on Campus, Blended/Remote and Full Remote Learning).
- Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services during this period

Academics

Special Education

- Somers Public Schools will deliver specialized instruction and related services to students with disabilities (IEPs) in each of our three proposed plans (Full on Campus, Blended/Remote and Full Remote Learning), utilizing synchronous and asynchronous instruction, consistent with the IEP to the greatest extent possible.
- IEP education services and supports will be based on student need, present levels of functioning, developmental levels, and the PPT recommendation.
- Somers will prioritize in-person learning opportunities and programs for students who require the most learning support.
- Special education students most in need of learning support are determined by the level of support, duration and frequency of service as outlined in the IEP.
 - Example: with implementation of the Blended/Remote Learning Plan with alternating days for the general population, a student with IEP who spends the majority of their day in specialized instruction with a special education teacher and /or a related provider may attend school additional days or daily.
 - In implementation of Blended/Remote Learning Plan, the student population is alphabetically divided at the grade level and assigned to alternating days. If the division of students on IEPs is significantly unequal, resulting in an imbalance and limitation to provide appropriate levels of support for IEP goals and services, students with IEPs will be assigned to achieve a more appropriate balance.
- IEP case manager will provide student specific support, outreach and responsiveness. In addition, our plan is to provide learning support, share resources and activities with our families through a range of mediums and formats which are reasonable and feasible. This includes posting on the Somers Public Schools Pupil Services webpage and communication through school messenger.
- Students w/IEPs opting out of on campus reopening plan
 - If a family / student w/ IEP opts out of Full on Campus or Blended / Remote model and a request is made for remote learning, provision will be made to provide IEP support and services remotely, and consistent with remote learning model.
 - Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services during this period.
 - Somers Public Schools will deliver specialized instruction and related services to students with disabilities (IEPs) utilizing remote synchronous and asynchronous instruction, consistent with the IEP to the greatest extent possible.

Academics

Special Education

PreK, Childfind and Mitigation

- PreK Childfind screening will adapt to an as needed individual screening model rather than the previous group orientation and arena screening.
 - PreK screening / evaluations will take place outdoors if possible.
 - Option of remote PreK screening / evaluations in the event that schools go into closure.
 - PreK students identified through Childfind or B23 referral requiring an IEP will have access to Somers PreK programming (Early Start, Smart Start).
- PreK mitigation strategies:
 - Face covering / masks (while this may be a developmental challenge, modeling and teaching face covering compliance is an important expectation)
 - Vigilant and frequent handwashing
 - Vigilant and frequent sanitization/ disinfection of PreK materials / surfaces
 - Distancing: PreK students will be skip spaced for seated activities
 - use of checklists
- Developmental levels of PreK students (3 - 5 year olds) and the nature of PreK programming create challenges and barriers for implementation of mitigation strategies.
- To address effective implementation of mitigation strategies in the PreK classroom:
 - PreK enrollment in both Early Start (integrated PreK) and Smart Start (grant funded low income access to PreK) will be limited to 10 students in all sessions, as recommended by OEC.
 - To effectively manage sanitizing protocols and supervise handwashing, PreK staffing remains at current levels while PreK enrollment is maintained at no more than 10 per classroom/ session.
 - Should schools go into a Blended Learning model, PreK enrollment of 10 per session will be maintained daily and not be impacted. Reducing PreK population will not be required. Administration may permit an increase in enrollment for purposes of Childfind.

Service Delivery, Related Services and Cohorts

Following standard practice, IEP service delivery and related services are implemented in the Least Restrictive Environment (LRE), the general education classroom, whether on campus or virtual. In all three Somers Learning Plans, service delivery and related services would take place in the cohort (SES, MBA) the student is assigned, in the following LRE order:

- In the general education classroom of the cohort which the student is assigned.
- The general education classroom may be supported with a paraeducator, special education teacher or related provider.
- In a breakout space within the space of the cohort which the student is assigned.
- If the service cannot be provided within the space of cohort, the Director Pupil Services should be informed of the circumstance.

Academics

Special Education

Student Engagement in Full on Campus, Blended-Remote, and Remote Learning Plans

Student participation and engagement is the hallmark to student achievement and success and is a measure of the student's well-being. Conversely, repeated absences, lack of participation or engagement can be the result of a variety of barriers, predict the student / family's need for support and forecast the student's vulnerability, lack of success and poor achievement, whether in Full on Campus, Blended-Remote or Remote Learning Plan. For students with disabilities, repeated absences, lack of participation or engagement becomes an additional impediment to progress, as access to IEP supports and services is limited.

Should a student w/ IEP exhibit a pattern of non-participation or lack of engagement, any and all of the following measures will be implemented:

- Engage and support the parent / utilize multiple means
- Consult with or engage school pupil personnel staff (SW, Counselor Psychologist, BCBA) to identify barriers/ obstacles and provide supports and resources
- Hold a parent meeting
- Consult with or engage community supports, human services, state agencies
- Convene a PPT

Mask and face covering exceptions

- CDC has recommended face covering in public to avoid the spread of COVID-19. This recommendation applies broadly to all people older than 2 years, unless they have difficulty breathing or are incapacitated. At the present time, states, municipalities, and businesses can set their own standards in masking requirements.
- While mask and face covering use is a requirement for the school population, some of our staff and special education students may need to remove masks due to sensory or medical conditions.
- A medical provider should provide documentation to support this circumstance and include in a student's Medical Care Plan / Individual Health Care Plan.
- In addition, in order to provide appropriate IEP related services, services (example: SLP explicit articulation, MSW pragmatic language instruction), a mask may temporarily be removed.
- In either of these circumstances, sanitization protocols for materials, breaks for hand hygiene, utilizing portable plexiglass dividers, use of outdoor space, clear plastic shields, and maximum social distancing will be observed.

Academics

Special Education

Outplaced Special Education Students

- Somers Public Schools will survey parents / guardians of students who are outplaced in approved special education programs (ASEP) to determine if parents are satisfied with the ASEP Reopen plan.
- Students who are outplaced in ASEPs will continue to be supported by the ASEP reopen education plan, unless the parent is opting out.
- Should a parent opt out, a PPT will be convened to discuss and determine placement options.

Academics

English Learners (ELs)

CSDE Requirements

Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue

Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue.

Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.

Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.

Somers Public Schools Strategies

In Somers Public Schools, our ELL student population is small, however, we recognize that our ELL students continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Somers Public Schools will provide FAPE to our ELL students, consistent with the priority to protect the health and safety of our students, and plan for all possible learning situations (on-campus, blended, and full remote learning).

Academics

English Learners (ELs)

Our language instructional education programs consist of a range of services as indicated by the student's needs and determined by LAS Links. This can include bilingual education, English as a Second Language (ESL), sheltered instruction and others. When returning to school buildings, language instruction education programs must continue.

Our communication of our reopening and learning plans with parents and guardians that have limited proficiency in English will be in a language they understand as required by Title III of the Elementary and Secondary Education Act.

As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.

- Coordinate with Pupil Services to provide for ELs who are also identified as students with disabilities.
 - PPT / IEP to address supports for their EL needs, as well as supports for their disabilities.
 - During hybrid and remote learning plan, dually identified students must continue to receive these supports.

As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.

Family & Student Engagement

Family Support & Communication

CSDE Requirements

Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.

Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines.

Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.

Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.

Somers Public Schools Strategies

Somers Public Schools will continue to comply with all family engagement requirements

Updated communications will be sent to parents via Communication Plan facilitated by the Superintendent, Principals and/or Head Nurse

Website and social media will contain all information related to COVID-19 operations including BOE policies and reopening plans

See associated appendices.

References:

Appendix D: Somers Public Schools Communication Plan

Appendix F: Somers Board of Education Pandemic Operations Policy

Family & Student Engagement

Social-Emotional Learning & Mental Health

CSDE Requirements

Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged.

Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

Somers Public Schools Strategies

Staff participation in COVID-19 Experience Coping Groups

- Provide all staff with opportunities to participate in a COVID-19 Experience Coping Groups, based on the Riverside Trauma
- Psychological First Aid / Posttraumatic Stress Management Model (Riverside Trauma Center) adapted to the COVID Pandemic and Closure experience.
- Somers has a cohort of Pupil Services Personnel including counselors, psychologists, BCBA, nurses, and administrators trained as facilitators in this model who will facilitate Staff Coping Groups

Provide Professional Development Tier One SEL supports, strategies and interventions to develop SEL competencies in all instructional staff:

- Preparation to discuss the coronavirus, opening up the conversation and what is happening in their lives.
- Utilize trauma informed research based guidelines for talking with students. (Morningside Center for Teaching Social Responsibility, Columbia University)
- Planned welcoming activity for all students
- Understanding, identifying and responding to students impacted by unique COVID-19 related trauma
- Checking in with students when we first come together whether on campus or in a virtual space
- Followed up with regular check-ins throughout the coming weeks and months as this situation continues to unfold and impact our community
- Identify who is missing. Create a support system with our staff and students to reach out to those who were or are not able to connect using their laptops, tablets, or phones or snail mail.

References:

Appendix E: Somers Public Schools Reopening Professional Development Program

Family & Student Engagement

Social-Emotional Learning & Mental Health

Student engagement is the hallmark to student achievement and success and is a measure of the student's well-being. Conversely, repeated absences, lack of participation or engagement can be the result of a variety of barriers, predict the student/ family's need for support and forecast the student's vulnerability, lack of success and achievement.

Should a student exhibit a pattern of non-participation or lack of engagement, any and all of the following measures will be implemented:

- Engage and support the parent / utilize multiple means
- Engage school pupil personnel staff (Social Worker, Counselor Psychologist, BCBA)
- Hold a parent meeting
- Consult with or engage community supports, human services, state agencies
- Referral to MTSS, PPT, state agency.

SEL support in Tier I, II, III

Utilizing the implementation framework from Collaborative For Academic, Social, and Emotional Learning (CASEL), provide ongoing SEL support in Tier I, II, III (trauma informed, restorative practices)

- Maintain and increase staff competencies through ongoing SEL PD for Tier I delivered on early release days
- Identify and supplement the continuum of SEL throughout all grades (Second Step, Steps to Respect, middle and high school Advisory, Health Curriculum)
- MTSS referral and recommendation for Tier II & III supports from Somers Public Schools Clinical Pupil Personnel professionals

Supporting Families

Provide resources and supports to families on variety of issues (anxiety, mood change, coping in stressful times, how to have difficult conversations, behavioral challenges at home, student compliance with academic tasks, developing routines/schedules, accessing technology, using digital platforms, screen time, etc.) through multiple means (personal invitation and outreach, staff consultation and conferences, forums, posted free webinars, staff generated videos, staff, school and district communication, newsletters and webpages).

Somers Public Schools Support Network

Somers Public Schools resource available to all our school community during this challenging and uncertain period.

- Our pupil services staff is committed to helping families and their children through this difficult and uncertain time.
- Families and staff will have the opportunity to video chat with a Somers Public School pupil services professional (psychologists, social workers, counselors, behaviorist).

Family & Student Engagement

Social-Emotional Learning & Mental Health

- The signup and scheduling platform allows our parents to access a pupil services professional and schedule an appointment to discuss issues related to the adjustment of COVID 19 school closure (anxieties, mood change, coping in stressful times, how to have difficult conversations with your child, behavioral challenges at home, student compliance with academic tasks, developing routines/schedules, etc.).

Mandated Reporters Professional Development

- To identify issues related to abuse and neglect in the context of the pandemic, additional training will supplement our required annual mandated reporters training.
- Facilitated by Pupil Personnel clinical staff in the context of trauma recognition.

Family & Student Engagement

After School Programming

CSDE Requirements

Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing.

Somers Public Schools Strategies

After school clubs will be limited to 10 students and follow all established COVID-19 protocols.

The Superintendent will cancel or modify extracurricular activities in response to the community health situation.

Students participating in extracurricular activities will have to sign a COVID-19 waiver.

After school clubs should meet outside or in larger classrooms to promote social distancing.

All non-school group use of the facilities is suspended indefinitely.

All extracurricular activities must adhere to all protocols contained within this plan as well as relevant Board of Education Policies.

Before and After School Programming at SES (BASES)

The Somers Parks and Recreation Department will hold before and after school programming within Somers Elementary School.

- The Recreation Department will utilize portions of the cafeteria and gymnasium as well as outdoor facilities.
- BASES will adhere to the Somers Public Schools protocols regarding COVID
- If in remote blended - BASES will only serve the cohort of students who are in attendance on the given day.
- BASES staff will sanitize, provide cleaning products and ensure the spaces they utilize are cleaned after usage.

Career & Technical Education

CSDE Requirements

Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.

Somers Public Schools Strategies

All students in our Technology Education, Foods and Business classes will be trained in all safety processes and procedures.

Disinfectant wipes will be near the equipment along with a small trash receptacle. All equipment used during the class will be wiped down at the end of the period. All wipes will be disposed of in the trash receptacle.

Any shared equipment will be logged by each student prior to use. The teacher will keep this log book located in the classroom for easy access by students.

Plexiglas dividers will be installed in Technology Education classrooms where appropriate.

Students in tech classes that share equipment will be required to wear gloves. Students will be required to bring their own gloves to class. These will not be provided by the school.

Food service classes will have limited access to the kitchen appliances. When equipment is shared, the same procedures will apply for students taking other tech-ed classes. Shared tools will be logged, Gloves will be required and supplied by the student.

Food will not be sold to students, staff, or the general public. No payment transactions will be necessary.

Staffing & Personnel

Certification and Personnel Planning

CSDE Requirements

Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic.

Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.

Somers Public Schools Strategies

The Board of Education will comply with all state and federal leave acts including but not limited to:

- Families First Coronavirus Act (FFCRA)
- Emergency Paid Sick Leave Act (EPSLA)
- Emergency Family and Medical Leave Expansion Act (EFMLEA)
- Family Medical Leave Act (FMLA)
- Americans with Disabilities Act (ADA)
- United States Equal Employment Opportunities Commission guidance (EEOC)

All employees should review the District's policies on leave (including family and medical leave) and notices/postings regarding leave that may be available under the Families First Coronavirus Response Act. Employees should contact the Business Manager should they have any questions or to request such leave.

The Central Office will engage all staff to determine needs, contractual obligations, and other supports.

- Enter into mid-term negotiations with the Somers Education Association (SEA) to determine impact
- Survey staff on employment status
- Survey substitutes to determine roster

Staffing & Personnel

Professional Development

CSDE Requirements

Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data.

Somers Public Schools Strategies

Professional development will be provided to all staff at the beginning of the school year around the following COVID-19 topics:

- Social distancing,
- Frequent hand washing and use of hand sanitizer,
- Use of face coverings that completely covers the nose and mouth,
- Respiratory and cough etiquette, and
- Enhanced cleaning/disinfection of surfaces. and
- Updated district policies and protocols.

References:

Appendix E: Somers Public Schools Reopening Professional Development Program

Appendix A

On-Campus Plan: Arrival & Dismissal

Somers Elementary School

Arrival by car: Designated entry point drop-off per grade level by car. Pre-K students will be dropped off at the Kindergarten Playground entrance. Cars will move through the parking lot, students will exit their car and school staff will escort them into the building. Students in Grades K-5 will be dropped off in the side parking lot (4th and 5th grade wing). They will exit the car and be brought to the gym to wait with designated staff members. All students will be brought to grade level staggered by group in a socially distanced manner.

Arrival by bus: Buses will unload systematically by order of arrival- Grades Pre- K-1 will enter at the Pre-K-1 entrance, Grades 2-3 will enter at the main entrance and Grades 4-5 will enter at the grade 4-5 entry. Students will exit each bus and be monitored by bus duty staff and administration, teachers and paraeducators. All students will sanitize upon entry to school.

All students that are arriving to school as a late arrival will enter the building through the main entrance. Once in the building, students will sanitize. The classroom will be notified and the student will walk to the classroom with an adult to monitor for social distancing.

Dismissal by Car: Students will be dismissed to the gymnasium by grade level in waves. Once at the gymnasium they will assemble with siblings in a socially distanced manner. Students will be called to the cars as they arrive in order. Pods of 4 cars will be dismissed at once. The school will implement the use of a dismissal manager program to aid in the process.

Dismissal by Bus: Students will assemble by grade to exit the building in waves as their buses are called. The students will assemble in designated grade level hallways. Buses will be called in waves of 2-3 buses at a time dependent on student numbers. Designated staff will escort students to each bus.

Mabelle B. Avery Middle School

Bus arrival to School: Buses will be dismissed one at a time. Students will enter from the buses through grade-level entries and minimize the amount of crossover between grade levels. 6th graders will use the main entrance, 7th graders will use the entrance near the counseling office, and 8th graders will use the entrance near the shed.

Drop-off arrival to school: Students who carpool together will be released in the downstairs front entrance. 6th and 7th graders will utilize the main entrance and access their classrooms via the main stairwell. 8th graders will utilize the gymnasium entrance and access their classrooms through the round stairwell.

Dismissal from School: Dismissal will be staggered to prevent all students from entering the hallways at one time. This will be done by classroom waves. Students taking the bus will exit through the same grade-level doors assigned at entry. Students who are carpooling will exit using the same grade-level doors assigned at entry.

Appendix A

On-Campus Plan: Arrival & Dismissal

Somers High School

Arrival:

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.

All students should sanitize hands upon entering the school.

Dismissal:

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).

Additionally, 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.

Appendix A

On-Campus Plan: Attendance

Somers Elementary School

Attendance will be taken daily by the classroom teacher via PowerSchool. Those students who are considered tardy or absent will be marked as late/absent via PowerSchool.

Parents/guardians who need to sign their child out of school early should provide a note to the school in advance of the dismissal. Teachers will communicate via Google Doc to the office regarding those students who will be an early dismissal. Student notes to the office will be communicated via Google Doc.

Parents that drop their child off late will ring the buzzer- Greeter will check reason for visit, student will sanitize and enter school. Greeter will call the classroom to make the teacher/classroom staff aware of entry.

School team will meet weekly to discuss attendance patterns/devise the communication plan dependent on pattern/family circumstance.

Mabelle B. Avery Middle School

Attendance will be captured in PowerSchool by the first period teacher. First period will serve as the homeroom period during the time of COVID restriction. As students arrive at school late, get dismissed early, or return to school after being dismissed, the time in school will be captured in the first period block.

Students who are absent for half of the school day are considered absent for the day.

Typical truancy and chronic absenteeism protocols will be followed.

Parents/guardians who need to sign their child into school late will communicate through the intercom system at the front door the reason for the tardiness. Only the child will be permitted to enter the school building.

Parents/guardians who need to sign their child out of school early should provide a note to the school in advance of the dismissal. The note should be provided to the Greeter as well as the Main Office. The student will be given a pass and will be dismissed once the parent shows identification through the intercom camera.

Somers High School

Teachers enter their attendance into PowerSchool during first and second periods.

During period 2, the attendance secretary runs an absence report and checks against the late arrival roster for the day to verify who is absent.

Appendix A

On-Campus Plan: Attendance

For those students who have been absent 2 periods in a row, the attendance clerk sets those families up to receive a robocall to report to the family that the student will be marked absent and to request that the parent contact the office to report the reason for the absence.

If the student arrives by 10:58 (and therefore, per state guidelines, will be in school for a half day), the attendance secretary corrects attendance entry in PowerSchool (Period 10 Daily Attendance).

For students with late arrival (*this will vary by the day because of the rotating morning schedule.*) Students who have a late arrival (no class during first, or first and second periods) must sign in at the Main Office upon arrival to school. The attendance secretary enters the student as present in Period 10 (Daily Attendance column) in PowerSchool.

Appendix A

On-Campus Plan: Communications

District Wide:

The 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.

When concerns exist regarding individual students, teachers will work with their grade level teams to determine if it is a concern isolated to one class or if it is more widespread. From there, the designated staff member will communicate with the School Counselor, School Social Worker, School Psychologist, School Nurse, School Administrator, Special Education/504 Case Manager, or parent/guardian as necessary.

Additional communication will occur through the PowerSchool Parent Portal, emails from and phone calls from teachers and staff members. Teachers will be encouraged to make “good news” phone calls in addition to communications that express concerns or problems.

Appendix A

On-Campus Plan: Delivery of Instruction

District-Wide

Pre-tests and screeners may need to be administered to provide baseline information to the teachers. These tests may need to be administered in an earlier timeline than is typical to help teachers plan instruction.

On days where the weather is pleasant, teachers will be encouraged to teach outside. Teachers should carefully consider allergies when deciding to take a class outside and consult with the nurse before doing so. The number of classes outside should be carefully monitored for safety and security reasons. In the event that the school needs to be evacuated, secured, or locked down, staff and students need to know how to respond and need to be able to do so in an expedient manner.

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.

Classrooms will be arranged to provide the maximum amount of social distancing possible for each classroom of students. Classrooms will function with a goal of achieving 6 feet of social distancing.

In hands-on classes, gloves or one-to-one materials will be provided. Additionally, for materials that must be shared, sanitation will occur between use. Students will have access to sanitizing wipes to support this practice. Science classes may rely on virtual labs and demonstrations rather than hands-on lab experiences during the time of COVID restrictions.

Physical Education classes will be held outside whenever possible. The guidance for PE teachers will help staff design appropriate units of study that limit contact and sharing of equipment. In cases where equipment is shared between classes, it will be wiped between use. Whenever possible, mindfulness activities, yoga, calisthenics, stretching, jogging, and other individualized activities will be required over more high-risk activities.

Somers Elementary School

Students will be placed within grade level classrooms. Student class size will be based upon available sections per grade level (5-6 grade level classrooms). Core subject areas will be taught to students by the classroom teacher within each classroom. Early Start Pre-K will continue to operate on an AM/PM schedule, Smart Start Pre-K will operate within the normal school hours (full day unless otherwise noted).

Students will attend specials via their individual classroom cohort. Specials will include Art Design, Art History, Applications of Music, Music History, Media/Technology and Physical Education. In cases where equipment is shared between classes, it will be wiped between use. Whenever possible, mindfulness activities, yoga, calisthenics, stretching activities will be utilized during PE.

Appendix A

On-Campus Plan: Delivery of Instruction

Students will have an individualized/ personalized in- school “supply bag.” This bag will house school related supplies such as pencils, crayons, erasers, markers etc. The supply bag will travel with the student to specials.

Social Emotional Learning. The COVID-19 pandemic has created a state of trauma for many students. Social-Emotional learning will take a higher level of priority as we move through the 2020-2021 school year. In light of this, classroom lessons will be developed for every week and will be supported with the Second Step curriculum as frequently as possible. The goal of class lessons will be to support the students’ social and emotional growth and to allow for students to build and maintain relationships with students and school staff.

Mabelle B. Avery Middle School

Students will be assigned their classes based on the course registration requests from last year. Classes will be balanced as best as possible based on the size of each grouping as well as the A-J/K-Z split in the event we need to transition to a Blended Learning Plan.

Students will pass from one class to the next with an extended passing time allowing for this process to take place in stages. Roughly one-third of the population will be in the hallway at any one given time helping to support social distancing guidelines.

Chorus will be relocated to the Gymnasium.

The bell schedule will be adjusted to increase passing time and to shorten lunch eating time. Students will not need to stand in line for lunch and will be able to complete that activity in a faster time frame. This time removed will then be allocated to disinfecting the lunch spaces between lunch time.

Performance-based music classes require 12-feet of separation. MBA does not have a physical space large enough to accommodate this requirement. During the time of COVID restrictions that call for 12-feet of social distancing, Band classes will be converted into General Music classes with a primary focus on instrumental music, sheet music reading, and music appreciation. Chorus classes will need to be moved into the gymnasium to accommodate the number of student performers and required space.

The partition in the gymnasium will be closed for all periods except 5th when it needs to be open for the larger Chorus cohort. The second half of the gymnasium will be available to Physical Education classes in the event inclement weather draws them inside. Physical Education classes may also have access to the Library by appointment which may help support yoga and other mindfulness activities.

Appendix A

On-Campus Plan: Delivery of Instruction

Somers High School

All classes will be taught as normal. Classroom size will be kept to a level to facilitate social distancing. Gym classes will utilize the outdoor spaces as weather permits. Band students will use the Auditorium and Chorus/Choir classes will use the band room. Band classes may also use the gym or cafeteria provided they are not being used by gym classes or study halls.

Many elective classes will be removed from the schedule so that teachers will be able to teach in the core areas thus reducing class sizes. In order to accomplish this, credit requirements for all students will be reduced for the 2020-21 school year.

Freshman and sophomores will only be required to carry 6 credits instead of the required 6.5. Juniors will be required to carry a minimum of 6 credits instead of the required 6.75. Seniors can carry a minimum of 4.5 credits instead of the required 6.75. This will also allow more students to apply for late in/early out privileges which helps with social distancing. For the 2020-21 school year, 9th and 10th graders will be allowed to apply for late-in/early-out privileges.

Appendix A

On-Campus Plan: Grading

Somers Elementary School

Standards based grading will be utilized within each grade level. Somers Elementary School standards-based reporting system has been designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Connecticut Department of Education. A standards-based report lists the state standard as well as a description of what specific skills or content students should know and demonstrate by the end of that specific grade level. (curriculum, instruction and assessment.)

Mabelle B. Avery Middle School

Traditional grading will be utilized for students reporting to the school building during this time of COVID-19 restriction. Grades will be communicated to parents through the PowerSchool Parent Portal and regular progress reports and report cards will be sent home electronically.

Traditional quarters will be utilized for core classes that meet every day throughout the entire school year while trimesters will be utilized for Unified Arts classes. Quarter one will be lengthened by two weeks to allow for a smooth transition back into in-person learning and remediation of lost skills over the last five months.

Somers High School

Traditional grading will be utilized for students reporting to the school building during this time of COVID-19 restriction. Grades will be communicated to parents through the PowerSchool Parent Portal and regular progress reports and report cards will be sent home electronically.

Traditional quarters will be utilized for core classes that meet every day throughout the entire school year.

Appendix A

On-Campus Plan: Operations

District-Wide

Classrooms will be arranged to provide the maximum amount of social distancing possible for each classroom of students. Classrooms will function with a goal of achieving 6 feet of social distancing.

Tape will be placed to block off the center third of each hallway and provide flow arrows of the expectation for passage in the hallways. This will improve the distancing students have in the hallways when passing.

Masks must be worn by staff and students at all times (some exceptions may apply.)

Students will have access to sanitizing wipes, hand sanitizer, and gloves (as needed.)

Somers Elementary School

Recess: Classroom teachers will accompany students to designated recess locations daily. Classrooms will continue to attend and participate in recess with their cohort of students. Recess playgrounds will have designated areas for specific classrooms to utilize. Recess playscapes will be sanitized in accordance with CDC/State of Connecticut guidelines. Students and teachers will adhere to sanitation guidelines upon re-entry to school.

Lunch: Lunch will be provided in bag-lunch fashion. Lunches will be ordered within classrooms upon entry to school. Lunch services will be delivered to the students in designated areas within the school. Students will be spaced 6 feet apart and class will be assigned to a specific location. With the SES plan, there will be roughly more than 105 students eating on a lunch wave. At six feet apart, the cafeteria can accommodate 58 students at capacity. At six feet apart, the Gymnasium can accommodate 96 people. At six feet apart, the Media Center can accommodate 36 students. Additional time between lunch waves will allow for the custodial staff to disinfect each eating space. Rectangle tables will be moved to the Gymnasium where they can be moved as needed.

Lunches for students with free-reduced lunch status will be provided ahead of time for the at-home learning day.

Mabelle B. Avery Middle School

Lunch: Lunch will be provided in bag-lunch fashion and will be delivered to the appropriate location for student pick-up. Lunch service will take place in the cafeteria and Gymnasium. Students will be spaced 6 feet apart and class will be assigned to a specific location. At six feet apart, the cafeteria can accommodate 66 students at capacity. With the MBA plan, there will be roughly more than 50 students. At six feet apart, the Gymnasium can accommodate 75 people. With the MBA plan, there will be roughly 60. Additional time between lunch waves will allow for the custodial staff to disinfect each eating space. Traditional tables will fashion the cafeteria eating spaces to help expedite the sanitation needs and support distancing.

Appendix A

On-Campus Plan: Operations

The cafeteria tables will be moved to the Gymnasium where they can be quickly set up and removed as necessary

Lockers/Locker Room:

Lockers and locker rooms will be closed during the period of COVID-19 restrictions. The closing of lockers in the hallways will allow for greater space in the halls for passage.

Somers High School

Lunch: Lunch will be provided in bag-lunch fashion and will be preordered by students using a Google Form. This form will then be given to the cafeteria so that they may prepare the bagged lunches prior to the students coming to the cafeteria. Students will be socially distant when retrieving their lunch. They will sit inside the main area, outside at the picnic tables, outside under the tent, the senior seating section of the cafeteria, the gym or the teacher's lounge area. All lunch waves will be monitored by staff.

The bell schedule will be adjusted to shorten lunch eating time as students will not need to stand in line for lunch and will be able to complete that activity in a faster time-frame. This time removed will then be allocated to disinfecting the lunch spaces between lunch time.

Lockers/Locker Room: Lockers and locker rooms will be closed during the period of COVID-19 restrictions. The closing of lockers in the hallways will allow for greater space in the halls for passage.

Appendix A

Temporarily Choosing Not to Participate

Students not participating in On-Campus Learning have the option of enrolling in the Remote Learning Plan. Instruction will be delivered via live instruction facilitated by a Somers Public School Teacher or an online school platform such as Edmentum. All inquiries and enrollment should be directed to

Dina Senecal
Director of Curriculum, Instruction & Assessment
dina.senecal@somers.k12.ct.us

Attendance

Attendance will be taken on a weekly basis (every Friday at 2:00pm) providing students with flexible time to complete their work. Evidence of attempts at engaging with instruction or in work completion for a class will serve as evidence of attendance.

If evidence of attendance is apparent, then the student will be marked present for class. If there is no evidence of attendance, the student will be marked as absent for that class.

Communication

Parents/guardians of students who choose not to participate in the return to school must communicate this with the Curriculum Office no later than August 3, 2020.

Parents/guardians of students who want to return to school from the opt-out program, must notify the Curriculum Office at least one week prior to re-entering. (5 school days)

For students in grades 6-12, we ask parents and guardians to adhere to the term dates set by each building when enrolling and unenrolling from the opt out program.

The superintendent will be the primary district-wide communication liaison to stakeholders.

The school principal will be the primary contact/communicator for the school-based dissemination of information. The communication to parents will be on a weekly (or) as needed basis via School Messenger.

Other Contacts

Technology:
Mr. Rob Wilson
Directory of Technology and Information Svcs.
rob.wilson@somers.k12.ct.us

Special Education & 504:
Dr. Denise Messina
Director of Pupil Services
denise.messina@somers.k12.ct.us

Appendix A

Temporarily Choosing Not to Participate

Delivery of Instruction

Somers Elementary School

Teachers will deliver grade level curricular assignments through the use of SeeSaw as a digital learning platform. Students and parents can access this application through the use of a smartphone, iPad or Chromebook.

Teachers will provide synchronous instruction each day from 9:00-12:00 (individual subject areas/times will vary by grade level/content area). Teachers will be available each Monday, Wednesday, and Friday to provide extension/remediation/academic support/content specific subjects (Art, PE, Music) from 1:00-3:00.

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.

Teachers will hold weekly “in person” class meetings via ZOOM or Google Meet to focus on fostering “face to face” student to teacher and student to student communication. These class meetings will serve as checkpoints for teachers to ensure students are accessing technology and assignments as well as to check in on their students social emotional well-being. These meetings will allow students to interact with classmates and their teacher.

Teachers will offer daily whole class and or small group “live instruction” of new materials. Additionally, they will schedule “office hours” for students/parents who are in need of additional support.

Teachers will be available to answer questions between 12:00-3:00 on Mondays, Wednesdays & Fridays. Tuesday and Thursday afternoons teachers will not be available to students as their afternoons will be used for prep, collaboration and meetings.

Mabelle B. Avery & Somers High School

Somers Public Schools will provide a fully digital on-line learning platform for students in grades 6-12 who choose not to participate in the return to school. Further, the district will provide devices, as needed, to students so they may access the digital learning platform.

Appendix A

Temporarily Choosing Not to Participate

Grading

Somers Elementary School

Standards based grading will be utilized within each grade level. Somers Elementary School standards-based reporting system has been designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Connecticut Department of Education. A standards-based report lists the state standard as well as a description of what specific skills or content students should know and demonstrate by the end of that specific grade level. (curriculum, instruction and assessment)

Students who are struggling with this learning model because of individual circumstances may be scored with an Incomplete grade for the quarter based on their performance. This OO-I grading notation will serve as an indicator to the receiving teacher that there were struggles during opt-out learning and the student may need additional remediation once fully returned to school.

Mabelle B. Avery Middle School

Traditional grades will be issued through PowerSchool on progress reports and report cards.

Students who are struggling with this learning model because of individual circumstances may be scored with an Incomplete grade for the quarter based on their performance. This OO-I grading notation will serve as an indicator to the receiving teacher that there were struggles during opt-out learning and the student may need additional remediation once fully returned to school.

Somers High School

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 struggling with this learning model because of individual circumstances may be scored with an Incomplete grade for the quarter based on their performance. This OO-I grading notation will serve as an indicator to the receiving teacher that there were struggles during opt-out learning and the student may need additional remediation once fully returned to school.

Appendix A

Temporarily Choosing Not to Participate

Lunch

Lunch will be provided through a Grab-and-Go pick-up model for all students requiring free-reduced lunches.

On Monday and Wednesday, students will receive breakfast and lunch for two days.

On Friday, students will receive breakfast and lunch for that day only.
No distribution of food on Tuesday, Thursday, or the weekend. We plan on continuing this distribution as long as the need arises, or we are otherwise directed.

For us to get a good count and not waste food, please visit the link below if your family would like to participate.

The Grab and Go Sign Up Link is Below:

https://docs.google.com/forms/d/e/1FAIpQLSegpa00msg3P2SuZlEmAd1nFg59-dKeA_W-TpWbGI_WKdSxIg/viewform?usp=sf_link

Appendix B

Blended Learning Plan: Arrival and Dismissal Procedures

Somers Elementary School

Arrival by car: Designated entry point drop off per grade level by car. Pre-K students will be dropped off at the Kindergarten Playground entrance. Cars will move through the parking lot, students will exit their car and school staff will escort them into the building. Students in Grades K-5 will be dropped off in the side parking lot (4th and 5th grade wing). They will exit the car and be brought to the gym to wait with designated staff members. All students will be brought to grade level staggered by group in a socially distanced manner.

Arrival by bus: Buses will unload systematically by order of arrival- Grades Pre- K-1 will enter at the Pre-K-1 entrance, Grades 2-3 will enter at the main entrance and Grades 4-5 will enter at the grade 4-5 entry. Students will exit each bus and be monitored by bus duty staff and administration, teachers and paraeducators. All students will sanitize upon entry to school.

All students that are arriving to school as a late arrival will enter the building through the main entrance. Once in the building, students will sanitize. The classroom will be notified and the student will walk to the classroom with an adult to monitor for social distancing.

Dismissal by Car: Students will be dismissed to the gymnasium by grade level in waves. Once at the gymnasium they will assemble with siblings in a socially distanced manner. Students will be called to the cars as they arrive in order. Pods of 4 cars will be dismissed at once. The school will implement the use of a dismissal manager program to aid in the process.

Dismissal by Bus: Students will assemble by grade to exit the building in waves as their buses are called. The students will assemble in designated grade level hallways within 4 feet of each other. Buses will be called in waves of 3- 4 buses at a time. Designated staff will escort students to each bus.

Mabelle B. Avery Middle School

Arrival: Buses will be dismissed one at a time. Students will enter from the buses through grade-level entries and minimize the amount of crossover between grade levels. Students who carpool together will be released in the downstairs front entrance. 6th and 7th graders will utilize the main entrance and access their classrooms via the main stairwell. 8th graders will utilize the gymnasium entrance and access their classrooms through the round stairwell.

Dismissal: Dismissal will be staggered to prevent all students from entering the hallways at one time. This will be done by classroom waves. Students taking the bus will exit through the same grade-level doors assigned at entry. Students who are carpooling will exit using the same grade-level doors assigned at entry.

Appendix B

Blended Learning Plan: Arrival and Dismissal Procedures

Somers High School

Arrival: Students will enter the building through 1 of 2 entrances. The main entrance will be for student drop-offs and busses. 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.

Dismissal: 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).

Additionally, 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.

Appendix B

Blended Learning Plan: Attendance

Somers Elementary School

Attendance will be taken daily by the classroom teacher via PowerSchool for those students in attendance based upon cohort. Those students who are considered tardy or absent will be marked as late/absent via PowerSchool. Students who are remote learning will be provided asynchronous learning assignments. Students will receive assignments to complete. When not on campus, in order to be considered “in attendance”, students will complete assignments in the designated time frame depending on grade level expectations set forth by the grade level.

Parents/guardians who need to sign their child out of school early should provide a note to the school in advance of the dismissal. Teachers will communicate via Google Doc to the office regarding those students who will be an early dismissal. Student/Parent notes to the office will be communicated via Google Doc.

Parents that drop their child off late will ring the buzzer- Greeter will check reason for visit, student will sanitize and enter school. Greeter will call the classroom to make the teacher/classroom staff aware of entry.

School team will meet weekly to discuss attendance patterns/devise the communication plan dependent on pattern/family circumstance.

Mabelle B. Avery Middle School

Attendance will be tracked in each period in PowerSchool over the course of the day. Meeting attendance will show in PowerSchool an individual student’s level of attendance to each period (Meeting Attendance).

Teachers will track the attendance of students participating in their at-home learning day. This will be tracked by the work that gets returned to the teacher on the following in-person day. Despite the level of correctness of the work, if an attempt at the work is made by the student, they will be counted as present for the period of instruction. The attendance will be entered in on the next in-person learning day. If a student did not participate in the at-home learning experience, then they will be considered absent from that learning period.

Students who are absent for half of the school day are considered absent for the day.

Typical truancy and chronic absenteeism protocols will be followed.

Parents/guardians who need to sign their child into school late will communicate through the intercom system at the front door the reason for the tardiness. Only the child will be permitted to enter the school building.

Parents/guardians who need to sign their child out of school early should provide a note to the school in advance of the dismissal. The note should be provided to the Greeter as well as the

Appendix B

Blended Learning Plan: Attendance

Main Office. The student will be given a pass and will be dismissed once the parent shows identification through the intercom camera at the front door.

Somers High School

On days students are in school, attendance is calculated during the second period of the day (as would be done on a normal full time return to school).

To report attendance for distance learning days, students must submit work from the lesson of the day before on the next day they are present (in person) in class. (For attendance purposes, it is important to note that this assignment will be counted toward attendance based on completion, rather than accuracy. This does not preclude the teacher, however, from also entering a score based on accuracy as a classwork / assessment grade in the gradebook, to promote engagement in at-home distance learning opportunities.)

Appendix B

Blended Learning Plan: Communications

District-Wide

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.

Student-Teacher Concerns: The designated staff member will communicate with the School Counselor, School Social Worker, School Psychologist, School Nurse, School Administrator, Special Education/504 Case Manager, or parent/guardian as necessary.

Additional communication will occur through the PowerSchool Parent Portal, emails from and phone calls from teachers and staff members.

Learning Platforms

- Somers Elementary School (grades K-5) is SeeSaw.
- Mabelle B. Avery & Somers High School are Google Classroom and/or Showbie.
- Somers Public School District (grades K-12) utilizes Zoom for live instruction.

Appendix B

Blended Learning Plan: Delivery of Instruction

District-Wide

Somers Public Schools will function on an A/B schedule where students will experience 50% in-person learning and 50% remote learning. Students in Group A will attend on Mondays and Thursdays while students in Group B will attend on Tuesdays and Fridays. Wednesdays will alternate between the two groups. This will help make child care needs as consistent as possible but will also allow for a 50% split of in-person learning time over the course of two weeks. On days when there is a three or four-day week, the weekly schedule will be adjusted to maintain equity.

The full-return class model will be maintained; however, students will be further divided into the Group A (last names A-J) and Group B (last names K-Z) split. Students across the district who live in the same domicile but have different last names will be placed in the same cohort to assist with childcare and logistical needs. Students in the Choice Program will be assigned to Group A to assist with consistent transportation from the district to their hometown.

Pre-tests and screeners may need to be administered to provide baseline information to the teachers. These tests may need to be administered in an earlier timeline than is typical to help teachers plan instruction.

On days where the weather is pleasant, teachers will be encouraged to teach outside. Teachers should carefully consider allergies when deciding to take a class outside and consult with the nurse before doing so. The number of classes outside should be carefully monitored for safety and security reasons. In the event that the school needs to be evacuated, secured, or locked down, staff and students need to know how to respond and need to be able to do so in an expedient manner.

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.

Classrooms will be arranged to provide the maximum amount of social distancing possible for each classroom of students. Classrooms will function with a goal of achieving 6 feet of social distancing.

In hands-on classes, gloves or one-to-one materials will be provided. Additionally, for materials that must be shared, sanitation will occur between use. Students will have access to sanitizing wipes to support this practice. Science classes may rely on virtual labs and demonstrations rather than hands-on lab experiences during the time of COVID-19 restrictions.

Physical Education classes will be held outside whenever possible. The guidance for PE teachers will help staff design appropriate units of study that limit contact and sharing of equipment. In cases where equipment is shared between classes, it will be wiped between use. Whenever possible, mindfulness activities, yoga, calisthenics, stretching, jogging, and other individualized activities will be required over more high-risk activities.

Appendix B

Blended Learning Plan: Delivery of Instruction

Somers Elementary School

Teachers will plan instruction in a two-day chunk serving as one instructional period of time. On the in-person day, the direct instruction will be delivered. On the at-home day, teachers will have prepared at-home learning opportunities in which students will be expected to engage. These should be both virtual and paper-based learning opportunities that students can complete independent from the live coaching from their teachers but should be a continuation of the content that was instructed on the day before. It is expected that the work assigned for at-home learning opportunities are engaging and essential to the progression of the curriculum.

Students will be able to connect from home to their educational materials primarily through SeeSaw. There will be no live contact between students and teachers when students are at home during the hybrid model. Teachers will explain the at-home learning expectations to the students when they are in-person the previous school day.

Appendix B

Blended Learning Plan: Delivery of Instruction

Social Emotional Learning

The COVID-19 pandemic has created a state of trauma for many students. Social-Emotional learning will take a higher level of priority as we move through the 2020-2021 school year. In light of this, Advisory lessons will be developed for every two weeks and will be supported with the Second Step curriculum as frequently as possible. The goal of Advisory will be to support the students' social and emotional growth, promote the school-wide theme for the year of building a culture of balance, set goals for achieving personal growth, and building connections with an adult in the building other than a member of the Student Support Team.

Mabelle B. Avery Middle School

Teachers will plan instruction in a two-day chunk serving as one instructional period of time. On the in-person day, the direct instruction will be delivered. On the at-home day, teachers will have prepared at-home learning opportunities in which students will be expected to engage. These should be both virtual and paper-based learning opportunities that students can complete independent from the live coaching from their teachers but should be a continuation of the content that was instructed on the day before. It is expected that the work assigned for at-home learning opportunities are engaging and essential to the progression of the curriculum.

Students will be able to connect from home to their educational materials through a variety of methods. Primarily, students will utilize the grade-level blogs that describe the assignments for the day as well as individual class platforms such as Google Classroom and Showbie to present the materials from which students will work. Platforms such as ScreenCastify will help deliver direct instruction as teachers need. There will be no live contact between students and teachers when students are at home during the hybrid model. Teachers will explain the at-home learning expectations to the students when they are in-person the previous school day.

On Wednesdays, Advisory lessons will be delivered on an Advisory schedule. All classes will meet following Advisory instruction. Advisory lessons will focus on social-emotional learning targets and will be supported with Second Step social-emotional programming.

Chorus will be relocated to the Gymnasium.

The bell schedule will be adjusted to increase passing time and to shorten lunch eating time. Students will not need to stand in line for lunch and will be able to complete that activity in a faster time frame. This time removed will then be allocated to disinfecting the lunch spaces between lunch time.

Performing Arts classes (Band and Chorus) will be re-evaluated based on the smaller class size to see if performing under the safety guidelines from the State is possible. If it is not possible, then Chorus will continue as in the full re-entry model and Band will remain suspended while a General Music class is provided.

Appendix B

Blended Learning Plan: Delivery of Instruction

The partition in the gymnasium will be closed for all periods. The second half of the gymnasium will be available to Physical Education classes in the event inclement weather draws them inside. Physical Education classes may also have access to the Library by appointment which may help support yoga and other mindfulness activities.

Social Emotional Learning

Due to the elevated level of trauma that many of our students are experiencing, social-emotional learning will be prioritized during the 2020-21 school year. A school-wide advisory curriculum that is centered on social-emotional well-being will be implemented on a bi-weekly basis. Advisory lessons will promote social-emotional well-being by establishing a level of school spirit and community, cultivating executive functioning skills, familiarizing students with mindfulness practices, and developing relationships with grade-level peers and an adult in the building.

Somers High School

SHS will function on an A/B schedule where students will experience 50% in-person learning and 50% remote learning. Students whose last name begins with A-J (Group A) will attend on Mondays and Thursdays while students whose last name begins with K-Z (Group B) will attend on Tuesdays and Fridays. Wednesdays will alternate between the two groups. This will help make child care needs as consistent as possible but will also allow for a 50% split of in-person learning time over the course of two weeks. On days when there is a three or four-day week, the weekly schedule will be adjusted to maintain equity.

Teachers will plan instruction in a two-day chunk serving as one instructional period of time. On the in-person day, the direct instruction will be delivered. On the at-home day, teachers will have prepared at-home learning opportunities in which students will be expected to engage. These should be both virtual and paper-based learning opportunities that students can complete independent from the live coaching from their teachers but should be a continuation of the content that was instructed on the day before. It is expected that the work assigned for at-home learning opportunities are engaging and essential to the progression of the curriculum.

Students will be able to connect from home to their educational materials through a variety of methods. Primarily, through google classroom. Platforms such as Google Classroom and ScreenCastify will help deliver direct instruction as teachers need. There will be no live contact between students and teachers when students are at home during the hybrid model. Teachers will explain the at-home learning expectations to the students when they are in-person the previous school day.

Science classes will rely on virtual labs and demonstrations rather than hands-on lab experiences during the time of COVID-19 restrictions.

Appendix B

Blended Learning Plan: Delivery of Instruction

Social Emotional Learning

Due to the elevated level of trauma that many of our students are experiencing, social-emotional learning will be prioritized during the 2020-21 school year. A school-wide advisory curriculum that is centered on social-emotional well-being will be implemented on a bi-weekly basis.

Advisory lessons will promote social-emotional well-being by establishing a level of school spirit and community, cultivating executive functioning skills, familiarizing students with mindfulness practices, and developing relationships with grade-level peers and an adult in the building.

Mandated Reporting

Professional development to identify issues related to abuse and neglect in the context of the pandemic, additional training will supplement our required annual mandated reporters training (Online DCF).

Professional development will be facilitated by Pupil Personnel clinical staff in the context of trauma recognition and EMPS and Review of 211/ EMPS option and protocol.

The EMPS service is available across child welfare, juvenile justice, prevention and behavioral health systems.

Emergency mobile psychiatric services (EMPS) deliver a range of crisis response and crisis stabilization services to children, youth, their families and caregivers including children residing in relative, adoptive and foster care homes.

For children currently involved in clinical treatment, the EMPS first assesses the capability of that clinical service to handle the intervention.

Emergency services including mobile response; psychiatric assessment; medication consultation, assessment, and short-term medication management; behavioral management services; substance abuse screening and referral to traditional and non-traditional services for any family with a child in crisis.

Appendix B

Blended Learning Plan: Grading

Somers Elementary School

Standards based grading will be utilized within each grade level. Somers Elementary School standards-based reporting system has been designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Connecticut Department of Education. A standards-based report lists the state standard as well as a description of what specific skills or content students should know and demonstrate by the end of that specific grade level. (curriculum, instruction and assessment)

Mabelle B. Avery Middle School

Traditional grading will be utilized for students reporting to the school building during this time of COVID-19 restriction. Grades will be communicated to parents through the PowerSchool Parent Portal and regular progress reports and report cards will be sent home electronically.

Traditional quarters will be utilized for core classes that meet every day throughout the entire school year while trimesters will be utilized for Unified Arts classes. Quarter one will be adjusted to include two additional weeks to help students transition back to in-person learning and to remediate lost skills that are required for progressing with this year's curriculum. Trimesters will remain equal through the school year.

Somers High School

Somers High School traditional grading will be utilized for students in the On-Campus Learning Plan. Grades will be communicated to parents through the PowerSchool Parent Portal and regular progress reports and report cards will be sent home electronically.

The first quarter will be adjusted to include two additional weeks to help students transition back to in-person learning and provide remedial instruction where needed. Trimesters will remain equal throughout the school year.

Appendix B

Blended Learning Plan: Miscellaneous Operations

Somers Elementary School

Classroom teachers will accompany students to designated recess locations daily. Classrooms will continue to attend and participate in recess with their cohort of students (A/B cohort). Recess playgrounds will have designated areas for specific classrooms to utilize. Recess playscapes will be sanitized in accordance with CDC/State of Connecticut guidelines. Students and teachers will adhere to sanitation guidelines upon re-entry to school.

Lunch will be provided in bag-lunch fashion. Lunches will be ordered within classrooms upon entry to school. Lunch services will be delivered to the students in designated areas within the school. Students will be spaced 6 feet apart and class will be assigned to a specific location. With the SES plan, there will be roughly more than 190 students eating on a lunch wave. At six feet apart, the cafeteria can accommodate 58 students at capacity. At six feet apart, the Gymnasium can accommodate 96 people. At six feet apart, the Media Center can accommodate 36 students. All these spaces will be utilized for this learning plan. Additional time between lunch waves will allow for the custodial staff to disinfect each eating space. Rectangle tables will be moved to the Gymnasium where they can be moved as needed.

Lunches for students with free-reduced lunch status will be provided ahead of time for the at-home learning day.

Lockers will not be utilized during the period of COVID restriction.

Mabelle B. Avery Middle School

Lunch will be provided in bag-lunch fashion and will be delivered to the appropriate location for student pick-up. Lunch service will take place in the cafeteria and Gymnasium. Students will be spaced 6 feet apart and class will be assigned to a specific location. At six feet apart, the cafeteria can accommodate 66 students at capacity. With the MBA plan, there will be roughly more than 50 students. At six feet apart, the Gymnasium can accommodate 75 people. With the MBA plan, there will be roughly 60. Additional time between lunch waves will allow for the custodial staff to disinfect each eating space. Traditional one-armed desks will fashion the cafeteria eating spaces to help expedite the sanitation needs and support social distancing. The cafeteria tables will be moved to the Gymnasium where they can be quickly set up and removed as necessary.

Lunches for students with free-reduced lunch status will be provided ahead of time for the at-home learning day.

Lockers and locker rooms will be closed during the period of COVID restrictions. The closing of lockers in the hallways will allow for greater space in the halls for passage. The center third of the hallway will be taped off and directional arrows will remind students to walk to the right.

Lunch will be provided in bag-lunch fashion and will be preordered by students using a Google Form. This form will then be given to the cafeteria so that they may prepare the bagged lunches prior to the students coming to the cafeteria. Students will be socially distant when retrieving their lunch. They will sit inside the main area, outside at the picnic tables, outside under the tent, the

Appendix B

Blended Learning Plan: Miscellaneous Operations

senior seating section of the cafeteria, or the teacher's lounge area. All lunch waves will be monitored by staff.

The bell schedule will be adjusted to shorten lunch eating time as students will not need to stand in line for lunch and will be able to complete that activity in a faster time-frame. This time removed will then be allocated to disinfecting the lunch spaces between lunch times.

Lunches for students with free-reduced lunch status will be provided ahead of time for the at-home learning day.

Lockers and locker rooms will be closed during the period of COVID restrictions. The closing of lockers in the hallways will allow for greater space in the halls for passage.

The 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.

Daily Announcements will be sent out to students and staff each morning.

When concerns exist regarding individual students, teachers will work with their grade level teams to determine if it is a concern isolated to one class or if it is more widespread. From there, the designated staff member will communicate with the School Counselor, School Social Worker, School Psychologist, School Nurse, School Administrator, Special Education/504 Case Manager, or parent/guardian as necessary.

Additional communication will occur through the PowerSchool Parent Portal, emails from and phone calls from teachers and staff members. Teachers will be encouraged to make "good news" phone calls in addition to communications that express concerns or problems.

Internal school communications will continue via email and Team Meetings. The school administration will attend appropriate Team Meetings to answer questions, speak to concerns, and provide new information.

During Team Meeting time, students who have not shown engagement will be discussed and an appropriate plan will be put in place. The Team may determine it is a case of the student lacking engagement with one class in which case the teacher will reach out to the student and the parent directly. The Team may determine it is a case of the student lacking engagement in all classes in which case a teacher representative will take information from all teachers and make efforts to

Appendix B

Blended Learning Plan: Miscellaneous Operations

connect with the student and the parent directly. If these efforts do not yield greater participation, the issue will be referred to the Student Support Staff (counselors and nurse) who will work to make contact with the family and see if support is needed in any way where the school can help. If these efforts do not yield greater participation, the administration will make contact with the family. Letters regarding non-participation will need to be sent. School staff will need to decide if the case is one of educational neglect which would then require a referral to DCF.

Appendix B

Blended Learning Plan: School Calendar

If necessary, the Superintendent will implement a Blended model of instruction based. The purposed of the Blended Model is to reduce the student population in the schools to better facilitate social distancing.

Students will be divided into two cohorts

- **Cohort A:** Students with last names that start A-J
- **Cohort B:** Students with last names that start K-Z

Students will come to campus on their designated day, then stay home and engage in alternate learning when the other cohort is on campus. The cohort designated days are listed below. The calendar ensures equity of days on campus for the full school year for all students.

SEPTEMBER 2020						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7 No school	8 Cohort B	9 Cohort A	10 Cohort A	11 Cohort B	12
13	14 Cohort A	15 Cohort B	16 Cohort B	17 Cohort A	18 Cohort B	19
20	21 Cohort A	22 Cohort B	23 Cohort A	24 Cohort A	25 Cohort B	26
27	28 Cohort A	29 Cohort B	30 early release Cohort B			

Appendix B

Blended Learning Plan: School Calendar

OCTOBER 2020						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Cohort A	2 Cohort B	3
4	5 Cohort A	6 Cohort B	7 Cohort A	8 Cohort A	9 Cohort B	10
11	12 No School	13 Cohort B	14 Cohort A	15 Cohort A	16 Cohort B	17
18	19 Cohort A	20 Cohort B	21 early release Cohort A	22 Cohort A	23 Cohort B	24
25	26 Cohort A	27 Cohort B	28 Cohort B	29 Cohort A	30 Cohort B	31

NOVEMBER 2020						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Cohort A	3 Cohort B	4 Cohort A	5 Cohort A	6 Cohort B	7
8	9 Cohort A	10 Cohort B	11 Cohort B	12 Cohort A	13 Cohort B	14
15	16 Cohort A	17 Cohort B	18 Cohort A	19 Cohort A	20 Cohort B	21
22	23 Cohort A	24 Cohort B	25 early release Cohort B	26 No School	27 No School	28
29	30 Cohort A					

Appendix B

Blended Learning Plan: School Calendar

DECEMBER 2020						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Cohort B	2 Cohort A	3 Cohort A	4 Cohort B	5
6	7 Cohort A	8 Cohort B	9 early release Cohort B	10 Cohort A	11 Cohort B	12
13	14 Cohort A	15 Cohort B	16 Cohort A	17 Cohort A	18 Cohort B	19
20	21 Cohort A	22 Cohort B	23 early release Cohort B	24 No School	25 No School	26
27	28 No School	29 No School	30 No School	31 No School		

JANUARY 2021						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 No School	2
3	4 Cohort A	5 Cohort B	6 Cohort B	7 Cohort A	8 Cohort B	9
10	11 Cohort A	12 Cohort B	13 Cohort A	14 Cohort A	15 Cohort B	16
17	18 No School	19 Cohort B	20 Cohort A	21 Cohort A	22 Cohort B	23
24	31	25 Cohort A	26 Cohort B	27 early release Cohort A	28 Cohort A	29 Cohort B
						30

Appendix B

Blended Learning Plan: School Calendar

FEBRUARY 2021						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Cohort A	2 Cohort B	3 Cohort B	4 Cohort A	5 Cohort B	6
7	8 Cohort A	9 Cohort B	10 Cohort A	11 Cohort A	12 Cohort B	13
14	15 No School	16 No School (PD Teachers)	17 Cohort B	18 Cohort A	19 Cohort B	20
21	22 Cohort A	23 Cohort B	24 Cohort A	25 Cohort A	26 Cohort B	27
28						

MARCH 2021						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Cohort A	2 Cohort B	3 Cohort A	4 Cohort A	5 Cohort B	6
7	8 Cohort A	9 Cohort B	10 Cohort B	11 Cohort A	12 Cohort B	13
14	15 Cohort A	16 Cohort B	17 Cohort A	18 Cohort A	19 Cohort B	20
21	22 Cohort A	23 Cohort B	24 Cohort B	25 Cohort A	26 Cohort B	27
28	29 Cohort A	30 Cohort B	31 Cohort A			

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Blended Learning Plan: School Calendar

APRIL 2021						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Cohort A	2 No School	3
4	5 Cohort A	6 Cohort B	7 Cohort B	8 Cohort A	9 Cohort B	10
11	12 No School	13 No School	14 No School	15 No School	16 No School	17
18	19 Cohort A	20 Cohort B	21 Cohort A	22 Cohort A	23 Cohort B	24
25	26 Cohort A	27 Cohort B	28 early release Cohort B	29 Cohort A	30 Cohort B	

MAY 2021						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Cohort A	4 Cohort B	5 Cohort A	6 Cohort A	7 Cohort B	8
9	10 Cohort A	11 Cohort B	12 early release Cohort B	13 Cohort A	14 Cohort B	15
16	17 Cohort A	18 Cohort B	19 Cohort A	20 Cohort A	21 Cohort B	22
23	24 Cohort A	25 Cohort B	26 Cohort B	27 Cohort A	28 Cohort B	29
30	31 No School					

Appendix B

Blended Learning Plan: School Calendar

JUNE 2021						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Cohort B	2 Cohort A	3 Cohort A	4 Cohort B	5
6	7 Cohort A	8 Cohort B	9 Cohort B	10 Cohort A	11 Cohort B	12
13	14 Cohort A	15 Cohort B Last day students	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Appendix C

Remote Learning Plan: Attendance

Somers Elementary School

Attendance will be taken on a weekly basis providing students with flexible time to complete their work. Evidence of attempts at engaging with direct instruction or in work completion for a class will serve as evidence of attendance. If evidence of attendance is apparent, then the teacher will mark the student present for class. If there is no evidence of attendance, the student will be marked as absent for that class. Attendance marks will be taken in the Meeting Attendance feature of PowerSchool.

Attendance will be due the following Monday at 2:30 for the previous week.

Mabelle B. Avery Middle School

Attendance will be taken on a weekly basis providing students with flexible time to complete their work. Evidence of attempts at engaging with direct instruction or in work completion for a class will serve as evidence of attendance. If evidence of attendance is apparent, then the teacher will mark the student present for class. If there is no evidence of attendance, the student will be marked as absent for that class. Attendance marks will be taken in the Meeting Attendance feature of PowerSchool.

Attendance will be due the following Monday at 2:30 for the previous week. The Attendance Secretary will pull a report of the data and identify which students are absent for more than half of each day's instruction. Because of study hall time, lunch, and other non-instructional activities during the day, a student absent for more than 3 periods in a day will be considered absent from school. The Attendance Secretary will make the absence notations in the Homeroom field in PowerSchool.

Students who are absent for half of the school day are considered absent for the day.

Typical truancy and chronic absenteeism protocols will be followed.

Somers High School

Main office will send out a Google Form each day for daily attendance. Students enter response to the Google Form to be deemed in attendance for the day. Limit access to Google Form 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. 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.

Appendix C

Remote Learning Plan: Communications

District-Wide

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.

Student-Teacher Concerns: The designated staff member will communicate with the School Counselor, School Social Worker, School Psychologist, School Nurse, School Administrator, Special Education/504 Case Manager, or parent/guardian as necessary.

Additional communication will occur through the PowerSchool Parent Portal, emails from and phone calls from teachers and staff members.

Learning Platforms

- Somers Elementary School (grades K-5) is SeeSaw.
- Mabelle B. Avery & Somers High School are Google Classroom and/or Showbie.
- Somers Public School District (grades K-12) utilizes Zoom for live instruction.

Somers Elementary School

The Superintendent will be the primary district-wide communication liaison to stakeholders.

The school principal will be the primary contact/communicator for the school-based dissemination of information. The communication to parents will be on a weekly (or) as needed basis via School Messenger and the SES School Website.

The communication to the school staff will be daily via an informational emailed “memo”.

Throughout the period of Remote Learning, teachers will be using different ways to provide ongoing feedback to students and parents. Feedback may be provided through emails to students and/or families, phone conversations, Zoom sessions, and/or through the learning platform used by your child on a regular basis (Universal K-5 SeeSaw application) feedback to parents/students could include:

- Tracking work completion (collected/incomplete) and engagement on learning tasks
- Providing quantitative (number grades) or qualitative (narrative) feedback on select assignments
- Providing rubrics, continuums/progressions and other tools - feedback from the teacher and/or the student may self-reflect on their own work

Appendix C

Remote Learning Plan: Communications

Grade level team leaders will meet with their teams weekly to develop curricular plan/pace, discuss student progress and student concerns. Grade level team leaders will meet with administrators periodically (every 2 weeks or as needed) to receive district/building based information. The team leaders will provide updates from the grade level. Student concerns regarding participation or overall wellness will be shared with the SES counseling staff/administrators.

SES school psychologists/administration team will discuss student concerns. Team will discuss and devise a plan of action based upon level of concern. Communication with the grade level teacher, parent or student will occur to follow up . If further action/communication is necessary beyond the building level, this plan may include communication with the Superintendent, Director of Pupil Personnel, Director of Technology, School Resource Officer or DCF.

Mabelle B. Avery Middle School

The 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.

Daily Announcements will be sent out to students and staff each morning.

When concerns exist regarding individual students, teachers will work with their grade level teams to determine if it is a concern isolated to one class or if it is more widespread. From there, the designated staff member will communicate with the School Counselor, School Social Worker, School Psychologist, School Nurse, School Administrator, Special Education/504 Case Manager, or parent/guardian as necessary.

Additional communication will occur through the PowerSchool Parent Portal, emails from and phone calls from teachers and staff members. Teachers will be encouraged to make “good news” phone calls in addition to communications that express concerns or problems.

Internal school communications will continue via email and Team Meetings. The school administration will attend appropriate Team Meetings to answer questions, speak to concerns, and provide new information.

During Team Meeting time, students who have not shown engagement will be discussed and an appropriate plan will be put in place. The Team may determine it is a case of the student lacking engagement with one class in which case the teacher will reach out to the student and the parent directly. The Team may determine it is a case of the student lacking engagement in all classes in which case a teacher representative will take information from all teachers and make efforts to connect with the student and the parent directly. If these efforts do not yield greater participation,

Appendix C

Remote Learning Plan: Communications

the issue will be referred to the Student Support Staff (counselors and nurse) who will work to make contact with the family and see if support is needed in any way where the school can help. If these efforts do not yield greater participation, the administration will make contact with the family. Letters regarding non-participation will need to be sent. School staff will need to decide if the case is one of educational neglect which would then require a referral to DCF.

Somers High School

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.

Daily Announcements will be emailed to students and staff each morning at 7:30 AM.

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.

Step 2: 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 3: If the counselor or Case Manager is not getting a response, administration will be notified. Administration will then make contact accordingly.

Step 4: If the administration does not get a response from the parent, a registered letter will be sent regarding the concern.

Appendix C

Remote Learning Plan: Delivery of Instruction

Somers Elementary School

Grades K-5 will deliver grade level curricular assignments through the use of SeeSaw as a digital learning platform. Students and parents can access this application through the use of a smartphone, iPad or Chromebook.

Teachers will provide synchronous instruction each day from 9:00-12:00 (individual subject areas/times will vary by grade level/content area). Teachers will be available each Monday, Wednesday, and Friday to provide extension/remediation/academic support/content specific subjects (Art, PE, Music) from 1:00-3:00. Tuesday and Thursday from 1:00-3:00 will be used for staff meetings, PPTs, 504 meetings, Team planning time, etc.

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.

Teachers will hold weekly “in person” class meetings via ZOOM or Google Meet to focus on fostering “face to face” student to teacher and student to student communication. These class meetings will serve as checkpoints for teachers to ensure students are accessing technology and assignments as well as to check in on their students’ social emotional well-being. These meetings will allow students to interact with classmates and their teacher.

Teachers will offer daily whole class and or small group “live instruction” of new materials. Additionally, they will schedule “office hours” for students/parents who are in need of additional support.

Teachers will be available to answer questions between 12:00-3:00 on Mondays, Wednesdays & Fridays. Tuesday and Thursday afternoons teachers will not be available to students as their afternoons will be used for prep, collaboration and building based meetings.

In the event that students are out of school in a Distance Learning mode:

- Grades 4-5: Students will have their school devices at home with them.
- Grades K-3: If teachers/students do not have advanced notice from administration to take their devices home, families will have scheduled device pick-up dates and times to follow school closure.

Mabelle B. Avery Middle School

The school will run a half-day schedule for direct instruction during distance learning. Teachers will be required to appear via Zoom with each of their classes each day, provide direct instruction, explain the learning expectations for the day, and answer questions. The remainder of the school day will be time for students to complete their at-home assignments and submit them to their teachers. They will be able to communicate with their teachers via email if necessary.

In order to allow students who require an alternate schedule because of varying individual circumstances, asynchronous learning opportunities need to be made available. Teachers will

Appendix C

Remote Learning Plan: Delivery of Instruction

need to post their direct instruction video (via ScreenCastify, a recorded Zoom video, or other method), so students can access their new learning at an alternative time more appropriate to their individual needs.

Assignments will be turned in via the platform that most fits the needs of each course. This may include Showbie or Google Classroom.

Each day, a Google Slides presentation will be shared out to all students in each grade. It will include the half-day live instruction schedule, the morning announcements, and the individual class work/information that needs to be followed for the day. By emailing this out one time each day, all information for students will be streamlined into one place limiting the email overload and confusion that may exist. Students will be able to navigate through this presentation to access each of their classes. It will serve as a type of checklist for work completion. Each teacher will be responsible for filling out the slide(s) that connect directly to their content. Links to recorded direct instruction and additional information should be included on each slide where appropriate.

The schedule for the day will be as follows:

Half Day RL Instruction Schedule		
Period	Start	End
Individual Student Setup	7:35	7:41
1(A)	7:44	8:05
2(B)	8:08	8:29
3(C)	8:32	8:53
4(D)	8:56	9:17
5(E)	9:20	9:41
6(F)	9:44	10:05
7(G)	10:08	10:29
8(H)	10:32	10:55
Lunch and Break	11:00	12:00
Afternoon Independent Work (Teachers available until 2:30)	12:00	3:00

Teachers will be available to answer questions between 12:00-2:30 on Mondays, Wednesdays & Fridays. Tuesday and Thursday afternoons teachers will not be available to students as their afternoons will be used for prep, collaboration and building based meetings.

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.

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Remote Learning Plan: Delivery of Instruction

In the event that distance learning needs to be immediately implemented from an in-person model, students will gather all of their belongings from the school and take them home. Additionally, students will take their Chromebooks, Chromebook chargers, textbooks, novels, workbooks, Tech Ed jump bag, and Art jump bag home. These materials will be used during distance learning. At the end of each trimester when the UA classes rotate, a materials swap will need to occur. This will have to happen over a minimum of two days where students will need to make two trips to the school (one trip will be to drop off and one trip will be to pick up). Sanitation of the equipment will need to take place between drop-off and pick-up.

Band classes will be able to resume instrument playing during distance learning.

Science classes will rely on virtual labs and demonstrations rather than hands-on lab experiences during the time of COVID-19 restrictions.

Social Emotional Learning

Advisory lessons will be delivered remotely. These will be live lessons that pull from Second Step lessons where appropriate and will work to address the social-emotional needs of the students

Somers High School

Assignments, assessments, and feedback will be communicated primarily through Google Classroom. Students are currently utilizing this platform and have familiarity with the functionality.

Teachers will deliver instruction through Google Classroom. Teachers will utilize synchronous learning during the school day (see the schedule below). 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. 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.

Science classes will rely on virtual labs and demonstrations rather than hands-on lab experiences during the time of COVID restrictions.

Teachers will be available to answer questions between 12:00-2:30 on Mondays, Wednesdays & Fridays. Tuesday and Thursday afternoons teachers will not be available to students as their afternoons will be used for prep, collaboration and building based meetings.

Social Emotional Learning

Virtual advisory circles will be offered once a week for students who wish to check in with grade-level peers and a designated adult. These virtual circles will support students' social-emotional

Appendix C

Remote Learning Plan: Delivery of Instruction

well-being by providing a forum for students to share their collective struggles, to problem-solve together, and to learn coping mechanisms, mindfulness, and executive functioning skills necessary to navigate the challenges of social isolation and remote learning.

SHS ROTATING 'STRIVE' SCHEDULE - REMOTE LEARNING MODEL								
Start	End	S	T	R	I	V	E	
7:35	7:41	Individual Student Setup / Attendance	Individual Student Setup / Attendance	Individual Student Setup / Attendance	Individual Student Setup / Attendance	Individual Student Setup / Attendance	Individual Student Setup / Attendance	
7:44	8:05	1	6	5	4	3	2	
8:08	8:29	2	1	6	5	4	3	
8:32	8:53	3	2	1	6	5	4	
8:56	9:17	4	3	2	1	6	5	
9:20	9:41	5	4	3	2	1	6	
9:44	10:05	6	5	4	3	2	1	
10:08	10:29	7*	7*	7*	7*	7*	7*	
10:32	10:55	8*	8*	8*	8*	8*	8*	
11:00	12:00	Lunch and Break						
12:00	3:00	Afternoon Student Independent Work Time						

* Periods 7 and 8 stabilize to accommodate staff that is shared between the high school and middle school.

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Remote Learning Plan: Delivery of Instruction

Somers Elementary School

Standards based grading will be utilized within each grade level. Somers Elementary School standards-based reporting system has been designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Connecticut Department of Education. A standards-based report lists the state standard as well as a description of what specific skills or content students should know and demonstrate by the end of that specific grade level. (curriculum, instruction and assessment)

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.

Mabelle B. Avery Middle School

The goal at MBA will be to engage all students in the learning experience and support their individual needs in a way that allows us to accurately gauge their mastery of content and skills. If the community and global situation at the time allows for this engagement and assessment, traditional grades will be issued through PowerSchool on progress reports and report cards.

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.

Somers High School

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.

Appendix C

Remote Learning Plan: Delivery of Instruction

Mandated Reporting

PD to identify issues related to abuse and neglect in the context of the pandemic, additional training will supplement our required annual mandated reporters training (Online DCF).

PD facilitated by Pupil Personnel clinical staff in the context of trauma recognition and EMPS and Review of 211/ EMPS option and protocol.

The EMPS service is available across child welfare, juvenile justice, prevention and behavioral health systems.

Emergency mobile psychiatric services (EMPS) deliver a range of crisis response and crisis stabilization services to children, youth, their families and caregivers including children residing in relative, adoptive and foster care homes.

For children currently involved in clinical treatment, the EMPS first assesses the capability of that clinical service to handle the intervention.

Emergency services including mobile response; psychiatric assessment; medication consultation, assessment, and short-term medication management; behavioral management services; substance abuse screening and referral to traditional and non-traditional services for any family with a child in crisis.

Appendix D

Somers Public Schools Communications Plan

Overview

The Somers Public Schools is committed to providing students with the best possible learning environments and opportunities. To achieve this, we must consider a multi-tiered approach to education. Included in this approach is the need to establish and maintain open and efficient communications. The public must understand the school system's story in order to support our educational programming.

Principles

This plan was developed to assure:

1. All communications support the school system's goals
2. Two-way communications with all Somers constituents
3. The school district's "story" is accurately told
4. Transparency in school district operations

Audiences

External

- Businesses
- First responders
- Legislators
- Media
- Parents
- Parent/Teacher Organizations
- Realtors
- Religious leaders
- Senior Citizens
- Somers Education Foundation
- Somers municipal governing bodies
- Somers town agencies
- Surrounding school systems
- Taxpayers

Internal

- Administrators
- Board of Education
- Non-certified staff
- Students
- Support staff
- Teachers

Appendix D

Somers Public Schools Communications Plan

Goals, Objectives, and Strategies

I. Community

Facilitate meaningful and open communications with the Somers community.

<u>Objectives</u>	<u>Strategies</u>
A. Build connections with community members	1. Superintendent Blog to answer questions and update community
B. Facilitate two-way communication	2. Utilize social media to promote school system
C. Facilitate community and BOE engagement opportunities	3. Revamp Campus View structure, content, and frequency
D. Responsibly utilize a variety of media	4. Participate in community forums where appropriate
	5. Invite public to special events
	6. Increase visibility at schools and community events
	7. Host “town-hall” events or forums when appropriate
	8. Meet with Somers Education Foundation monthly or when appropriate

Appendix D

Somers Public Schools Communications Plan

II. Student / Parents

Facilitate meaningful and open communications with the Somers Public Schools students and parents.

<u>Objectives</u>	<u>Strategies</u>
A. Develop meaningful communications with parents and students to assure their voices are heard	1. Superintendent Blog to answer questions and update community
B. Increase recognition of parents and students internally and externally for their accomplishments	2. Parent notification system
C. Responsibly distribute school information to students and parents	3. Student reporting at BOE meetings
	4. Focus groups organized as appropriate
	5. Inclusion in the strategic planning process
	6. Recognize outstanding parents and students at BOE meetings
	7. Attend PTO meetings regularly to provide updates
	8. Expand use of social media
	9. Develop uniform newsletter schedule from schools.
	10. Increase visibility at school and community events
	11. Increase access and use of PowerSchool
	12. Establish anonymous student reporting system

Appendix D

Somers Public Schools Communications Plan

III. Media

Establish and maintain collegial relationships with media outlets to enhance school district's image.

<u>Objectives</u>	<u>Strategies</u>
A. Partner with media to promote positive stories in Somers Public Schools	1. Press-releases, briefings and photo opportunities
B. Establish and expand professional relations with the media	2. Letters to the editor of local papers 3. Establish monthly article for local media

Appendix D

Somers Public Schools Communications Plan

IV. Staff

Enhance communications with staff making information acquisition and dissemination more frequent, efficient, and uniform.

<u>Objectives</u>	<u>Strategies</u>
A. Increase staff communication skills	1. Develop new employee induction program and introduction video
B. Provide necessary, resources and professional development	2. Use email to communicate with staff frequently on school and community issues
C. Utilize effective communications strategies to develop trusting relationships	3. Superintendent to attend staff meetings to address concerns and answer questions
D. Streamline administrative and communications processes	4. Recognize employees for their accomplishments and contributions at BOE meetings, Campus View and via parent notification system
	5. Expand use of parent notification system to the teachers
	6. Integrate business systems and technology to streamline administrative tasks
	7. Develop communications in-service workshops.

Appendix D

Somers Public Schools Communications Plan

V. Crisis Communications

Develop crisis communication plans to inform parents, students and a community in an effective and efficient manner.

<u>Objectives</u>	<u>Strategies</u>
A. Develop detailed crisis management plans	1. Crisis management and communications training and ongoing professional development
B. Provide timely and accurate information to internal and external audiences	2. Post reunification sites and procedures for parents
C. Develop pre-determined chain of command and incident commanders	3. Frequently update demographic information
D. Partner with media to provide accurate and timely information	4. Utilize social media 5. Update website to have a dedicated crisis management section 6. Update All Hazards Plan and sub-plans annually 7. Review all crisis team plans and protocols with staff annually 8. Establish media protocols for emergency incidents 9. Consult and include local emergency management officials in planning 10. Identify, acquire and utilize internal communications tools and resources

Appendix D

Somers Public Schools Communications Plan

Protocols

Outside Organization Information Dissemination

Any outside agency that wishes to have a flyer sent home via the parent communications system must get the approval of the Superintendent and generally meet the following criteria:

1. Must not contradict the Somers Public School mission, values or policies
2. Must have a direct benefit for the students of Somers Public Schools
3. Must be a non-profit entity
4. Other as determined by the Superintendent

All outside agency distributions will be emailed (pending approval of the Superintendent) every Friday. They will be grouped together as one email.

Individual parents cannot utilize the parent communications system for dissemination of information.

School Newsletters

Each school will send home newsletters via the parent notification system on the first Monday of the month (October-June).

The back to school newsletter will be email home via the parent notification system the first week after Labor Day.

Board of Education Meetings

- Student/Parent/Staff Recognition – 1st meeting of the month
- High School Student Report – 2nd meeting of the month

Appendix D

Somers Public Schools Communications Plan

Campus View

- October – Welcome back to School Edition
- March – Budget Edition
- June – End of the School Year Edition

Field Trip Communications (Emergencies)






It is the expectation the Principal will communicate any emergency information (e.g. delayed return) to the parents of students on a field trip. While the students may choose to communicate with their parents, the official information should be coming from the Principal via email, text, and/or voice.

- When the roster of the field trip is known, a temporary list must be created in SchoolMessenger. This will be used by the Principal to send the official communications to the parents (list should be deleted upon completion of the trip).
- Teachers who go on Field Trips must have both building administrators cell phones with them.
- Principals will inform staff of this emergency communications protocol when they leave for a field trip.
- Principals must have cell phone access while students are on a field trip. It is essential that chaperones have access to you for emergency purposes (this includes after hours if the field trip).

Appendix D

Somers Public Schools Communications Plan

Communications Matrix

Type of Information	 Website	 Email	 Phone Call	 Text Message	 Social Media
General Info	✓	✓		✓	
Emergency	✓	✓	✓	✓	✓
Early Dismissal	✓	✓	✓	✓	✓
Delayed Opening	✓	✓		✓	
School Closures (weather related)	✓	✓		✓	✓
Forms	✓				
Promotional (non-school)		✓			

Note: the above matrix is a guide. Every effort will be made to adhere to this guide. Circumstance may dictate deviations.

Appendix E

Somers Schools Public Reopening Professional Development Program

It is essential that educators are provided numerous professional development opportunities prior to the start of the 2020 school year. As we plan for the reopening of school, we must take into consideration the adaptive and transformative challenge, the COVID-19 Pandemic presents; for which there is no playbook.

Somers Public Schools will offer five days of professional development, prior to the start of school. During this time, educators will participate in professional development on a variety of topics (see below) designed to expand their knowledge and skills in order to implement the best educational and safety practices for the upcoming school year.

Professional Development Topics

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. The "COVID Experience" professional development is a three hour session hosted by pupil services staff. The first sixty to ninety minutes will include a brief presentation of psychological first aid and posttraumatic stress management. This presentation will also discuss tier one SEL interventions and supports to utilize at the classroom level. The latter part of the training being a breakout session into "self-care/coping groups" using the Riverside Trauma Center self-care coping group format. This will allow staff to discuss recent experiences with COVID-19 and feel a sense of community with their colleagues.

Classroom Set-up:

Teachers may 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 between classes. They should examine their rosters to determine seating arrangements as well as dismissal procedures for their classes.

Building Based Faculty/Staff Meeting Time:

Time may be needed for 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 policy and procedure review, safety planning, etc.

Understanding of Remediation Needs & Curriculum Planning/Pacing:

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 may need to be analyzed by the staff, so appropriate curricular adjustments can be made.

Appendix E

Somers Public Schools Reopening Professional Development Program

Teacher Preparation Time:

Teachers may need to prepare themselves for another potential remote learning experience as well as some of the implications of remote-hybrid learning plans.

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 may be coming in with a variety of needs and gaps for which we must respond in appropriate differentiated ways.

Digital Resources Related to Curriculum:

There are digital resources available for programs that are used in school already. Time may be needed to review how these digital tools can 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 remote learning format.

Infection Control Best Practices:

- social distancing,
- frequent hand washing and use of hand sanitizer,
- use of face coverings that completely cover the nose and mouth,
- respiratory and cough etiquette, and
- enhanced cleaning/disinfection of surfaces., and
- updated district policies and protocols.

Mandated Reporting:

- To identify issues related to abuse and neglect in the context of the pandemic, additional training will supplement our required annual mandated reporters training (Online DCF).
- PD facilitated by Pupil Personnel clinical staff in the context of trauma recognition and EMPS..
- Review of 211/ EMPS option and protocol.
- The EMPS service is available across child welfare, juvenile justice, prevention and behavioral health systems.
- Emergency mobile psychiatric services (EMPS) deliver a range of crisis response and crisis stabilization services to children, youth, their families and caregivers including children residing in relative, adoptive and foster care homes.
- For children currently involved in clinical treatment, the EMPS first assesses the capability of that clinical service to handle the intervention.
- Emergency services including mobile response; psychiatric assessment; medication consultation, assessment, and short-term medication management; behavioral management services; substance abuse screening and referral to traditional and non-

Appendix F

Somers Board of Education Pandemic Operations Policy

DBS: 2210.2

PANDEMIC OPERATIONS

The Somers Public Schools understands that it has numerous important obligations during a pandemic. Our highest priority is protecting the health and safety of students, their families, employees and their families, and our community. All decisions about following recommendations will be made in consultation with local health officials and other State and local authorities who can help assess the current level of mitigation needed based on levels of community transmission and the capacities of the local public health and healthcare systems, among other relevant factors. The Centers for Disease Control and Prevention (“CDC”) will be a source of reliable information for the latest medical developments and guidance on effective preventative practices. The District will consult with CDC guidance in developing these protocols and will continue to do so in considering changes to it.

In addition, the District will comply to the greatest extent possible with guidance from the State of Connecticut, including the State Department of Education guidelines.

The Board directs the Superintendent to develop protocols and plans regarding school operations during a pandemic.

These protocols and plans will supersede those inconsistent District policies (and any provisions thereof) that will be temporarily suspended during a pandemic as determined by the Superintendent. The District must be flexible in order to respond to changing laws, regulations and guidance being issued at the federal, state, and local levels. In keeping with the need for such flexibility, the District may, in its sole discretion and as it deems necessary, modify these regulations in particular circumstances, consistent with the law. In the event of conflict between any official governmental requirements and these protocols, the governmental requirement will control. Employees and students are expected to comply with these protocols (along with other District policies and rules) and may be subject to discipline for any violations.

