

Opening Doors for a New Year of Learning

Darien's Reopening Plan

July 24, 2020



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Darien Public Schools

Darien Public Schools

Central Office

35 Leroy Avenue

Darien, Connecticut 06820

Print Date: July 24, 2020



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SUPERINTENDENT'S MESSAGE

Dear Members of the School Community:

I trust this finds you and your family well and that you are experiencing some vacation activities in a very unusual summer. I am pleased to share with you Darien's Reopening Plan for schools in the fall of 2020.

Eleanor Roosevelt once said, "You must do the things you think you cannot do." In true Darien tradition, the school community has risen to the enormous challenges presented by this pandemic health crisis in preparing for our students to return to schooling in the fall. In doing so we have embraced the qualities of resilience, nimbleness, excellence and innovative thinking. The design of the plan and schedules enables the District to transition seamlessly between the three different learning models required by the State.



The health pandemic crisis that we are facing continues to be a fluid and unprecedented situation. It is very likely that direction from the State and aspects of the District's reopening plan will continue to change before students return to school in the fall. Some details of the enclosed plan will continue to be developed and finalized over the next month.

The District plan must comply with the Connecticut State Department of Education's reopening plan: *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*, that requires Districts to plan for the following three learning models:

In Person Return: Students physically return to school five (5) days a week following health and safety guidelines. This model provides an elective opt out provision for students to be provided with remote learning experiences instead of attending school.

Hybrid Return: Students engage in a combination of in-person and remote elearning experiences

Remote Learning Return: Students are not physically present but learn through synchronous and asynchronous eLearning experiences using a virtual platform



Currently, it is the State's expectation that all Districts will start with the In Person Model. When and how a District moves between models is determined by the degree of virus spread and transmission of COVID-19 and will be made with advice from the CT State Department of Public Health and in consultation with local health officials.

The District's plan to reopen schools is the product of the hard work and recommendations from the District Reopening Task Force, feedback from staff and parents, advice from legal counsel, and input from our health professionals, the town's Health Director, and the District's Medical Advisor.

Thank you to the staff and parents for their countless hours of dedicated work in developing this comprehensive plan. Decisions were made in the best interest of all students with the priority of ensuring the health and safety of students and staff. The plan reflects a collaborative effort to meet the current requirements and guidance from the State while providing the safest, personalized and highest quality educational experience possible. Feedback from all constituents proved extremely helpful and is reflected throughout the plan.

Schools in the fall will undoubtedly look and feel different. With your partnership and assistance along with the care and dedication of our staff, our students, as always, will rise to the occasion and quickly adapt to their new learning environments. The start of any school year is always a special time filled with excitement and nervous anticipation but even more so this year. Know the staff will be professionally ready to welcome your children back with love, hope, confidence and solid preparation.

Thank you for your participation thus far and for your continued support as we prepare for the safe return to school for our students and staff.

Sincerely,

Alan Addley, Ed.D.

Superintendent of Schools



PLAN OVERVIEW

The Darien Public Schools Reopening Plan (DRP) is a collaborative effort reflecting the input of various stakeholder groups. Since the District closed its physical doors on March 12, 2020, planning and anticipation for a safe and healthy return for students, staff, and families has been in progress. This plan thoughtfully incorporates State requirements and guidance for the purpose of welcoming all students back to our schools in August. Prior to developing the plan for reopening, the District consulted various groups and resources, all of which informed its final version represented in the figure below.





The District Reopening Schools Task Force (DRS) engaged fifty individuals across the District including teachers, administrators, special education related service providers and Board of Education representation. Over the course of four meetings, DRS members identified lessons learned from the spring closing, closely reviewed a variety of guiding documents and resources, and discussed barriers and solutions related to reopening schools. Members of DRS worked as a whole and in five smaller groups focused on *Teaching & Learning, Operations, Health & Wellness, Communications, and Special Education*. The areas of focus were determined following a review of research and resources related to school operations during the pandemic. Each of the subcommittees offered recommendations aligned to this research as well as State and federal guidance, reflections on experiences, and stakeholder survey data. The DRS work concluded with a Summary Report and Recommendations document that greatly informed the District Reopening Plan.

Survey data supported DRS work and administrative decision-making throughout the planning process. Parents and staff, first surveyed in June, provided important information related to the eLearning experience. Additionally, parents were recently surveyed regarding their intent to send their children to school and whether they will use the transportation provided by the District. A focus group of approximately thirty parents garnered thoughtful ideas that will help us create a safe reopening for all. If additional information is needed, short surveys of stakeholders and focus groups will again be employed.



PLAN OVERVIEW

Ultimately, the State tasked each District to develop a comprehensive reopening plan that accounts for three models. The three learning models shown below are: In Person, Hybrid and Remote Learning. Details of the State guidelines can be found in the Connecticut State Department of Education’s reopening plan titled *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together*. Guiding resources along with DRS recommendations, collaboration with local health officials, and stakeholder feedback all contributed to our planning for the three scenarios.

IN PERSON RETURN	All students physically return to school in August following health and safety guidelines. This determination is made due to successful virus containment and minimal or low levels of COVID-19 transmission.
HYBRID RETURN	Students engage in some combination of in-person and remote learning (e.g. select classes or grade levels, alphabetic split, half days). This determination is made due to moderate virus spread and higher levels of COVID-19 transmission.
REMOTE LEARNING RETURN	Students are not physically present and learn through synchronous and asynchronous learning experiences using a remote platform. This determination is made due to high levels of virus spread and widespread transmission of COVID-19.

DESCRIPTION OF REQUIRED REOPENING LEARNING MODELS



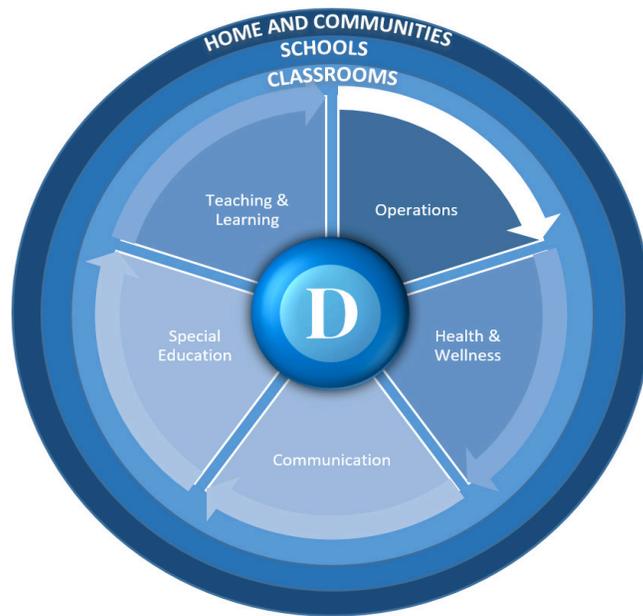
Districts are required to provide an option for families who temporarily choose to opt out of physically attending school. Plans for each scenario and additional information regarding temporary opt out are included within this plan.

While the District's plan is comprehensive, it is crucial that it reflects the current conditions of COVID-19 prevalent in the State. Virus containment is being closely monitored, and updates from the State are expected in the coming weeks. This report also reflects current requirements by the State. Guidance from the State continues to change. This plan has been made with the most up to date information available and the most current guidance from our local and State departments of health and education.



CONCEPTUAL FRAMEWORK

The conceptual framework below was originally created to offer a visual representation of the structure, organization, and progression of the District Return to School Task Force work. The “D” at the center of the image represents Darien Public Schools as the core focus of task force collaboration. The five subcommittees are represented with arrows suggesting individual groups must work together to develop recommendations that offer systemic coherence. The outer circles of classrooms, schools, and home and communities represent our various stakeholder groups.



As we move from DRS recommendations to our official reopening plan, this framework continues to serve as visual representation of our collaborative work, interdependent responsibilities for health and safety, and the important connections we must make between our individual classrooms, schools, and our families at home.



The District’s Reopening Plan reflects a series of guiding principles that globally represent the body of research and resources made available to support school Districts’ reopening efforts.

<p>HEALTH & SAFETY</p> 	<p>Prioritize Health and Safety for Students and Staff The Darien Public Schools will open with additional health and safety measures to mitigate the spread of disease.</p>
<p>EQUITY</p> 	<p>Create Conditions for Equity & Access The Darien Public Schools will open with strategic plans and supports to address specific learning needs of all students.</p>
<p>SOCIAL & EMOTIONAL LEARNING</p> 	<p>Address Social and Emotional Learning Needs The Darien Public Schools will open ready to provide support for students, staff, and families related to developing the necessary skills needed to manage emotional well-being and achieve goals.</p>
<p>ACHIEVEMENT</p> 	<p>Nurture High Levels of Achievement The Darien Public Schools will open with balanced and healthy expectations to support the continued tradition of high levels of achievement.</p>
<p>COMMUNICATION</p> 	<p>Communicate Effectively The Darien Public Schools will utilize our website to serve as a communication hub of learning and operation amidst the current health crisis.</p>
<p>INNOVATION</p> 	<p>Embrace Opportunities for Innovation The Darien Public Schools will use this opportunity to think openly, creatively, and strategically to accomplish new goals and innovations when appropriate.</p>



STATE DEPARTMENT REOPENING GUIDANCE

Adapt, Advance, Achieve: Connecticut's Plan to Learn Together is described by the Commissioner as a “fluid document” that will evolve should public health data change and warrant adjustments.

LEAs 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.

- CSDE, 2020

As school districts plan to reopen, the CSDE framed their recommendations using six 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
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.



State guidance also includes an Operations Model that requires schools to prepare for in-school instruction for the full student population. Additionally, the District’s plan reflects many operational considerations including the following main requirements from the state.



PHYSICAL DISTANCING

Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines at the time.



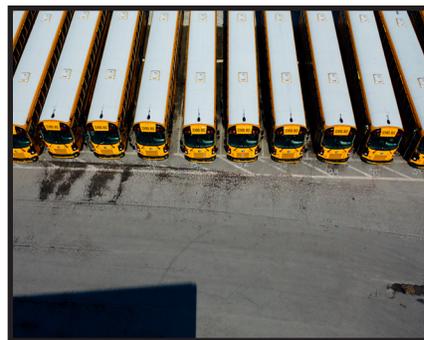
FACE MASKING

Expect all students and staff to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, allowing for certain exceptions.



COHORTING

Emphasize grouping students by the same class/group of students and teacher so each team functions independently as much as possible.



TRANSPORTATION

Plan for buses to operate close to capacity with heightened health and safety protocols, including all students wearing face coverings.



COVID-19 Compliance Liaison

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The health and safety of students and staff are paramount when returning to in-person learning during a pandemic. As the body of COVID-19 research and science expands, recommendations from infectious disease and public health experts will evolve accordingly. The ability to revise and adapt current health and safety guidelines and teaching modalities to reflect such changes is critical. The District will continue to collaborate with our Director of Nursing, the Darien Department of Health Director and state health officials to monitor current disease levels and the latest recommendations to establish practices based on current scientific data to support a healthy learning environment for all. Efforts to prevent the transmission of disease while mitigating long term social and emotional consequences are the highest priority.

The following recommendations are based on current guidance from the Connecticut Department of Public Health and Centers of Disease Control and Prevention (CDC) and the American Academy of Pediatrics (AAP).



COVID-19 is mostly spread through respiratory droplets from talking, sneezing and coughing. The virus may also spread from hand to nose or mouth through touching contaminated surfaces. The risk of transmission increases with the length of time larger volumes of people gather together. The school environment, by its nature, is no exception. Evidence suggests physical distancing of 3 feet may approach the benefits of 6 feet of space when coupled with the added measure of wearing a mask. With this in mind, desks will be spaced appropriately, tables will be equipped with transparent partitions and all individuals will be required to wear a face covering (unless medically contraindicated). Teachers will maintain six foot distancing during active teaching, as feasible.

Isolation Room

An isolation room will be established in each school building to separate individuals who are exhibiting symptoms of a contagious illness from those who are not to minimize risk of transmission of any infectious disease. The Isolation Room will be clearly marked with entry and exit will be limited to designated staff and the door will remain closed at all times when the room is in use. Personal protective equipment to include N95 masks, face shields, gowns and non-latex gloves will be stored outside the room for use by designated staff as appropriate. Procedures for the Isolation Room use will be established and shared at a later date.



When to Stay Home: Educating Families and Students About Exclusion Practices

The District will provide education to families and staff about signs and symptoms of COVID-19.

Parents should monitor their children's temperature and symptoms prior to riding the bus or enter the school building every day.

Staff should monitor their temperature and symptoms prior to entering the school building every day.

All staff and students are required to stay home when exhibiting signs or symptoms of COVID-19, a temperature greater than 100.0 degrees F, when diagnosed with COVID-19, or when in close contact with someone who is diagnosed with COVID-19.

All staff and students are required to:

Report illness and absence to school and the school nurse for tracking and potential contact tracing as needed.

Comply with travel restrictions and quarantine for 14 days as mandated by the Governor's executive orders.

Return to buildings only after criteria to return to work/school have been met.

Maintaining a Culture of Clean: Educating and Implementing Healthy Hygiene Practices

All staff and students are required to:

Wash hands with soap and water for at least 20 seconds upon school entry, after bathroom use, before eating, after outdoor activities, and any time hands are soiled.

Sanitize hands with alcohol based sanitizer when unable to wash hands with soap and water. Hand sanitizer will be strategically placed and marked throughout all District buildings.

Practice appropriate respiratory etiquette:

Cover coughs and sneezes with tissue (or elbow, if no tissue)

Dispose of tissue immediately in trash receptacle

Avoid touching face, mouth, nose with hands

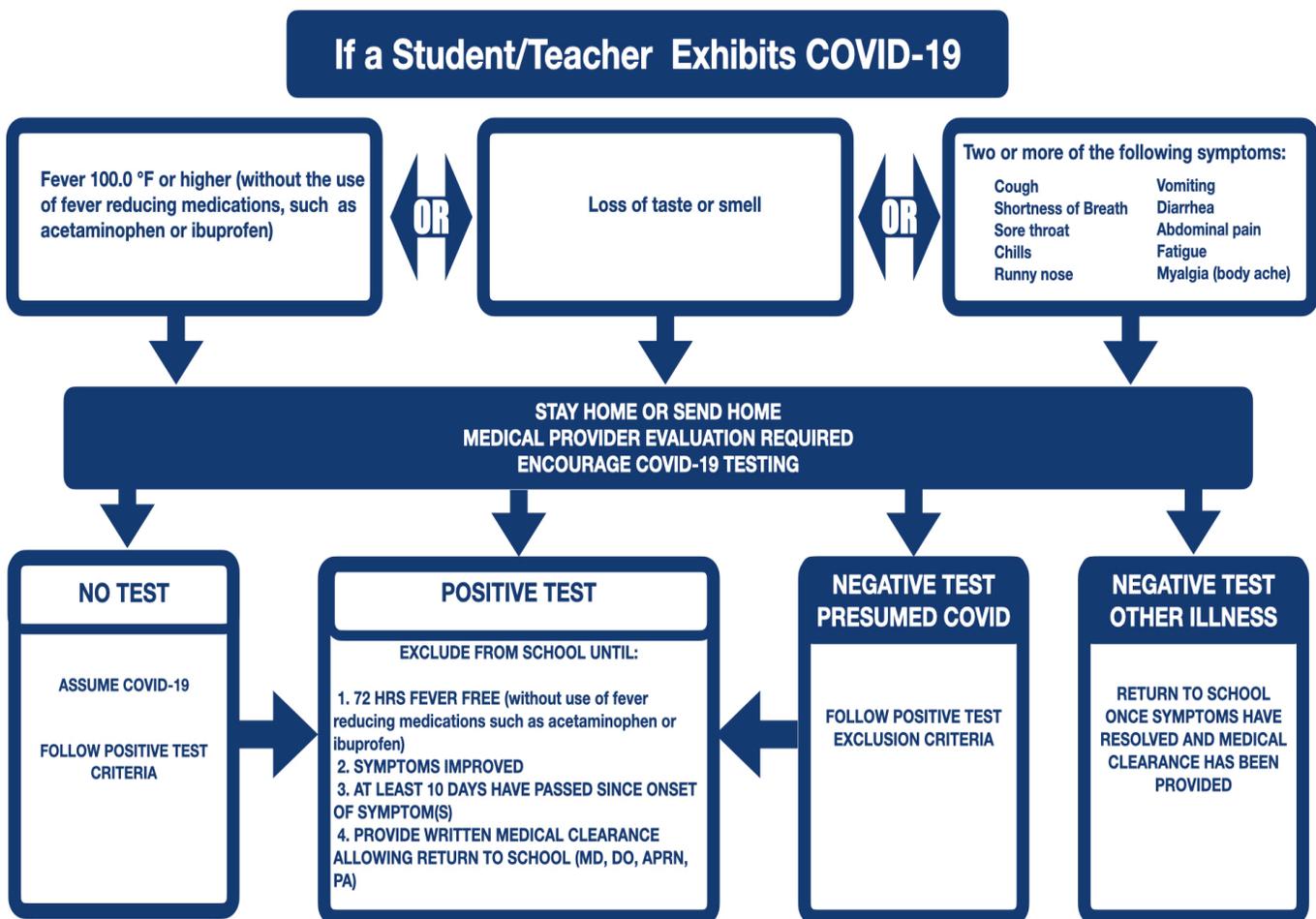




COVID-19 EXCLUSION PLAN

Each family, student and staff member maintains the responsibility of keeping our schools healthy and open. It is essential that all students and staff are monitoring themselves daily for COVID-19 symptoms and staying home if symptoms are present. Further, if a student or staff member has had contact with anyone diagnosed with or suspected of having COVID-19, they must remain home.

While at school, if a student or staff member is experiencing the following symptoms, they must be isolated and follow exclusion guidelines immediately.





If student or staff member has been in close contact (within 6 feet for 15 minutes or longer) with someone who has been diagnosed with or tested positive for COVID-19:

Quarantine for 14 days

Watch for symptoms (fever, cough, shortness of breath, sore throat, runny nose, vomiting, diarrhea, abdominal pain, chills, fatigue, myalgia)

Seek advice of medical provider

Notify school nurse

If student or staff member has been in physically distanced contact (further than 6 feet or within 6 feet for a brief moment in time) with someone who has been diagnosed or tested positive for COVID-19:

Practice physical distancing from others

Increase healthy hygiene practices

Watch for symptoms



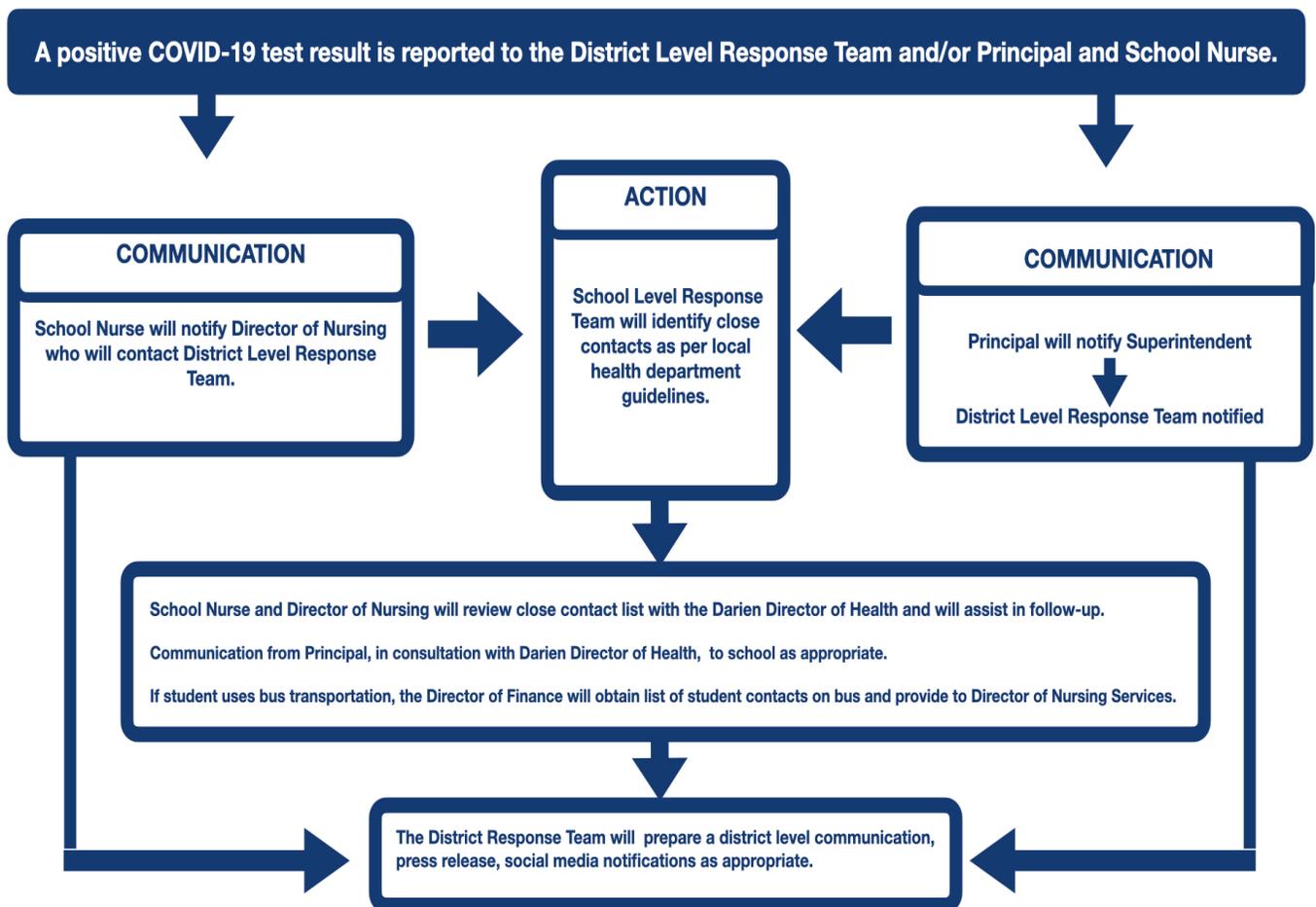
COVID-19 CONTACT TRACING

TESTING: If a student or staff member presents with symptoms consistent with COVID, they will be referred to their health care provider for further evaluation and a strong recommendation for COVID-19 testing. In an effort to contain the spread of COVID-19, the District requests that any student or staff member with a positive COVID-19 test report the result to the school nurse or building administrator. In the event a positive COVID-19 test result is reported, both school and District level response teams will collaborate with the Darien Director of Health to identify close contacts and assist in community notification, as appropriate.

CONTACT TRACING: COVID-19 is a mandated reportable disease. All students or staff who have had close contact with an individual with confirmed COVID-19 in the school setting, will be notified by local health officials and based on current guidance, asked to quarantine for 14 days. The DPS School Nursing department will collaborate with the Darien Department of Health and assist with contact tracing of COVID-19 positive individuals, as appropriate. Contact tracing both in and outside of school will be initiated by local and State health officials. All individuals excluded from school due to exposure will continue their schoolwork via remote learning as illness permits. Students who miss school due to illness will be allowed to make up work once symptoms of illness are resolved.



The following Notification Plan delineates how the District’s will disseminate information to families and staff regarding a positive COVID-19 case in an individual school community. There will be two COVID-19 Response Teams, one at the District level and one at the building level. The District level response team will consist of the Superintendent of Schools, the Assistant Superintendent of Curriculum and Instruction, the Assistant Superintendent of Special Education and Student Services, the Director of Human Resources, the Director of Finance and Operations, the Director of Facilities, and the COVID-19 Liaison (the Director of Nursing Services). The building level response team will consist of a building administrator, school nurse, and an administrative assistant. Building level Response Teams will coordinate communication with the District level Response Team and building level families and staff.





FACE COVERINGS

All individuals entering DPS buildings will be required (unless medically contraindicated as documented by a medical provider) to wear a face covering. The primary purpose of wearing a face covering is to reduce the number of respiratory droplets released into the air when an individual speaks, sneezes, coughs.

Face coverings are an essential component of the infection control measures being taken to reduce the risk of COVID-19 in our schools. Acceptable face coverings have multiple layers of material, fit snugly and comfortably against the side of the face, and allow for breathing without restriction. Face coverings are explained and listed below.

MASKS WITH VALVES ARE NOT ACCEPTABLE!





Face Coverings and Masks

Face coverings are meant to protect others in the event the wearer is unknowingly infected (asymptomatic) or pre-symptomatic

Face coverings provide some level of protection for the wearer against COVID-19

Face coverings should be worn at all times, especially when physical distancing is not feasible

Face coverings may be made from fabric or manufactured paper surgical masks (masks with valves are NOT acceptable)

All staff and students are required a mask at all times, as feasible, except for adults/children with documented medical conditions that preclude mask wearing or individuals who are unable to remove their own mask

Masks will be available for staff/students as needed

The District will educate staff, students and parents regarding proper use, removal and cleaning of face coverings, avoiding the touching of masks, and reinforcing importance of handwashing

Mask breaks will be implemented at all levels, in locations and at times where a minimum distance of six feet can be achieved, preferably outdoors

Elementary: three breaks per day: mid-morning, lunch (including recess), mid-afternoon (snack time can be used)

Middle School: two additional breaks in addition to lunch

High School: students may take mask breaks outdoors at passing time and during lunch

For the health and safety of students and staff, students who refuse to wear a mask without an acceptable excuse will be subject to appropriate disciplinary action which may include a required period of remote learning.



ACCEPTABLE FACE COVERINGS/MASKS

ACCEPTABLE FACE MASKS/COVERINGS

Cloth Masks are made from cotton or synthetic materials, often resembling a surgical mask. Two-layered cloth masks may prevent droplet spread. Cloth masks should be washed and reused according to manufacturer recommendations.

Neoprene Masks are designed for sports use where wind and thermal protection is desired. Contains droplets from mouth and nose of wearer. Washable and reusable - Wash prior to reuse.

Surgical Masks contain droplets from mouth and nose of the wearer. Disposable. Not designed for reuse and must be discarded if wet.

Bandanas and Neck Gaiters cotton or synthetic materials are used and often thin for improved breathability. Fabric must be layered to improve containment of respiratory droplets. Washable and reusable. Must be washed before reuse.

N95 Respirators, KN95 Masks: Please reserve the use of these masks for health care professionals.

UNACCEPTABLE FACE MASKS/COVERINGS

Disposable or Reusable Face Mask with Filter are masks with one-way valves filter air upon breathing in, but do not filter upon breathing out which results in spreading respiratory droplets. These masks will not be allowed in the school setting.







Cohorting and physical distancing are two measures the District will prioritize in order to maximize conditions for safe learning environments for students and staff. Cohorting refers to strategic grouping of students and staff members in order to reduce daily contact with more individuals than necessary. Students who ride the bus will have a transportation cohort in addition to the cohorts they are assigned during the school day.

District Cohorting Efforts

Elementary: At the elementary level each school-based grade level is considered a cohort.

Within the cohort there are individual classes. At times, some students in different classes within the same grade level will come together in order to provide students with appropriate academic support and enrichment.

Middle School: Students at Middlesex are traditionally assigned to a grade-level team with multiple teams at each grade level. This year students within each team will be grouped to experience core academic classes with the same subset of their peers (with few exceptions) from their cohort. Some students from different cohorts will come together in order to provide appropriate academic support and enrichment. Transitions will be minimized for students with teachers moving between classes in lieu of students where possible.

High School: In order to minimize the number of individuals each student and teacher comes into contact with each day, Darien High School will operate on a block schedule with four classes meeting each school day. Additional efforts to maximize social distancing through class schedule development will be implemented. The Open Ends policy is being expanded to include grades 9-11 and an Open Campus policy for seniors is being developed to reduce the number of students with free periods in the building. Because cohorting is extremely difficult at the high school level, efforts to minimize contact is the result of the block scheduling model.

To support physical distancing within classrooms, student desks will be situated at a minimum of three feet apart, all facing the same direction. In classrooms with tables, plexiglass partitions will be placed on tables to provide students an individualized workspace. Throughout all schools, space has been creatively and strategically utilized in order to maximize physical distancing. Using three feet as the measure for distancing is aligned to recommendations by the American Academy of Pediatrics, which cites that three feet with face coverings has similar advantages to six feet of physical distancing without face coverings.



CLEANING PROTOCOLS

Clean facilities are always a priority of the Darien Public Schools. The custodial staff operates with three primary shifts 6:00a.m. to 2:30p.m., 11:00a.m. to 7:30p.m., and 2:00p.m. to 10:30p.m. During re-opening each school will be assigned an additional part time custodian to help fulfill the additional cleaning demands and sanitize high touch areas (i.e. railings, bathrooms, elevators, classrooms) in response to COVID-19.

Our typical cleaning includes trash removal, vacuuming, mopping floors, bathroom cleaning and sanitizing, cleaning of windows, stairwells, and hallways (sweeping, mopping), cleaning and sanitizing of cafeteria during lunch waves, and cleaning accessible classrooms. To accomplish this, the District uses Enviro Solutions disinfectant, which is a no-rinse sanitizing disinfectant used in schools, hospitals, medical and dental offices. This solution will be used with increased frequency to help facilitate cleaner and safer facilities.

In direct response to COVID-19, the District will take the following steps in addition to our daily routine to provide the safest learning environment possible for all of our students and staff:

Additional part time staff will be added to each school to address the need for additional demands in cleaning and sanitization protocols.

Increase frequency of daily sanitization sweeps of all high touch surfaces including door frames, doorknobs, light switches, and countertops.

When permitted by safety code, doors will be left open to reduce frequency of accessing doorknobs.

All rugs and extra furniture will be removed from classrooms to facilitate easier cleaning and social distancing.

Additional attention paid to classroom sanitation as lunch will be provided in the classroom setting.

All restrooms will receive additional cleanings and sanitizations during the school day, one before lunch period and one immediately following lunch.

All playground equipment will be sprayed daily with a no-rinse sanitizer/cleaner.

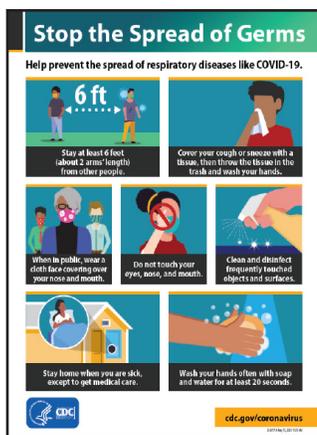
Daily cleaning after school dismissals will include sanitizing all horizontal and high touch surfaces after they are cleaned. Early closings each Friday allows for additional for deep cleaning and sanitization of facilities.



To safely navigate District facilities, signage will be posted throughout buildings promoting healthy behaviors including, handwashing, face coverings, social distancing, respiratory etiquette, and indication when to stay home. Students, staff, and family will notice signs at points of entry indicating that masks are required. Tables at each entrance will have masks, gloves, and hand sanitizer available to those in need.

As students and staff navigate hallways and stairwells, they will notice well marked traffic flow indicators with orange tape in addition to other reminders to distance and avoid touching surfaces when unnecessary. In locations where students typically wait or “line up,” such as school entry points, main office, school health office, cafeteria lines, bus loading, etc., six foot spacing will be clearly marked. Shared spaces, such as staff work rooms and offices, will include reminders to social distance and observe appropriate face covering protocols. These high-volume spaces will also have plexiglass.

A “do not enter” sign will be placed on each isolation room door as an additional safety protocol for students and staff. Additional signage with reminders to “wash your hands” will be posted in restrooms, at classroom sinks, and portable hand washing stations. All touchless hand sanitizing stations will be clearly marked for encouraged use. Additional hand sanitizing and portable hand washing stations have been purchased for use accross the District.





AIR QUALITY

Prior to the start of the school year all HVAC systems will be serviced and new filters installed. These filters will have the highest MERV rating that the manufacturer recommends. MERV, or the Minimum Efficiency Reporting Value, measures and evaluates system efficiency. An independent evaluation of the ventilation systems commenced on July 20th and will provide a report as required by the Connecticut Department of Health (CT DPH). All classroom unit ventilators have been serviced with new filters installed with plans and capacity to run continuously. Additionally, restroom exhaust fans will run continuously, when school is in or out of session.

Staff are advised not to run floor or wall mounted fans to avoid horizontal air flow in alignment with guidance from the CDC and the CT DPH. Window air conditioners, however, will operate in fresh air mode to create a comfortable environment for students and staff. As a part of daily operations, all school days will begin with a two hour purge cycle of all mechanical ventilation systems. A second one hour purge cycle will follow at the end of each day.





IN PERSON RETURN: GETTING READY FOR LEARNING

As the members of the Darien Public Schools community—students, parents, educators, support staff, and administrators— get ready for the school year, our shared commitment to providing all students with a rich learning experience is stronger than ever.

Getting Ready for Learning is a reflection of instructional beliefs that frame the District’s reopening plans for teaching, learning, and assessment: (1) the need to maintain our District’s current robust and rigorous Pre-K through Grade 12 curriculum, along with its effective assessment-based instructional models; (2) to continue to meet our students where they are by providing them with differentiated learning experiences; (3) to continue to address our students’ social and emotional learning needs; (4) to meet and exceed our State’s grade-level standards; and (5) to develop measurable assessment strategies with which to set appropriate instructional goals. The District plan is designed to work across a variety of grade-appropriate instructional platforms with embedded flexibility to celebrate the unique attributes and character of each school in Darien

March 11, 2020 represents a transformative day for the Darien Public Schools. Students’ access to daily, in-person interactions with teachers and peers, traditional instruction and assessment, and the every important human interactions we count on day-to-day shifted. However, that day reinforced the importance of relationships, trust, and commitment to doing what is best for students. This year, it is crucial that those relationships develop quickly to position students for a successful school year. A central piece of this Getting Ready for Learning Plan encompasses how teachers and instructional leaders get to know incoming learners even before they arrive in the fall, by reviewing a variety of historical student data and by engaging in comprehensive vertical team meetings.

The District’s Plan is based upon all of the latest information, best practices, and state guidance. We believe that it puts all of us—especially our Pre-K through Grade 12 learners—in position to get off to a great start to the academic year and to weather any challenges that come our way.

The elementary, middle, and high schools all have different daily schedules. All students will attend school Monday through Friday in the in person learning model. Friday will be a shortened day of instruction for all students to allow for the thorough cleaning of schools and professional learning for staff.



Elementary

When students first arrive at school in September, they will focus on getting to know their teacher and classmates, as they discuss their experiences and feelings, engage in community-building activities, and learn new health and safety routines. Teachers will build relationships with their students through interactive activities and lessons and the establishment of routines and procedures during Morning Meeting. The facilitation of conversations through read-alouds, and opportunities for students to write, draw, and share their stories provide additional opportunities for relationship building.

While engaging in the beginning of the year curriculum, students will also learn to use new and familiar technology as a tool for collaboration, learning and the collection of feedback. Across these first days, teachers will begin to get to know their students' interests, strengths, and challenges in reading, writing, math, and social and emotional well-being.

The Student Experience - Elementary

Students will make their way directly to their classrooms each morning practicing physical distancing in the halls. More importantly, this direct route to the classroom ensures that students are greeted by their teachers and have an opportunity to start each morning in a calm and reassuring way. Once all students have safely made their way to their respective classrooms, a daily "Morning Meeting" is held to strengthen class community and orient students to the day.

Each day, students will have ample opportunity to engage in existing quality face to face teaching using a modified District curriculum. Students will continue to have access to the rich array of subject areas, including "special areas" (i.e. PE, Music, Art, Library and World Language) in safely configured locations throughout the building.

This daily schedule accounts for regularly occurring breaks throughout the day for students to get outside, enjoy snacks or simply remove their masks and socialize when appropriately spaced from their classmates. These scheduled break segments will also ensure that teachers and staff have the necessary time to practice important hygiene routines and continually check in on student well-being.



IN PERSON RETURN: GETTING READY FOR LEARNING

Elementary Assessment

As students and teachers develop comfort in the new health and safety protocols and systems, teachers and the Assessment Team will begin to collect information about the student's current level of performance through more formal assessment measures. The schedule and type of assessments will vary by grade level.

We will use a combination of standardized assessments and formative assessments to measure levels of student learning and make instructional adjustments to meet their needs at all grades levels. This data, along with informal and longitudinal data, will assist teachers in understanding the current needs of their individual students and the class as a whole, so that they can adjust their curriculum and small group lessons to provide targeted instruction for each individual.

The Assessments will vary by grade level, but will include the following:

UNIVERSAL SCREENERS	
Aimsweb Plus	Assists teachers and data teams to progress monitor grade level math and reading skills to informing who requires more in depth assessments



FORMATIVE ASSESSMENTS

ASSESSMENT NAME	PURPOSE
Phonological Assessment	Helps teachers understand what sounds children can hear when listening to a word. It also seeks to understand if students can hear rhyme and if they are able to add and delete sounds to make new words without looking at written words. These skills are essential as students learn to read.
Fountas and Pinnell Sight Word Assessment	Helps teachers understand which words students can read automatically. It also helps them see their understanding of letters and corresponding sounds.
Fountas and Pinnell Running Records	Helps teachers determine independent reading level and areas of strength and need. This helps teachers form small groups of students with similar needs with a common skill goal.
Writing Sample Collection from Early in the Year	Helps teachers establish a baseline for writing skills and strategies for each student. Aids in the creation of skill goals for each writing unit and small group planning.
Response to Reading (skill based questions during a reading of a short passage)	Helps teachers understand the level of reading skills and strategies for each student. Aids in the creation of skill goals for each reading unit and small group planning.
Pre Assessments in Mathematics	Helps teachers understand students' levels of understanding of prerequisite skills for new concepts.
Response to Mathematics (skill based questions and problem-solving tasks)	Helps teachers understand the level of skills and strategies for each student as it applies to the content of the problem solving task. Aids in the creation of skill and strategy based instruction for each chapter and small group planning.



Secondary

At the secondary level, last spring's lack of daily, in-person access to teachers and peers impacted students' development academically and socially. To address this, one major focus at the outset of the school year will be on building healthy working relationships between educators and students, as individuals and within groups. Although classrooms will be organized differently, there is no substitute for building strong classroom communities and healthy learning environments where students feel safe to think creatively, make mistakes, encounter new ideas logically and tolerantly, and develop strong critical thinking skills.

These strong classroom communities serve as the foundation for the successful construction of other elements of our reopening plan, such as new routines, procedures, and health and safety protocols, as well as new technologies, apps, and digital learning platforms. In order to move forward, students must see themselves as operating within a series of successful and healthy classroom communities that are part of larger successful and healthy school communities.

Putting educators in position to develop strong teacher-student working relationships is another major focus. Teachers must get to know their students' academic strengths, areas for improvement, as well as any other challenges they face. In order for teachers to meet all students where they are and to be able to effectively differentiate instruction, teachers will (a) devote instructional time to administer formative assessments to identify any learning deficits stemming from learning disruptions last spring; (b) work with department chairs to adjust the pacing and other attributes of the curriculum to remedy any deficits; and (c) provide students with actionable feedback and academic goals that are in line with any adjustments that are made.

Developing strong classroom communities and strong working relationships between teachers and all students is important for students at the grade-6 and grade-9 levels, as they will be experiencing all of the typical challenges that come with transitioning to a new building, along with changes related to the health crisis. These students stand to benefit the most from positive and supportive learning environments and from teachers who spend extra time and effort learning who they are as students and as young people. Moreover, if circumstances change and a need arises for a major shift in procedures and protocols, all of our students will benefit from having made personal connections within strong academic communities and from strong teacher-student working relationships.



Success requires every member of the secondary community—students, parents, educators, support staff, and administrators—to be flexible and willing to make adjustments to necessary shifts that may occur. Fortunately, those attributes have always been keys for success in secondary school communities, as they are highly valued within each academic department and discipline.

The Student Experience - Middlesex Middle School

Upon arrival, MMS students will enter through their assigned door and proceed to their cohort FLEX. Both hallways and stairways have been marked as one way, thus further ensuring social distancing. Whereas FLEX period had been scheduled after period 2, we have moved it in order to separate our cohorts. Students will not access the hallway lockers, but will carry all belongings in their backpacks. Students will remain in their FLEX rooms for either two or three academic periods, depending on when the cohort's electives are scheduled, and both movement and mask breaks are part of the daily schedule. Each cohort will be assigned to use the closest restroom, and teachers will work to monitor the number of students exiting the classroom. After electives, students will return to their cohort FLEX rooms for the remainder of their academics, or go to their assigned cohort lunch area. After a thirty minute lunch period, students will return to their cohort FLEX room for academics or to their second elective period. Dismissal will be staggered by grade levels and cohorts, with students leaving through the same door they used to enter the building. Students will have the option of participating in virtual after school activities once they return home, and may also choose to receive extra help through our virtual Academic Center.



IN PERSON RETURN: GETTING READY FOR LEARNING

The Student Experience - Darien High School

Students at DHS will be welcomed through the main entrance, library entrance, cafeteria entrance, and athletic loop entrance. All students will be directed to classrooms. Through expansion of Open Ends, all students with parental permission who do not have classes in the first time slot will be allowed to remain at home until their schedule requires their presence in school; this will also allow students with the last time slot free to leave campus early.

We will be using a block schedule model with each class meeting for 85 minutes every other day. There will be “mini blocks” to accommodate part time classes. Lunch will be embedded during the third class block, and students who are in scheduled classes will eat lunch in their classrooms. Students who do not bring lunch to school will have the opportunity to order boxed lunch in advance, which will be delivered to classrooms. The cafeteria and designated outdoor spaces will be available for lunch for students who are not scheduled for class. Seniors who have the entire third time slot free, and who have parental permission, will be allowed to leave campus through an Open Campus policy, developed for the 2020-2021 school year.

The hallways and stairwells at DHS will be one-way, whenever possible, and there will be 10 minutes of passing time between classes to allow students the necessary time to move to their next class. Students, faculty, and staff will be wearing masks at all times, except while eating lunch or while taking a mask break in a designated outside space during passing periods or a free period. During free periods, students can go to the cafe, the library, the Chill Zone, or outside, weather permitting. We will encourage students to spend time outside when possible to allow for mask breaks throughout the day.

In addition to our embedded SEL programs, including weekly Advisory meetings, our school counselors, psychologists, and social workers will be available throughout the day for any students who need emotional support. Our Guidance Seminar will also meet regularly and will serve as another support for students in the transition back to school.

At this time, fall athletics are scheduled to proceed with ongoing guidance from CIAC. Extracurriculars are an important part of student life at DHS, and clubs will meet virtually with the opportunity to propose in-person meetings as well.



IN PERSON RETURN: TEMPORARY OPT OUT OF IN-PERSON INSTRUCTION

While the State requires that districts plan for a full five-days-per-week return to school, families do have the option to temporarily opt out of in-person school attendance for their children. In those cases, the District will provide a remote learning experience for students. The primary delivery of instruction for students who opt out will be live streaming into classrooms. Other modes of delivery that may be incorporated are individual or small group live streaming sessions with staff, independent completion of work assigned by a teacher, or use of a third party for online coursework. The type of instructional delivery is not a choice menu for families opting-out.

Families who opt out of in-person learning will be contacted to plan for administration and completion of assessments that cannot be completed remotely. Options for an assessment location will be provided away from student cohorts. Depending on the age of the student, more than one visit per assessment period may be required.



IN PERSON RETURN: SOCIAL AND EMOTIONAL LEARNING

The need to enhance delivery of developmentally appropriate social and emotional learning experiences for all students emerged as a priority area from each subcommittee of the DRS reopening task force. In addition, many subcommittees made specific recommendations related to sharing information with families in need of support and developing a central location for providing community resources.

DPS will include information on the District website so families can easily access community resources and learn more about the external partnerships that are in place for students and families. This site will be inclusive of Mobile Crisis 211, Department of Human Services, and other partnerships that encourage community-based health and wellness and are available to support our students and families.

In an effort to reorient students and families to the new school year, DPS will begin with shortened days to transition back to each school building. Virtual tours and welcome videos will be shared with students and families prior to school reopening. In addition, to continue our partnerships with families, DPS will collaborate with PTO's and CDSP to discuss potential programming for families.

Plans for specific professional development in the areas of social and emotional learning and how to check in with students regarding health and wellness will be a priority for DPS prior to school opening. School counselors, school psychologists and school social workers will continue to provide counseling support to students and staff. DPS will review SRBI practices and further develop plans to intervene with students experiencing social, emotional and/or behavioral difficulties.



CASEL's Five Core Competencies (shown on figure) will serve as the framework for addressing SEL needs across the District. These Core Competencies have served as the framework and foundation for previous SEL work by DPS, including SEL-based read alouds and class activities at the elementary level and FLEX advisory lessons at the middle school.



IN PERSON RETURN: SOCIAL AND EMOTIONAL LEARNING

DPS plans to embed social and emotional learning across content areas and grade levels using CASEL's Five Core Competencies as a framework for addressing SEL needs across the District. In addition to an integrated approach of addressing SEL, specific times will be designated to have focused conversations with a trusted adult. At the elementary level, this may include morning meeting, and at the middle and high school, this may include FLEX, Advisory, and Guidance Seminar. During these designated times at each level, students and teachers will develop learning environments that foster positive relationships and open communication. This will provide opportunities for addressing challenges students faced during the previous school closure as well as equipping them with skills to help if a family member or friend becomes ill. Furthermore, specific lessons designed to teach healthy hygiene practices and how to manage physical social distancing protocols will also be embedded during these designated times.





IN PERSON RETURN: MUSIC EDUCATION

Music Education in the Darien Public Schools is delivered using a comprehensive standards-based program of sequential musical study that delivers quality music education services to all students. The Connecticut Arts Administrators Association released guidelines to assist Districts with modifying and enhancing Arts education to ensure that all students have the opportunities to enhance creativity and acquire the music and social skills that are so vital to a well-rounded education.

In accordance with these guidelines, standards-based music learning will be maintained as authentically as possible within health and safety protocols. Technology will be integrated into live teaching models to accommodate potential hybrid and remote instruction. In the event that live concerts are not possible, students will share their music learning in other ways, such as through pre-recorded, live streamed and digital performances.

Elementary General Music classes will meet in dedicated spaces that are large and open enough to observe safe physical distancing, such as the cafeteria or common room if the music room is not available. Outdoor spaces may be utilized in good weather for some activities. Music learning activities that allow students to maintain social distancing and masking protocols will be the focus of instruction. Shared equipment will be limited to those items that can be disinfected between classes.

Choir classes at the secondary level will continue to meet, and until more data is available to determine if indoor group singing is safe, choir students will participate in musical activities that do not require live group singing, such as music literacy activities, guided listening, composition, individual recording and assessment, and digital rehearsals and performances. The results from the COVID-19 aerosol study specific to group singing are expected soon and guidelines for choir will be updated. Data suggests that singing outdoors is safest. Weather permitting, small groups of singers can rehearse outdoors. Specific distancing and masking guidelines will be updated when additional data are available.

Elementary instrumental instruction will occur in small group lessons. Secondary band and orchestra students will be scheduled to meet in class period sections with students spaced 6 ft apart. Students will remain masked when entering and exiting the room, getting equipment, and while speaking. String and percussion students will stay masked throughout rehearsal. Wind players will remain masked when they are not playing, and may pull their mask down only when they are playing. There will be no sharing of sheet music, instruments or equipment in band or orchestra. Percussionists will have their own sticks and mallets.



Cleaning supplies will be provided for instruments, stands and lockers, as well as receptacles for condensation removal. Instruments will be cleaned according to the NHS/NAfME/NAMM guidelines. Students will wash their hands or use hand sanitizer before and after use of shared instruments and equipment in Music Explorations or Music Tech/Theory classes such as keyboards, guitars, percussion instruments, and computers. Shared instruments and equipment will be cleaned regularly.



Career and Technical Education is a vibrant and vital field, especially in this current environment. However, given that our students must share some equipment, it is essential that we support teachers and students with new health and safety protocols. The DPS plan addresses new health and safety protocols, innovative curriculum redesign, protocols for sharing of some equipment, course scheduling, and new material purchases.

New Health and Safety Protocols

Clean equipment handles/buttons between each “touch” (Wipe down each machine at end of class (power button, high touch points))

Ensure a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle. Include a process for collection, sanitation, and logging of equipment and tools.

Use GoPro cameras to live stream to monitors to demonstrate equipment use so that students are no longer crowded around teacher

Create (where possible), unidirectional entrance/exits to classrooms/labs

Install plexiglass shields where needed

Post hand sanitizer stations where appropriate

End use of shared lockers

Create individual student safety packet including safety glasses and gloves where needed



New Health and Safety Protocols (CONTINUED)

Deep clean and disinfect shared equipment in the shop or lab, before and after each lab class.

Wipe down/disinfect all keyboards/mice after each class in business, computer science and computer design classes.

Reconfigure classrooms to face front where possible

Curriculum Changes

OSHA certification module added

Modify to smaller scale projects in the event that we change to hybrid or remote environments

Add additional student training modules on safety protocols for students

Expand at-home 3Dprinting projects

Multiple options for students to demonstrate their understanding

Incorporate tools and materials that students can access at home

Equipment/Materials

Purchase pre-planed wood to eliminate use of certain equipment in lab to reduce impact on ventilation

Individual students kits for tools and materials (labeled and packaged to be ready to go in the event of hybrid or remote teaching)

Course Scheduling

Use of outdoor area behind labs when possible



IN PERSON RETURN: SUPPORTING STAFF

The health and safety of District staff and students is of primary importance. As such, the District is providing each staff member with two clear face shields and two reusable masks. Plexiglass partitions will be used in high traffic areas and areas in which proper physical distancing may be difficult to achieve. All staff will be provided with comprehensive COVID-19 training that has been specifically created for the Darien Public Schools. Enhanced cleaning protocols have already been implemented and disinfecting wipes and hand sanitizer will be available throughout the buildings.

The District offers an Educators' Assistance Program ("EAP") to all employees of the Darien Public Schools. The EAP is entirely confidential and offers employees counseling, assessment and referral services in both work and life problems. These services range from help in finding elder- and child-care resources in the community, dealing with legal and consumer issues, or counseling for life issues such as grief, depression, anxiety and substance abuse. Employees can access the EAP directly by calling 800-252-4555 or by logging in at www.theEAP.com/Educators-EAP and clicking the "Employee and Family" button.

Anthem, the District's new health insurance provider, also provides significant resources and support for employees, including care tools and resources (including the location of testing centers and physicians in the Anthem network) and mental health and emergency service support. Employees can access this information at www.anthem.com. Employees who create an account with Anthem will gain access to additional resources such as "Sydney Care," a mobile app that features a tool to help users understand potential risk for COVID-19 and provides access to telehealth visits.

Internally, staff members continue to support each other in impressive ways. With heightened awareness of the importance of one's social and emotional needs, our staff members know they can seek the support of our District's talented counselors and cognitive and behavioral consultants. In addition, staff members at several schools have offered each other professional learning sessions related to health and wellness as well as facilitating book clubs and other virtual social activities. The District will continue to encourage these practices so that all staff members maintain connections with each other as well as with their students.



IN PERSON RETURN: PROFESSIONAL DEVELOPMENT

Investing in the professional capital staff directly impacts the quality of teaching and learning across the District. The professional learning plan for the opening of the school year is multifaceted to address the necessary shifts to traditional instructional practice.

PROFESSIONAL DEVELOPMENT AREAS OF FOCUS	
HEALTH & WELLNESS	Provide professional learning experiences to address physical distancing; cleaning protocols; hygiene practices; COVID-19 exclusion and emergency planning.
SOCIAL & EMOTIONAL LEARNING	Provide professional learning experiences to address implementation of SEL curricula, recognizing signs of trauma in children and adolescents; managing behaviors related to health; and navigating difficult conversations.
TECHNOLOGY	Provide professional learning experiences to address remote learning instruction, integration of new hardware, and new software to enhance daily instruction.
CURRICULUM & INSTRUCTION	Provide professional learning experiences to address curriculum updates and changes, instructional practices within new schedule models, and best practices for assessment.
SPECIAL EDUCATION	Provide professional learning experiences to address Specially Designed Instructional practices and adaptations within new schedule models and best practices for assessment.
EQUITABLE INSTRUCTIONAL PRACTICES	Provide professional learning experiences to address systemic inequities, racial tension, and culturally responsive curricula reflecting minority perspectives and experiences.

The statutory requirement for student school days may be reduced from 180 to 177 days to support staff professional development. Darien will utilize this time to address professional learning needs related to health and safety, social and emotional learning, technology, equitable instructional practices, and curriculum implementation.



IN PERSON RETURN: TECHNOLOGY

Technology is the backbone of the learning process in this new era of education. The technology of Darien Public Schools must be flawless and efficient in order to deliver a curriculum that will keep the students engaged and active. In order to actualize this goal, we have crafted a comprehensive plan to address infrastructure, hardware, software and professional learning needs (detailed in the professional development section).

INFRASTRUCTURE

Upgrades across the District will be completed to improve conditions for a robust computing environment:

All elementary school routers will be upgraded to provide better speed to all schools

All high school switches will be upgraded to provide better speed to all students and teachers

Wiring upgrades at the high school will provide better wifi access for all at the high school

All high school labs, including the language labs, will be upgraded

All high school phones are being upgraded for more efficient network communication

All high school servers will be upgraded to provide a more secure and efficient network

The internet pipe for the District will be upgraded from 2gb to 3gb speeds

The firewall service for the District will be moved to the state to take advantage of enterprise level equipment

All of these upgrades result in one major result, more speed. In an environment that will see a record number of devices accessing our network, these upgrades will provide enough bandwidth for all devices to function and function well.



HARDWARE

Each student will be assigned their own device in order to prevent the sharing of any materials. At the middle school and high school levels, each student is already assigned a chromebook or iPad. At the elementary level, devices were shared at the lower grade levels. The District has procured enough chromebooks to assign each elementary student their own chromebook. These chromebooks will be stored in each classroom with the student's name on the chromebook. In the event the District has to move to remote learning, each student will have a device ready to go.

The District is procuring enough document cameras for each and every teacher in the District. These document cameras will be utilized as both document cameras as well as video conferencing devices. In the event that teachers will have to deliver content to students at home, these devices can be utilized as a camera and microphone to video conference to remote students. The District will continue to standardize Zoom use as its software of choice for video conferencing, due to its security advantages and its best in class reputation.

SOFTWARE

During our remote teaching environment, we sampled a broad variety of software for our students. Based on this experience and budgetary constraints, we have streamlined our software to a list of powerful tools aimed at promoting the four Cs: critical thinking, creativity, communication and collaboration. We recognize that in some environments, such as hybrid or remote, our students may have increased screen time which is why we have carefully curated our lesson design and software usage to ensure that the quality of use supersedes the quantity of use, that is, pedagogy, not technology, drives our choices. While the Google Suite of Education is our foundational software for communication and collaboration, we use Zoom across the District for video conferencing, especially critical in a hybrid or remote teaching environment. Additional District wide tools such as Adobe Spark, Book Creator, Nearpod and Screencastify provide multiple pathways for students to demonstrate their knowledge and understanding. We employ a variety of tools for assessment and feedback that help facilitate a rich and authentic learning environment.



IN PERSON RETURN: EQUITY AND ACCESS

All Districts must develop reopening plans that specifically address inclusion, equity, and access for all learners. Darien's plan aims to provide equitable access to learning for all students by removing barriers so each student is positioned for social and academic success. This is accomplished in a variety of ways including an evolving process for curriculum revision aiming to incorporate culturally relevant curriculum that represents multiple perspectives. The District will continue to create a positive and welcoming environment with community and family partnerships that transcend differences.





Students who receive support in accessing curriculum as they learn English will continue to receive support whether instruction is delivered in-person, in a hybrid model, or through a remote platform. In the return to school plan, instruction will either take place in-person in a designated area outside of the cohort or virtually, allowing the student to remain in the same area as his/her cohort.

In all models, classroom teachers of ELs will provide required language accommodations for content classes. Online accommodations may include: extensions of time for assignments; videos with captioning or embedded interpreting; accessible or translated reading materials; other language services provided through video conferencing; an online translation dictionary; or other technological solutions. Where technology itself poses a barrier to access or where educational materials simply are not available in an accessible format, teachers will provide ELs equally effective alternate access to the curriculum or services provided to other students. In some cases, this may be accomplished through hard copy packets, teacher check-ins, or tutorials.

EL teachers will continue to collaborate with the special education and or content teachers to ensure that the appropriate supports and accommodations are provided to the ELs in that class across learning platforms. Additionally, during periods of remote instruction, teachers will continue to provide appropriate supports and accommodations to EL students to the greatest extent possible.

The District will engage in meaningful communication with parents of ELs in a language they can understand and notify Limited English Proficient (LEP) parents of information about any program, service, or activity that is called to the attention of non-LEP parents. This includes crucial information to parents during this time regarding the expectations for parents to pick up or set up new technology, new enrollment protocols, and how to support their children at home. The District will consider all possible methods to ensure meaningful communication with LEP parents of all students, including EL students. For parents who are not proficient in English, the District will explore additional options to equitably communicate with families.



IN PERSON RETURN: SPECIAL EDUCATION

The Darien Public School's Special Education and Student Services (SESS) Department is committed to the provision of meaningful educational programming to students with learning differences whether instruction is delivered in-person, in a hybrid model, or through a remote platform. The SESS administration has worked closely with various stakeholders from the community and school District to ensure that students with learning differences are planned for thoughtfully. In order to accomplish this, the SESS administration worked closely with the CT State Department of Education (CSDE) and its Bureau of Special Education (BSE) to remain aligned with best practices in providing special education services with fidelity. SESS administrators attended each BSE webinar regarding school closure, reviewed all guidance documents and memorandums from the CSDE and BSE, to ensure that District practices are aligned with guidance received in these forums.

Additionally, the SESS Department worked closely with building administrators to identify District practices regarding the identification or screening of social and emotional concerns related to the school closure or the reentry to school. Mental health providers from the departments collaborated with building administrators to translate guidance from national organizations (e.g., National Association of School Psychologists (NASP)) in an effort to align best practices and recommendations with District practices.

District practices with respect to unique student needs were also considered. SESS administrators have collaborated with families and community members to outline unique concerns related to student reentry, including planning for students with unique health concerns, students who require adaptive living and mobility support, and students with behavioral challenges. The SESS administration has collaborated with building administrators to consider the IEPs of these students to determine if additional supports may be required given each reopening scenario. The collaboration between the general education and special education administration resulted in the successful development of individualized protocols through the lens of unique learners, including changes to (1) classroom spaces, (2) adaptive living protocols, (3) procedural meeting facilitation, (4) student cohorts, (5) feeding, (6) special transportation, (7) individualized protocols for PPE, (8) evaluation procedures, and (9) restraint and seclusion procedures.

Structures and recommendations for assessing baselines of students' IEP goals and objectives upon reentry have also been established in collaboration with District staff and building administrators. This includes ensuring that students, based on developmentally appropriate timeframes, have enough time to acclimate to the new school environment before assessing any possible regression.



Planning and Placement Teams (PPTs) will be asked to consider any noted regression, in the context of the performance of all returning students, to ensure appropriate recommendations for special education services. The District is committed to the integrity and fidelity of special education programs consistent with the IEP recommendations.

It has become clear that during the school closure many students experienced difficulty completing expected work and the SESS administration has worked closely with building administration and general education staff to design credit/instructional recovery opportunities for all students. This includes the use of online credit recovery programs, tutors, and uniquely designed opportunities (e.g., portfolio-based opportunities to show mastery).

The Darien Public Schools recognizes its procedural requirements for students with IEPs during this unprecedented time. The District understands 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.

Guidance and policies related to school reopening plans apply to all students, including students with learning differences 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 learning differences are unable to access the reopening plan as designed, the District will facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Blended learning schedules may be considered for some students.

The District will 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 will consider the student's developmental level and skills.

Last, the District will 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.





The Darien ELP Program is an integrated preschool program where children are provided group and individualized instruction to address the young learners academic, linguistic, and social needs. When students arrive at school in September, they will focus on getting to know their teacher and classmates, as they share their experiences and feelings, engage in community-building activities, and learn new health and safety routines.

Teachers will facilitate activities and establish routines and procedures during their time in the preschool classrooms. Teachers will use a variety of curriculum resources to plan the classroom environment, experiences, interactions, and opportunities for family engagement that are meaningful and relevant to the observed interests of children. The CT Early Learning and Development Standards for Birth to Five detail what children should know and be able to do and serve as the basis for planning. Teachers engage in the cycle of intentional teaching, consistently observing and assessing children's growth and using this information to plan and implement the highest quality learning experiences.

Students will also learn to use new and familiar technology as a tool for collaboration and learning. Through observation, active listening, questioning, conferring, and other informal assessments, teachers will begin to get to know their students' interests, strengths, and challenges in the developmental areas.

The Early Learning Program will practice the safety guidelines consistent with the CT State Department of Education (CSDE), its Bureau of Special Education (BSE), and the Office of Early Childhood. The Early Learning Program will work closely with families to address the individual needs of students.



IN PERSON RETURN: EARLY LEARNING PROGRAM

Requirements, Recommendations and Guidelines from Connecticut Office of Early Childhood

The Early Learning Program class sizes range from 8 to 14 students throughout the school year and will not exceed 14. These class sizes allow for appropriately divided spaces in each room in order to accommodate groups of students. It is required that groups of students within a room maintain a distance of six feet. Classes are led by certified teachers as well as paraprofessionals who are assigned to the class. Related Services providers will be strategically scheduled to reduce the amount of cross classroom exposure.

ELP students are divided into three cohorts by school. As the ELP program is shared across three elementary schools, the District will have cohorts at Ox Ridge, Tokeneke and Royle Elementary Schools.

Students' spacing of tables, or desks are aligned to District expectations for physical distancing with shared tables divided by plexiglass. All students have clearly designated spaces and non-essential materials have been removed from the classrooms. Toys and materials that cannot be disinfected have been removed from the classrooms as well. In order to maintain rich learning experiences for students, individual materials have been ordered where possible and enhanced disinfecting practices are planned.



The wearing of face coverings by preschool-aged children presents both a learning opportunity and a challenge. The District is requiring all staff and students to wear a mask while in the school buildings, however, the state guidelines do not require preschool students to wear a mask. The District will be working with our preschool population to encourage mask wearing in the following situations: riding the bus to school, walking in the hallways of the school, and during specific play activities. Understandably, this requires developing skills in our youngest learners so they have tolerance and endurance to wear a face covering for extended periods. In cases where face coverings cannot be worn for service delivery reasons, physical distancing and other PPE practices will be observed.

All staff members are required to wear face coverings unless outside and distanced six or more feet apart.



IN PERSON RETURN: STUDENT INTERVENTION AND SUPPORT

Robust and rigorous core curricula are provided to all students, grades PreK-12. The instructional model reflects an understanding of students' academic, social and emotional diversity, as well as their needs across various stages of development.

The District is committed to identifying and intervening on behalf of students who require additional academic or social/emotional support, beyond what is provided by the core curriculum, regardless of where teaching and learning is taking place. District efforts for student intervention and support, referenced across the state as SRBI, provides an infrastructure for Darien's three tiered approach to instruction and intervention. SRBI promotes early identification of students who may require additional support in the academic, social or emotional areas. Support is provided to students through evidence and research-based instruction, assessment and intervention. Through a specific process, additional targeted support is first provided by the classroom teacher and then, if needed, is also provided by a specialist, content area teacher or school psychologist.

The current process and protocols that are in place for SRBI will continue across learning platforms. The protocols include: universal screenings and digital collection of student benchmark and curriculum based assessments, regular data team meetings to determine if students meet criteria for support, a tiered process of support that increases with intensity as determined by student data, and regular parent communication on student progress.

As a result of school closure last spring, students in Tier 2 and Tier 3 with targeted instructional plans were provided with the same level of services and support that they received while in school. However, due to remote learning and our inability to complete benchmark assessments, we decided to keep all students in the support Tiers until we return to school in the fall. Therefore, as our students return to the tiered support system when the school year begins, specialists will provide in-person assessments that will be combined with data from the Spring of 2020. As teams meet, determinations will be made about students' current needs for support. All information will be shared with families.





IN PERSON RETURN: SECTION 504

The Darien Public Schools provides reasonable accommodations for students under Section 504 of the Rehabilitation Act . In grades K-5, the assistant principals oversee 504 plans. At the secondary level, the school counselors serve as the case managers. Students with 504 plans will continue to have their accommodations implemented in a classroom environment. If we are in a remote learning environment, these accommodations will be implemented to the greatest extent possible and appropriate, in the live, hybrid, and remote learning environments. During extended periods of remote learning, it may be appropriate for the 504 team to convene to discuss whether changes to the plan should be made to account for the shift in the learning environment. Annual review and initial referral meetings will continue to be held remotely.



As a result of school closure in the spring, evaluations for gifted education services were not completed; therefore, a plan has been created to complete the process in a timely manner while keeping in mind the needs of our students as they get to know their teachers and classmates, as well as learn new health and safety routines. When students return to school, Gifted education faculty will continue to assess students; the schedule of assessments will vary by grade level and student cohort. Once the assessments are complete, identification meetings will take place. All students who are identified as Gifted will begin to receive services at the beginning of October. Gifted education faculty will collaborate with administrators and teachers to establish a schedule for delivering instruction accordingly.

For students who are opting out to Remote Learning, an alternative testing schedule and location will be established in the District. For students who can not attend, assessments will be completed when they return to school.



IN PERSON RETURN: TRANSPORTATION

The safe arrival and departure of students is critical to COVID-19 containment and daily school operations. The District conducted a survey asking parents if they plan to opt-out of bus transportation to reduce ridership and support social distancing. Those parents who opt their student out would find alternate means of transportation for their children and would have the ability to opt back into bus transportation upon request to the transportation department.

Parents are encouraged to provide transportation to and from school for their children.

For families who are eligible and opt for bus transportation, buses will operate at near full capacity to start the school year with all students and drivers required to wear face masks while riding the bus. Each bus will be equipped with face masks should students not have one upon arrival. Face masks are to remain in place for the duration of the bus ride.

Students will be loaded on the bus back to front except those requiring other seats due to medical conditions and those students in grades K-1 who will continue to be seated near the front of the bus for safety reasons. This is done to reduce the number of passengers that have to walk by as they get on the bus. Students will be assigned seats in an effort to keep siblings grouped together when possible. Upon arrival students will remain on the bus until a District employee designates a bus for unloading. This is being done to prevent all students from being unloaded at once.

Buses will be disinfected with the Zoono-Z71 Monthly disinfectant. This disinfectant provides protection for up to 30 days when applied and has been endorsed by the WHO. Buses will also be disinfected after each tier with bleach and water on touch points such as hand rails and seats. Drivers will have daily temperature checks to ensure no driver has a temperature above 100 degrees.



If the community experiences an increase in COVID-19 prevalence the need may arise to adapt to a Hybrid Learning model. This model would reduce our population and bus ridership by approximately 50%. In these cases siblings will sit together and no more than one student per seat will be allowed.

Elementary Arrival and Dismissal

In anticipation of increased car traffic, there will be a designated time for parent drop offs. Students will enter the building one car at a time in a controlled flow to ensure physical distancing.

Due to increased cleaning and the potential need for drivers to reinforce students wearing face coverings, we anticipate buses arriving anywhere from 10 to 20 minutes prior to the start of school with the potential for buses arriving up to 5 to 7 minutes after the start of school depending on the length of time to clean the buses in between tiers.

Upon bus arrival, students will remain seated with face coverings on the bus until directed by school personnel to exit. Buses will dismiss one at a time with a brief transition between. Students will travel directly to their classrooms upon arrival. Teachers will start the day at their regularly scheduled time in their classroom to welcome students.

During dismissal, student pick ups and walkers will be called over the PA system in waves to ensure physical distancing. Additional bike racks will be deployed at each elementary school to accommodate those students not taking the bus and instead riding their bike. Buses will be called in waves from their classrooms.

Middlesex Middle School Arrival and Dismissal

Entrances and exits will be designated by grade level to distribute points of building entry and exit. Whereas students formerly entered through the cafeteria entrance, they will now be split as follows: Grade 6, side entrance to the “old” building; Grade 7, cafeteria entrance; Grade 8, rotunda entrance. Students will now begin the day with a cohort FLEX (similar to homeroom), and will report to their assigned rooms upon arrival. Cohorts will exit the building using their assigned entrance point, and the dismissal schedule will be staggered in waves that include one cohort from each grade level, thus allowing for social distancing.

Darien High School Arrival and Dismissal

To facilitate arrival and dismissal, additional entrances and exits have been identified to reduce students entering and exiting through the main entrance. An expansion of the Open Ends policy to include grades 9-11 allows students with the first or last period of the day free to arrive for their first class or leave following their last class, limiting the number of students in the building during those free periods and reducing the number of students at traditional arrival and dismissal times. All students will proceed to their first time slot classroom upon arrival. Seniors with parental and administrative approval will be granted Open Campus privileges to limit the number of students on campus during free periods.



IN PERSON RETURN: FOOD SERVICES

The Darien Public Schools will work with Chartwell's, our new Food Service Management company, to facilitate food service delivery to all our students. As our new service provider, Chartwell's has articulated their ability to be flexible in their delivery models, which include delivery in the classrooms, cafeteria, or secondary sites within the school. Their ready to reopen plan was instrumental in their selection and approval.

The Director of Food Service will proactively plan and be prepared throughout the school year to provide meal access to students under all forms (Full Re-opening, Hybrid or Closure) of school. Additionally, the Director of Food Service will work with District administration to determine the appropriate meal delivery method (food served in classrooms, cafeteria pick up model, increased lunch waves at existing cafeteria and/or auxiliary cafeteria sites).

Each school will determine the need for additional lunch waves if necessary, staggering cafeteria use, or serving meals in alternative locations. Food will primarily be pre-packaged options with no buffet style food or shared condiments until it is determined safe.

As an increased safety measure, physical barriers, such as plexiglass and partitions will be strategically placed at point of sale and tables in the cafeteria when possible. Portable handwashing stations will be added to spaces in order to increase frequency of student and staff hand washing after lunch.

All food service staff will be required to have the appropriate PPE such as masks and gloves. Additionally, the food service department will ensure all free and reduced lunch students have access to meals during all instructional scenarios (in person, hybrid, remote)..



Accommodations for Students with Food Allergies

Elementary All classrooms at the elementary level will be “NUT FREE” (no peanuts or tree nuts) until students are able to return to the cafeteria. Individualized accommodations will be addressed for students with other food allergies, or in addition to nut allergies, in accordance with medical provider recommendations. Students will wash their hands with soap and water or a hand wipe before and after eating. Desks and tables will be cleaned and sanitized after lunch.

Middlesex Middle School Individualized accommodations will be addressed for students with food allergies in accordance with medical provider recommendations. Students will be encouraged to wash their hands prior to, and after, eating. Hand wipes will be available for individual use. Lunch tables will be cleaned and sanitized after each lunch wave.

Darien High School As a result of eating lunches in classrooms, “NUT FREE” lunches and snacks are encouraged until students are able to return to the cafeteria. Students will be encouraged to wash their hands prior to, and after, eating. Individualized accommodations will be addressed for students with food allergies in accordance with medical provider recommendations.



IN PERSON RETURN: FOOD SERVICES

Food Service Delivery

Through the partnership with Chartwell's we will be launching Nutrislice, a customizable and digital platform, that will allow parents/students the ability to view menus and place orders for school lunch at each location through this app. Students or parents can order the night before or until 7:30a.m. on the day lunch is served. A full week of lunches can also be ordered to provide additional planning options for families. Parents/students will use the student ID to order to ensure each order goes through the point of sale. Students will be asked to pre-order their lunches to provide cafeteria staff time to create lunches, package, and distribute to students throughout the school.

Elementary

All elementary students will eat lunch in their classrooms

Lunches pre-ordered, bagged or boxed, delivered directly to classrooms

Students will wash hands with soap and water or hand wipe before and after lunch

Middlesex Middle School Lunch

Students are assigned by team and a cohort to designated eating zone

Students sit at assigned seats daily

Tables are spaced six feet apart

Lunches pre-ordered, bagged or boxed, delivered directly to students

Eating zones cleaned at the end of each cohort lunch

Students will wash hands with soap and water or hand wipe before and after lunch

Darien High School

Lunch will be eaten in classrooms for all students in scheduled classes

Students with a free period during lunch will eat socially distanced in the cafeteria or an outdoor space

Students wishing to purchase lunch will have the option to pre-order bagged or boxed lunches, which food services will distribute via satellite stations/carts

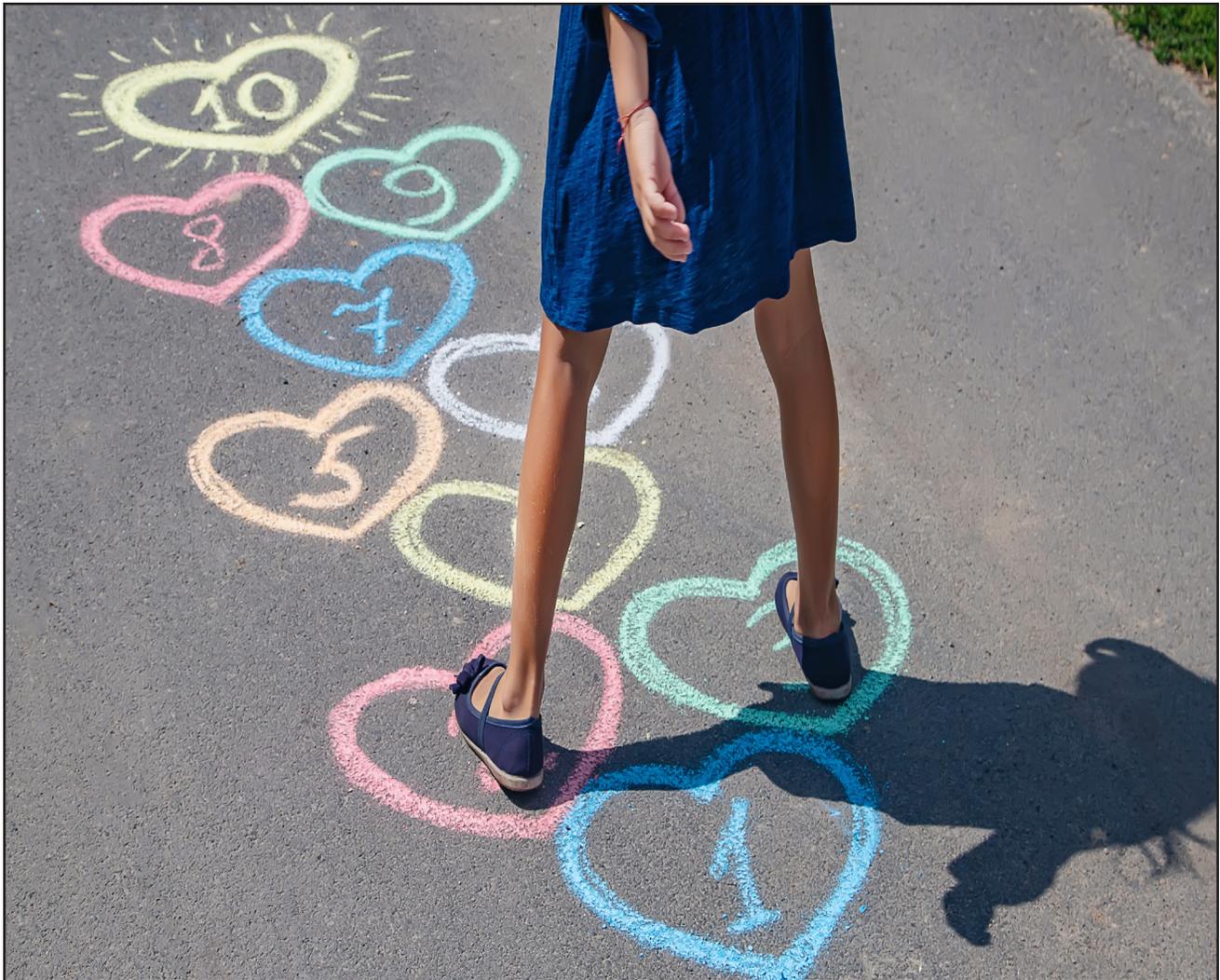
Three lunch waves will be included

Students will wash hands with soap and water or hand wipe before and after lunch



IN PERSON RETURN: STUDENT BREAKS AND RECESS

Increased student and staff safety measures require significant changes to physical classroom environments. Learning spaces previously designed to be collaborative have been reconceived to adhere to District social distance guidelines. As a result, regular breaks have been built into student schedules for a variety of purposes including wellness check ins and mask breaks. Each school has designed these times with designated spaces and developmentally appropriate supervision to monitor social distancing.





IN PERSON RETURN: COMMUNICATION

Success of the reopening of schools requires clear and consistent communication. In response to survey results from families, our District website will serve as the communication hub for information regarding the reopening plan. Please visit our website for additional information.

WWW.DARIENPS.ORG/REOPENING





IN PERSON RETURN: SCHOOL CALENDAR

The Darien Board of Education will receive a request to ammend the school calendar in order to accommo-
date additional time for staff professional development as well as the physical transition back to school. The
schedule for the opening of school is provided below and is pending Darien Public Schools Board of
Education approval.

AUGUST 24, 2020	NEW TEACHER ORIENTATION
AUGUST 25, 2020	NEW TEACHER OREIENTATION
AUGUST 26, 2020	CONVOCATION
AUGUST 27, 2020	STAFF PROFESSIONAL DEVELOPMENT
AUGUST 28, 2020	TEACHER WORK DAY*
AUGUST 31, 2020	STAFF PROFESSIONAL DEVELOPMENT
SEPTEMBER 1, 2020	STAFF PROFESSIONAL DEVELOPMENT
SEPTEMBER 2, 2020	STAFF PROFESSIONAL DEVELOPEMNT
SEPTEMBER 3, 2020	STUDENT 1/2 DAY - 1/2 DAY STAFF PROFESSIONAL DEVELOPMENT
SEPTEMBER 4, 2020	STUDENT 1/2 DAY - 1/2 DAY STAFF PROFESSIONAL DEVELOPMENT

The statutory requirement for student school days was reduced from 180 to 177 days to support staff
professional development. The District will utilize this time to address professional learning needs related to
health and safety, social and emotional learning, technology, special education, equitable instructional prac-
tices, and curriculum implementation.

**this day is subject to change within the opening days of professional development calendar*



IN PERSON RETURN: BUILDING VISITORS

In order to mitigate the spread of COVID-19, there will be no school visitors until further notice. This includes parent volunteers, room parents and meetings traditionally held in person. All schools have arranged for drop off procedures with minimal contact. In the rare occasions that something needs to be dropped off for your child during the school day, each school will share building-specific information regarding how this should be handled. Routine drop offs of lunches, athletic equipment, and other personal items will not be permitted at this time. All schools will have procedures in place for students who may have forgotten their lunches.



To the greatest extent possible, all meetings requiring the presence of outside visitors will be held remote. In order to support District efforts with contact tracing, procedures will be put in place for itinerant staff.







Before and After School Clubs and Activities

School clubs and activities are an integral part of students' extracurricular learning experiences.

Where possible, clubs and other activities will take place remotely, either before or after the school day as scheduled by the advisor and participants. When deemed safe and appropriate, proposals for on campus meetings may be reviewed between building administration and activity advisors.

Athletics

Darien Public Schools will follow all CIAC guidelines for high school sports after approval of such activities by the Superintendent of Schools and in accordance with local and State health department requirements. Athletic guidance and expectations will be provided in a separate document by the CIAC in early August.

Additionally, CIAC has provided guidelines to Districts regarding the resocialization of student/athletes into interscholastic athletics. These guidelines may found on the CIAC website. It should be noted that the CIAC has, with approval from its medical advisory board, temporarily changed the validation period in which physicals will be valid for, increasing the time period from 13 months to 15 months.

Spectators will not be permitted during athletic events until further notice. If and when the District determines it will allow spectators at any of its athletic events, it will follow all local and State guidelines.

Community-Based Programming

Use of District facilities outside the school day will be governed in accordance with local policy, the Governor's Executive Orders, and recommendations by local health officials.



IN PERSON RETURN: FIELD TRIPS

For the safety of students and staff, there will be no field trips until further notice. While these experiences are temporarily paused, staff are encouraged to explore virtual field trip opportunities to enrich student learning.





IN PERSON RETURN: STAFF AND FAMILY TRAVEL

To support compliance with Governor Lamont's Executive Order 7BBB, the District has notified both parents and staff of the need to self-quarantine for a period of 14 days in the event that they have traveled to a state that has recently experienced a high rate of COVID-19 infection. Those states have been identified by the State Department of Health. This list is regularly updated as the rates of COVID-19 infection change. The Director of Health Services will guide families and staff who have traveled to these states and the Director of Human Resources will offer guidance to staff if an absence from school is required.



HYBRID RETURN

The State of Connecticut requires that all local Districts develop a Hybrid Learning Plan. During periods of hybrid learning, schools shift from in-person learning to a blended model of in-person and remote learning in order to reduce their day-to-day contact with multiple individuals and increase building cleaning and sanitization. The need for transitioning to a Hybrid Model reflects a moderate virus spread and an increase in levels of COVID-19 transmission. The District is currently awaiting guidance from the CT Department of Public Health on this matter

The Elementary Hybrid Plan welcomes students in grades K, 2, and 4 in the building on Monday and Wednesday of each week and students in grades 1, 3, 5 in the building on Tuesday and Thursday. When students are not physically present in school they are remote learning with their teachers. Staff are expected in the building each day and all students and staff will participate in learning from home on Fridays due to increased building cleaning and sanitization practices.

The overall population of the building will be reduced by approximately fifty percent, allowing for a significant reduction in students coming into contact with others outside of their cohort. Additional open spaces will allow for increased social distancing utilizing a variety of staff members to support instruction with smaller groups.

Monday through Thursday students will participate in grade level learning and specials at home or in school. Lessons and activities will flow seamlessly from at school learning to remote learning. Practice, review, reinforcement and enrichment activities of skills and strategies learned from previous lessons will take place on Fridays. As students engage in this work teachers will provide necessary instruction in the morning. In the afternoon, teachers will participate in professional development.



The Middlesex Middle School Hybrid Plan functions on an A/B rotational schedule with all students learning remotely on Fridays. The schedule on Friday is a shortened day to allow for teacher collaboration and professional learning. Similar to the elementary schools, buildings will function at approximately fifty percent capacity. One half of each grade level would attend on their corresponding day and participate in remote learning on the alternating days. Classes will remain in-tact with their cohorts, with overall exposure to other students greatly reduced during transportation, transitions, and in the cafeteria. Teachers will report Monday through Thursday whether teaching live or remotely. Teachers will work from home on Friday to allow for enhanced building cleaning and sanitization. Most student assessments will take place during in-person attendance.

The Darien High School Hybrid Plan functions on an A/B rotations schedule with all students learning remotely on Fridays. The schedule on Friday is a shortened day to allow for teacher collaboration and professional learning. The building will run at approximately fifty percent student capacity using an alphabetical split. Students with last names beginning with letters A-K will attend in-person for two days, while students with last names beginning with L-Z will attend in-person on for two days. When students are not attending in-person, they are attending school virtually via live streaming/Zoom with teachers in classrooms. Most student assessments will take place during in-person attendance.

ELP Hybrid Plan - Students in the ELP program will attend school four days a week. As a result of increased space availability during hybrid days, students may access additional rooms with staff members to practice increased physical distancing. Friday students with IEP services will receive remote support on Friday of each week when operating in the Hybrid model.



Overview of the Remote Learning Plan for DPS

The District's Remote Learning Plan (RLP) provides meaningful and regular interactions between teachers and students from Pre-K to Grade 12. In doing so, lessons, activities, projects, and explorations that continue to make teaching and learning engaging and relevant for all students are embedded in program design. This guide supports families and students' understanding of important aspects of the RLP—the instructional framework, technologies, and expectations—if circumstances and conditions preclude normal school operations.

The District is committed to implementing units of study, content, and assessments that comprise its current PK-12 curriculum; however, if circumstances require us to implement a RLP, this will require making smart, tactical adjustments to curriculum in order to ensure that high standards and expectations for learning are not compromised. In addition to curricular adjustments for academics, the RLP will provide experiences for students that support their physical development, social-emotional development, and well-being. To achieve this, students will have both off- and on-screen learning opportunities derived from the current curriculum, opportunities that will require some technology and minimal specialized materials.

While the District believes its RLP to be robust and effective, remote learning has limitations and is not an equal substitute for a daily in-person instructional program. However, the District is committed to delivering an RLP that features both synchronous and asynchronous learning environments. An Asynchronous Learning Environment is one that does not require participants, teachers, and students to be online at the same time while a Synchronous Learning Environment involves learning at the same time online. The environment students experience will depend on grade level, subject matter, lesson plan materials, and other factors.

If circumstances require implementation of the RLP, teachers will continue to guide, support, and challenge students to take on new responsibilities and to become excited about new learning. To ensure their success, they will also need to partner with parents and guardians for support in engaging students in experiences that stretch their understanding and expand their new learning.

To do this, the RLP will provide parents and guardians with direction on how best to guide student learning with appropriate involvement. Families will have options and sources for flexibility that will give them choice and ownership as the RLP experience develops.



Technology to Support Remote Learning

The chart below provides a list of available technology and communication tools within DPS’s Remote Learning Plan. Zoom will serve as the District’s platform for remote video conferencing.

TECHNOLOGY	AUDIENCE	PURPOSE
ASPEN	Students, faculty, staff, family members; grades 6-12	Aspen will continue to be the online grade book used to track assignments and assessments at the secondary level.
DPS REMOTE LEARNING SITE	Students, faculty, staff, family members, community members; all grades	This site provides communications, information, and resources. It is located on the District Site.
EMAIL	Students, faculty, staff, family members; all grades	Email will be used for all major communications and announcements. Contact with teachers, advisors and administrators should be made through email.
GOOGLE CLASSROOM	Students, faculty, staff, family members; grades 3-12	The primary purpose of Google Classroom is to streamline the process of instruction and sharing files between teachers and students. Students access through DPS login credentials.
GOOGLE G SUITE: DOCS, SLIDES, FORMS, SHEETS	Students, faculty, staff, family members; all grades	Google G Suite is the platform for learning documents, spreadsheets, and presentations.
SEESAW	Students, faculty, staff, family members; Grades Pre K-2	SeeSaw is a learning and communication platform that is compatible with Google G Suite.
ZOOM	Students, faculty, staff, family members; all grades	Video conferencing, online meeting, chat, and mobile collaboration platform. Families create free accounts to access



REMOTE RETURN

Key Terms for Remote Learning

Asynchronous Learning: Students participate in online learning at different times, and instruction is not delivered in real-time. Students engage with materials and complete work at their own pace and schedule within a given timeframe.

Synchronous Learning: Students participate in online learning at the same time but in different locations. Students may virtually attend class together via video conferences, virtual learning spaces, or other platforms

Formative Assessment: The purpose of a formative assessment is to monitor student learning and provide feedback during a lesson, unit, or course. Teachers use a wide variety of methods to conduct in-process evaluations; for example, conferring with a student.

Summative Assessment: The purpose of summative assessment is to evaluate student learning at the end of an instructional unit or time period by comparing it against some standard or benchmark. Examples of summative assessments include a final exam or end of unit assessment.

Remote Learning: Students and the educator are not physically present in a traditional classroom environment. Information is relayed through technology, such as virtual learning spaces, video conferencing, and online assessments.



Guiding Principles and Responsibilities for Instruction and Social-Emotional Wellness

The following are guiding principles and responsibilities for each of our key stakeholders involved directly with the Remote Learning Plan.

Parents/Guardians

Family members and caregivers provide students with guidance during scheduled learning times, which helps them (a) avoid conflicts with the use of home resources, (b) fulfill home and family time commitments, and (c) establish routines for social-emotional wellness.

PARENT/GUARDIAN ROLES AND RESPONSIBILITIES

The guidelines below are intended to support students with remote learning. The key points are:

*Provide an environment conducive to learning
(access to technology, safe and quiet space during daytime)*

Establish routines and expectations

Engage in conversations on about lessons, posted materials and assignments

Monitor time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening)

Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play

Communicate with your child's teacher(s), counselors and administrators as needed



REMOTE RETURN

IF YOU HAVE QUESTIONS ABOUT...	THEN CONTACT...
an assignment, resources, social-emotional or course requirements	classroom teacher(s) or school counselor
school policies, curriculum, social-emotional or other topics	building principal, school psychologist, school counselor
technology resource or device	http://support.darienps.net/

(you may also reference the Darien Public Schools Chain of Communication available on the DPS website)

Students

Students have differing developmental considerations regarding screen time, attention spans, and independent learning, which will be addressed within asynchronous and/or synchronous lessons; they also require time for their own social-emotional wellness and family.

STUDENT ROLES AND RESPONSIBILITIES

Establish daily schedules and routines that will help you with your learning

Locate a comfortable and quiet space to learn

Monitor regularly online platforms for information on courses, assignments, resources, and feedback from your teacher(s)

Keep materials for learning nearby: pencils, pens, paper, etc.

Communicate with teachers and other adults as needed

Engage in all learning posted with academic honesty

Submit all assignments in accordance with the provided timeline and/or due dates

Ensure social and emotional balance by keeping healthy habits



Educators

Educators require time to develop lesson plans, collaborate with colleagues, provide instruction for students, and meet with students; they also need time for their own social-emotional wellness and family needs.

SCHOOL ROLES AND RESPONSIBILITIES	
ROLE	RESPONSIBILITIES
Administrative Instructional Leadership Team	Support faculty, students, families with the implementation of Remote Learning environments to ensure quality learning experience for all students Establish clear practices for communication between faculty, staff, families, and students
Curriculum Directors, Department Chairs, Director of Instructional Technology	Support teachers and teams in the implementation of the DPS RLP Provide teachers with all necessary instructional materials and resources Collaborate with teachers to develop and implement effectively: units and lessons methods for providing feedback to students methods for assessing student learning remotely strategies to differentiate instruction Plan and develop PD to support teachers' continued growth with aspects of the DPS RLP Communicate frequently with teachers, and, as needed, with students and families



SCHOOL ROLES AND RESPONSIBILITIES (CONTINUED)

<p>Classroom and Special Area Teachers</p>	<p>Collaborate with colleagues to design remote learning experiences for students</p> <p>Provide online instruction and assessments aligned to curricular goals and instructional practices</p> <p>Provide timely feedback to support students' learning</p> <p>Establish clear communication regarding where/how students should ask questions, receive extra help and seek clarification specific to learning targets, task requirements, and/or deadlines</p> <p>Monitor email for questions and communications from students, families, and colleagues</p> <p>Communicate frequently with students and, as needed, with families</p>
<p>Scientific Research-Based Intervention Team (SRBI)</p> <p>EL Service Providers</p> <p>Teachers of Gifted Education</p>	<p>Collaborate with colleagues to design remote learning experiences for students</p> <p>Provide explicit, targeted instruction and progress monitoring according to the students' program</p> <p>Provide timely feedback to support students' learning</p>



SCHOOL ROLES AND RESPONSIBILITIES (CONTINUED)	
ROLE	RESPONSIBILITIES
Scientific Research-Based Intervention Team (SRBI) EL Service Providers Teachers of Gifted Education (CONTINUED)	Establish clear communication regarding where/how students should ask questions, receive extra help and seek clarification specific to learning targets, task requirements, and/or deadlines Monitor email for questions and communications from students, families, and colleagues. Communicate frequently with students and, as needed, with families
Special Education Teachers and Service Providers	Collaborate with colleagues to design remote learning experiences for students Provide specialized instruction and progress monitoring in accordance with student's IEP services Provide timely feedback to support students' learning Establish clear communication with families and classroom teachers for the delivery of special education services, in addition to where/how students should ask questions, receive extra help and seek clarification specific to learning targets, task requirements, and/or deadlines Communicate with families, at least quarterly, student's progress on IEP Goals and Objectives



REMOTE RETURN

SCHOOL ROLES AND RESPONSIBILITIES (CONTINUED)

<p>Special Education Teachers and Service Providers</p> <p>(CONTINUED)</p>	<p>Maintain the PPT process as appropriate and in conjunction with State guidelines</p> <p>Monitor email for questions and communications from students, families, and colleagues</p>
<p>School Counselors</p>	<p>Provide/post developmentally relevant resources and wellness tips/strategies to support students during remote learning.</p> <p>Continue planned developmental guidance curriculum and programming (including Guidance Seminar), to the extent possible, utilizing Google Classroom and other resources.</p> <p>Create counseling lessons that students could complete “at home” based on the current curriculum</p> <p>Respond to the counseling needs of students through ongoing communication with students and parents and continued collaboration with staff.</p> <p>Maintain availability to students and families through email, phone, or videoconferencing.</p> <p>Support all facets of the post high school planning process; Ensure continuity of the processing of student files for college applications. Support school advocacy with colleges, College Board, AP, and other external bodies to ensure campus closure and its effects are understood</p> <p>Case manage 504 plans and schedule meetings as needed in accordance with State and local guidelines.</p>



SCHOOL ROLES AND RESPONSIBILITIES (CONTINUED)	
ROLE	RESPONSIBILITIES
Psychologists	<p>Maintain connection with students and families by adapting IEP-mandated counseling</p> <p>Create developmentally appropriate videos or workshops regarding self-regulation, anxiety, and/or wellness strategies that students can practice during this time</p> <p>Create counseling activities that students could complete “at home”</p> <p>Provide developmentally appropriate “blog-type” statement/s that include resources regarding anxiety, isolation, health, and wellbeing particular to grade level(s)</p> <p>Respond to the counseling needs of students</p> <p>Respond to student crises and support families to connect with community resources</p> <p>Conduct evaluations as appropriate given guidance from the CSDE</p>
Library Media Specialists	<p>Curate resources for teachers to support the development of high-quality online learning experiences for students.</p> <p>Create screencasts, videos, podcasts or other how-to resources for teachers.</p> <p>Support teachers in the development of Remote Learning experiences, as needed.</p> <p>Team with IT to provide tech support during Remote Learning</p>



REMOTE RETURN

SCHOOL ROLES AND RESPONSIBILITIES (CONTINUED)

Online Tech Support Team	Provide timely responses to students, family, and faculty requests regarding technology issues
Paraprofessionals	Provide support and assistance to assigned grade level and/or subject area teachers as requested





Early Learning Program Overview (ELP)

During Remote Learning, the main tools for communication between teachers and families in the Early Learning Program will be The DPS Remote Learning website, email, Zoom and/or Google Classroom. To access online learning resources: Log in using student DPS Credentials.

Remote learning for ELP will be a blend of synchronous and asynchronous learning opportunities aligned to Preschool Early Learning Development Standards (ELDS) in reading, mathematics, writing, handwriting, social-emotional learning, music, movement and science.

The day will begin with the morning meeting which is a time for teacher-led instruction and active engagement by students. During the meeting students have an opportunity to practice the skill and strategy that is introduced and modeled by the teacher.

PRE-K EARLY LEARNING PROGRAM (ELP)	
Morning meeting/SEL	Daily morning meeting 15-20 minutes
Read Alouds	Live and/or Pre-recorded (paras or teachers)
Reading	Monday/Wednesday Pre-recorded and/or Live Lesson with 5-10 minute duration
Mathematics	Tuesday/Thursday Pre-recorded and/or Live Lesson 5-10 minute duration
Academic and/or Social Emotional Learning	Additional small group meetings with students 1x per week for 10-15 minutes
Music/Movement	Music will be held two days per week for each class for 20-30 minutes
Handwriting	Weekly topic
Social Emotional Learning	Weekly topic
Science	Weekly topic



REMOTE RETURN

EARLY LEARNING PROGRAMS' INDIVIDUALIZED EDUCATION PLAN (IEP) SERVICES

Special Education Services	Scheduled times will be provided either Live, and/or, Pre-Recorded, and/or Slides
Related Services	Scheduled times will be provided either Live, and/or, Pre-Recorded, or Slides
Itinerant SLP Services	Scheduled times will be provided either Live, and/or, Pre-Recorded, or Slides
Family Meetings	Scheduled Virtual times will be provided to parents, e.g., Zoom
PPTs	Scheduled Virtual times will be provided to parents, e.g., Zoom



ELP Monday - Thursday

TIME	ACTIVITY
8:30am - 9:30am	Students will have a planned schedule for services by Special Education Teachers or Related Services Providers outline in IEP
9:30am - 11:30am	Time with teachers for preschool classroom work
9:30am - 10:00am	Daily Live or Pre-Recorded sessions
10:30am - 12:45pm	Music Schedule times will depend on classroom and school
11:30am - 12:00pm	Lunch
12:00pm - 3:00pm	Students will have a planned schedule for services by Special Education Teachers and/or Related Services Providers outlined in IEP, and/or, Team Meetings, and/or, PPTs, and/or, Family Meetings

Elementary Overview (K-5)

The main tools for communication between teachers and families in the elementary schools will be The DPS Remote Learning website, email, and Google Classroom. To access online learning resources: Log in using student DPS Credentials.

Remote learning will be a blend of synchronous and asynchronous learning opportunities aligned to DPS Curriculum in literacy, mathematics, science, social studies, social-emotional learning, and special areas: art, music, physical education, library, Social-Emotional Learning, World Language.

Scientific Research-Based (SRBI), Gifted Education, and Special Education services will be provided accordingly.



REMOTE RETURN

Instruction begins with a short lesson focused on a specific strategy, which is a time for teacher-led instruction and active engagement by students. During the engagement students have an opportunity to practice the skill and strategy that is introduced and modeled by the teacher. The lesson ends when students are sent off to their own independent work. As students work, the teacher confers with them and/or leads small group instruction.

Instructional Schedule: Monday - Thursday

TIME	
8:30am - 9:00am	Welcome Morning Meeting Review of schedule Instructional Read aloud
9:00am - 10:30am	Instructional Time: Reading, Writing, Word Study, Mathematics, Science and Social Studies Includes whole class, small group, and individualized instruction. May be synchronous or asynchronous.
10:30am - 11:00am	Specials
11:00am - 12:00pm	Lunch
12:00pm - 1:30pm	Instructional Time: Includes whole class, small group, and individualized instruction. May be synchronous or asynchronous. Includes Teacher office hours
1:30pm - 2:30pm	Independent Practice Independent reading of just right books (30 mins) Independent application of math strategies



Instructional Schedule: Friday

TIME	
8:30am - 9:00am	Welcome Morning Meeting Review of schedule Instructional Read aloud
9:00am - 10:30am	Students work independently to complete work from prior lessons Students work in small groups with staff Students participate in skill reinforcement or enrichment activities
10:30am - 11:00am	Specials
11:00am - 12:00pm	Lunch



Instructional Schedule

GRADES K - 1	
Reading, Writing and Math Workshop	Synchronous explicit lesson followed by opportunities for students to engage in a timed independent practice Teachers provide instruction in synchronous small groups Or Asynchronous explicit lesson followed by 5-10 mins of synchronous reteach/explanation/directions and synchronous small group instruction
Foundations / Handwriting	Synchronous or Asynchronous lesson with synchronous small group check-ins
Science / Social Studies	Inquiry-based Synchronous or Asynchronous lesson Students record notices, wonders, observations or respond to questions or prompts
Special Areas	Synchronous or Asynchronous grade-level specific lesson



Instructional Schedule: Friday

GRADES 2 - 5	
Reading, Writing and Math Workshop	<p>Synchronous explicit lesson followed by opportunities for students to engage in a timed independent practice</p> <p>Teachers provide instruction in synchronous small groups</p> <p>Or</p> <p>Asynchronous explicit lesson followed by 5-10 mins of synchronous reteach/explanation/directions and synchronous small group instruction</p>
Foundations Grades 2-3	<p>Synchronous or recorded with synchronous small group check-ins</p> <p>Students independent practice is in Foundations workbook</p>
Megawords Grades 4-5	<p>Synchronous or recorded with synchronous small group check-ins</p> <p>Students independent practice is in Megawords workbook</p> <p>IXL is used for additional practice</p>
Handwriting	<p>Synchronous or Asynchronous lesson with synchronous small group check-ins</p>
Science / Social Studies	<p>Inquiry-based Synchronous or Asynchronous lesson</p> <p>Students record notices, wonders, observations or respond to questions or prompts</p>
Special Areas	<p>Synchronous or Asynchronous grade-level specific lesson</p>



REMOTE RETURN

Middle School Overview (6 - 8)

Everyone affiliated with Middlesex Middle School shares a common goal for its Remote Learning Program: to continue to provide students with meaningful instruction, independent time to practice and complete work, and a peer community of learners for an interactive learning environment. To achieve this, MMS requires the support of parents and guardians, who we view as partners in our commitment to ensuring all students' academic, social, and emotional success. Therefore, in order to execute a successful Remote Learning Program, parents and guardians are encouraged to support MMS educators by doing the following:

Remind children that they are expected to participate in all live learning activities, assignments, and social-emotional engagement experiences that are offered throughout the week, whether they are conducted through Zoom, Google Classroom, or another real-time technology communications platform.

Be familiar with the links to grade-level remote learning schedules, resources, policies, procedures, and expectations, which are posted on the Middlesex Middle School website and on Google Classroom for individual teachers and grade-level teams.

Understand that the MMS Remote Learning schedule features a balance of synchronous and asynchronous classes, as well as social-emotional offerings, to support students' academic, social and emotional well-being.

Know that classroom teachers use Google Classroom and Google Sites to disseminate, collect, and provide feedback on assignments, projects, and other formative assessments. Classroom teachers will provide individual and collaborative learning experiences that will allow children to engage with each other through the use of the Google Suite of interactive tools and/or the Zoom video and chat platform.

Recognize the benefit of a robust advisory program in ensuring that all students feel connected, supported, and engaged. To this end, the MMS advisory period will continue to meet virtually during FLEX via Zoom to build community, support social-emotional well-being, and address any questions that may arise as children continue to navigate Remote Learning.

Ensure that children are up each morning and ready for the day by 7:30 am (EST) so they can eat a good breakfast, check their Google Classroom feedback and email, and set helpful goals before they start their school day, which begins at 8:30 with FLEX. (first period begins at 8: for all students).



Middle School Overview (6 - 8) - (CONTINUED)

Make sure that children are logged into Zoom with their own school-issued email address; since teachers will be using Zoom breakout rooms for collaborative work times, in order for them to effectively configure these groups, all children will need to be logged in to Zoom with their school-issued email addresses.

Remind children (and family members) that they are not allowed to take photos of any Zoom participants or record any sessions, as it is in direct violation of our digital school policies; teachers will also not be recording Zoom sessions but will be making materials, directions, and assignments available on Google Classroom. In cases where children experience Internet connectivity challenges, become ill, or have a family emergency that prevents them from joining a Zoom session, materials and assignments will be posted on Google Classroom.

Encourage children to reach out for help when they need it, whether it be academic, social, or emotional. Teachers and School Counselors offer daily office hours and drop-in times. Everyone affiliated with Middlesex Middle School wishes to prevent any child from suffering in silence and will stand ready to support any child in need.



REMOTE RETURN

Instructional Schedule

MIDDLE SCHOOL GRADES	
Monday - Thursday (Full Instructional Day)	Friday (½ day with PLC in afternoon)
Morning Intervention / Office Hours / PLC (8:00am - 8:25am)	Morning Intervention/Office Hours/PLC 8:00 -8:25
FLEX (8:30am - 9:00am)	FLEX 8:30-8:50 Extra Help, IEP Service Time, Idea Class
Period 1 (9:05am - 9:35am)	Period 1 8:55-9:15
Period 2 9:40am -10:10am	Period 2 9:20-9:40
Period 3 10:15am - 10:45am	Period 3 9:45-10:05
Period 4 10:50am - 11:20am	Period 4 10:10-10:30 (Grade 6 Snack/Services and Idea Class)
Break for all students and teachers 11:20am - 11:40am	Period 5 10:35-10:55 (Grade 8 Snack/Services and Idea Class)
Period 5 11:45am - 12:15pm	Period 6 11:00-11:20 (Grade 7 Snack/Services and Idea Class)
Period 6 12:20pm - 12:50pm	Period 7 11:25-11:45
Period 7 12:55pm - 1:25pm	Period 8 11:50-12:10
Period 8 1:30pm - 2:00pm	Lunch 12:15-1:00



Afternoon Intervention/Office Hours/PLC 2:00pm - 2:30pm	Afternoon Teacher PLC/PD 1:00pm -2:30pm
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Students who typically receive special education or related services or participate in IDEA during FLEX or period 4/5/6 will continue to access those services during those scheduled times as noted above in our Remote Learning schedule.

Special Education Teachers will be available to their students during the regular class periods where they normally support and teach their students, as well as during the office hours and FLEX time.

Teacher Office Hours and FLEX/study hall time blocks are additional designated times for students to email teachers for support, ask questions, and stay connected.



REMOTE RETURN

Darien High School Overview (9 - 12)

Everyone affiliated with Darien High School shares a common goal for its Remote Learning Program: to continue to provide students with meaningful instruction, independent time to practice and complete work, and a peer community of learners for an interactive learning environment. To achieve this, DHS requires the support of parents and guardians, who we view as partners in our commitment to ensuring all students' academic, social, and emotional success. Therefore, in order to execute a successful Remote Learning Program, parents and guardians are encouraged to support DHS educators by doing the following:

Remind students that they are expected to join all live learning activities, assignments, and social-emotional engagement experiences that are offered throughout the week, whether they are conducted through Zoom, Google Classroom, or another real-time technology communications platform.

Be familiar with the links to remote learning schedules and resources, which are posted on the Darien High School website and on the Google Classrooms of individual teachers.

Understand that the Darien Remote Learning Schedule features a balance of synchronous learning and asynchronous, independent class work, access to additional support during teacher office hours, as well as weekly advisory meetings, to support students' academic, social, and emotional well-being.

Know that classroom teachers use Google Classroom and additional online learning platforms and apps to disseminate, collect, and provide feedback on assignments, projects, and other formative assessments. Classroom teachers will provide individual and collaborative learning experiences that will allow students to engage with each other through the use of the Google Suite of interactive tools, the Zoom video and chat platform, and a host of other appropriate education-based technologies.

Recognize the benefit of a robust advisory program in ensuring that all students feel connected, supported, and engaged. To this end, the DHS advisory period will continue to meet virtually with their groups via Zoom to build community, support social-emotional well-being, and address any questions that may arise as students continue to navigate Remote Learning.

Encourage students to practice healthy habits that enable students to be ready to learn, including regular sleep schedules and nutritious eating, as well as develop independent time management skills. Students should be encouraged to regularly access Google Classroom, their school email, and Aspen to monitor assignments, class work, and school communication and feedback.





Darien High School Overview (9 - 12) - (CONTINUED)

Students should be encouraged to regularly access Google Classroom, their school email, and Aspen to monitor assignments, class work, and school communication and feedback.

Make sure that students are logged into Zoom with their own school-issued email address; since teachers will be using Zoom breakout rooms for collaborative work times, in order for them to effectively configure these groups, all students will need to be logged into Zoom with their school-issued email addresses.

Remind students (and family members) that they are not allowed to take photos of any Zoom participants or record any sessions, as that is in direct violation of our digital school policies; teachers will also not be recording Zoom sessions but will be making materials, directions, and assignments available on Google Classroom. In cases where students experience internet connectivity challenges, become ill, or have a family emergency that prevents them from joining a Zoom session, teachers will have materials available for them.

Encourage students to reach out for help when they need it, whether it be academic, social, or emotional. All members of the Darien High School community are committed to providing and connecting students with the appropriate support and resources to ensure their success.



Instructional Schedule

DHS LEARNING GRADES				
TIME	DAY 1 ACEG	DAY 2 ACEG	DAY 3 ACEG	DAY 4 ACEG
7:40am - 8:25am	Students: Independent Work Time			
	Teachers: Meetings and Collaborations			
8:30am - 9:30am	Period 1	Period 5	Period 1	Period 5
9:40am - 10:40am	Period 2	Period 6	Period 2	Period 6
10:50am - 11:50am	Period 3	Period 7	Period 3	Period 7
11:55am - 12:20pm	Lunch	Lunch	Lunch	Lunch
12:25pm - 1:25pm	Period 4	Period 8	Period 4	Period 8
1:35pm - 2:20pm	Students: Independent Work Time Teachers: Office Hours			



Assessment, Grading, and Standardized Testing

The primary purpose is to maintain our commitment to assessment-based instruction and curriculum so that as a District we continue to meet our students' learning needs while aiming for the understanding of grade-level standards. This continues during remote learning.

Elementary Level

At the elementary level, students will continue to receive a Standards-Based Progress Report at the end of each trimester. The purpose of a Standards-Based Reporting system is to provide detailed feedback to parents regarding the progress being made toward specific learning standards at a given grade level during each trimester. Each standard will be measured using the criteria: below standards, approaching standards, met standards and exceeded standards. If any of the learning standards are not able to be met during a period of remote learning, parents will see that the standard will be greyed out for that trimester.

In addition, students' development in social-emotional learning will also be measured using the criteria with support or independently. Teachers will use the comments section to fill in any pertinent information that the learning standards were not able to communicate.



Secondary Level

Assessments and grading are important components to teaching and learning, as they provide evidence of understanding to students, families and teachers. Recognizing that there are challenges in the area of assessments in the remote learning environment, teachers will use a variety of strategies to assess and grade students in each course. Feedback on assessments communicate students' mastery of learning objectives to students, teachers, and families and grades during the remote learning time should include a balance of:

formative assessment

summative assessment

participation in remote learning activities

completion of assignments

homework

classwork

larger long-term assignments that are paced and scaffolded

Students are expected to complete assigned work, including non-graded assessments that provide a check for understanding. This may include questions, forms, reflections, and daily progress checks which help to measure student progress against learning targets. Teachers will provide students with clear instructions and advanced notice of graded assessments which may include electronic quizzes/tests, writing assignments, performance based tasks, and projects.



RESOURCES

CSDE Guidance

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together
Connecticut State Department of Education
<https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>

General Reopening Guidance

Return to School Roadmap
An Opportunity Labs Initiative

A Blueprint for Back to School
American Enterprise Institute
<https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/>

Health and Safety

American Academy of Pediatrics
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

CASEL

District Theory of Actions Standards
<https://casel.org/in-the-District/standards/>

Center for Disease Control
Considerations for Schools
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Athletics

The Connecticut Interscholastic Conference
Resocialization to Interscholastic to Athletics and Activities Programs
<https://www.casciac.org/pdfs/CIACResocializationofAthleticsGuidanceUpdated6-29-2020.pdf>

Early Childhood

Guidance For Child CareE: Centers and Group Child Care Homes During COVID-1
Connecticut Office of Early Childhood
<https://www.ctoec.org/wp-content/uploads/2020/05/OEC-COVID-19-Guidance-for-Child-Care-Centers-Group-Homes-2020-06-24.pdf>



Music Education Resources

NYSSMA Committee Report

The Future of Ensembles

<http://www.nyssma.org/advocacy/nyssma-covid-19-guidance/the-future-of-ensembles-committee/>

National Federation of State High School Associations

COVID-19 Aerosol Study

<https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>

Jimenez, J

COVID-19 Airborne Transmission Estimator

<https://docs.google.com/spreadsheets/d/16K1OQkLD4BjgBdO8ePj6ytf-RpPmLJ6aXFg3PrIQBbQ/edit#gid=519189277>

The American Choral Directors Association

COVID-19 Response Committee Report

<https://acda.org/wp-content/uploads/2020/06/ACDA-COVID-19-Committee-Report.pdf>

The NHS, NAfME and NAMM

Instrument Cleaning Guidelines and Information

<https://drive.google.com/file/d/1m0WWIWVXL9fyDL8DSd31tJL2vcnjCHav/view>

Connecticut Arts Administrators Association

Reopening Guidelines for the Arts

<http://www.ctaaa.net/upload/458576/documents/1160A50D520E1227.pdf>

Technology

Perkins Collaborative COVID-19 Information and Resources

<https://cte.ed.gov/grants/covid-19-information>

Coronavirus, Economic Crisis Cloud Resurgence of Career Tech Ed.

<https://www.edweek.org/ew/articles/2020/05/12/coronavirus-economic-crisis-cloud-resurgence-of-career.html>