



Mansfield Public Schools
CONTINUITY OF LEARNING PLAN
Submission Date: June 30, 2022

Kelly M. Lyman
Superintendent

June 30, 2022

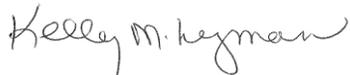
In the summer of 2020, the Mansfield Reopening Committee developed a comprehensive plan for reopening schools that addressed the requirements of the State of Connecticut and met the Mansfield Public Schools expectations for teaching and learning, supporting health and wellness, and maintaining equity across our school system while assuring continuity of learning.

The plan was developed by the Mansfield Reopening Committee, an initial team of more than twenty parents, teachers, para-educators, administrators, and Board of Education members. The team began meeting in mid-May with the support of the Connecticut Center for School Change. Early efforts focused on understanding the needs of the community, researching best practices, and working together as a full team to identify actions that support the mission and goals of the Mansfield Public Schools.

Feedback and input from stakeholder surveys, staff reflections, and information/question and answer sessions were used in the development of the plan. This work was further influenced by samples of work from across the national and international arena and professional literature, including *Actualizing Connecticut Classrooms for Continuous Learning: Guidance and Tools for High-Quality, Equitable Distance Learning* developed by the Center for Public Research and Leadership at Columbia University.

After a full school year of experience, this plan was updated and retitled, *The Mansfield Continuity of Learning Plan*. It describes current practices and addresses requirements of the American Rescue Plan school grant program. It is updated no less than every six months, a process that will continue until December 2023.

Sincerely,



Kelly M. Lyman
Superintendent of Schools



SCHOOLING MODEL

	In-Person Learning
Definition	School is open for all students five days a week.
Who Attends School?	All students Pre-K through Grade 8.
Safety Protocols:	Follow guidance of CDC and CT DPH. Currently this guidance recommends a variety of mitigation strategies that may be used at the discretion of the school district.
Transportation	Buses operate up to full capacity. Follow requirement of Federal and State agencies that regulate public transportation.

-HEALTH AND SAFETY-



FACILITIES

Classroom Physical Space; and Design/Configuration of Space

- As necessary, schools may implement social distancing guidelines of 3 feet between student workstations.
- Where necessary, building administrators may assess other space that can be repurposed for instruction or lunch in the school.
- Building administrators will locate spaces that could be made available for outdoor instruction, weather permitting. Use of these outdoor instructional spaces need to consider health and safety conditions and ensure students with allergies and/or asthma symptoms will not be impacted.
- Hand sanitizer dispensers will be available in all classrooms.
- Classroom teachers should utilize hand-washing stations within their classroom, as able.

Signs and Messages

- Building Administrators will post signs and share messages (see list below) related to stopping the spread accessible for students with disabilities and in languages appropriate for the school population. The following topics should be considered for signs and/or messages to individuals who enter our buildings:
 - Respiratory and cough etiquette
 - Wellness self-assessment for families, students, staff, substitutes, interns
 - Reporting illness and/or COVID



DAILY OPERATIONS

Other Individuals Entering the School Building

- District and Building Administration will develop and communicate visitor protocols and may reduce the number of non-staff/students in each building based on public health conditions.

<i>Daily Cleaning</i>	<ul style="list-style-type: none"> • Cleaning products will be provided to all classrooms. • Daily cleaning of classroom and common spaces will occur following practices recommended by the Connecticut Department of Public Health.
 CHILD NUTRITION	
<i>Child Nutrition</i>	<ul style="list-style-type: none"> • Mansfield Public Schools will continue to make available meals and milk to all students while complying with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. Meals will be provided at a reduced cost or free to eligible students.
 HEALTH PRACTICES AND PROTOCOLS	
<i>Health Practices and Protocols</i>	<ul style="list-style-type: none"> • District maintenance and custodial staff will provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol, paper towels, tissues, face coverings, and no-touch trash cans to all classrooms. • Building Administration will ensure that students, staff, and families are educated and engaged in practices related to all public health policies and protocols. Trainings and reminders will be shared frequently throughout the year.
<i>Immunizations and Health Assessments</i>	<ul style="list-style-type: none"> • School nurses will maintain and monitor student health records for updated immunization status and for required health assessments. School nurses contact parent/guardian of students who are delinquent on their immunizations and provide names of clinics/MD offices to families, if needed. • School nurses request parents/guardians share COVID-19 vaccination dates for inclusion in health record.
<i>Reporting Illnesses and Addressing Vulnerable Populations</i>	<ul style="list-style-type: none"> • Building administrators will communicate and train staff, families, and students in the monitoring of illness and the CDC recommended practices for those who have been exposed to or become infected with the COVID-19 virus. • If someone is showing any of these COVID-19 emergency warning signs, seek emergency medical care immediately: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion ○ Inability to wake or stay awake ○ Bluish lips or face • Recommended Dismissal for Students and Staff:

	<ul style="list-style-type: none"> ○ Dismissal will occur when a student or staff member exhibits symptoms consistent with COVID-19 ● Illness Reporting Protocols: <ul style="list-style-type: none"> ○ Parents and staff are to inform the school nurse if their child is sick with COVID-19 related symptoms ○ Parents/guardians/staff will be encouraged to seek medical evaluation and COVID-19 testing. ○ If students or staff receive a confirmed diagnosis of COVID-19, the School Nurse will notify the district liaison who will notify the EHH as required, ensuring that all privacy, public health information confidentiality laws, and Americans with Disabilities Act (ADA) confidentiality has been maintained. ○ Screening will not be required for all students or staff entering the school building. ○ Schools will maintain a confidential document to be located in the school health office to report and track COVID-19 cases at each school site for staff and students. ○ The district will maintain all information about the employee or student illness as a confidential medical record.
<i>Use of Face Coverings, Masks, and Face Shields</i>	<ul style="list-style-type: none"> ● Building Administration will implement Board of Education policy and state or local health department regulations regarding the use of face coverings that cover the mouth and ● Building Administration/Office will provide a mask to any student, staff member, and/or visitor who requests one.
<i>Containment Plan</i>	<ul style="list-style-type: none"> ● School Nurses will communicate and train staff, students, and families using the following DPH guidelines: <ul style="list-style-type: none"> ○ Symptom Based Response: Staff members who exhibit symptoms consistent with COVID-19 will immediately be sent home. Students who exhibit symptoms consistent with COVID-19 will be immediately moved to a designated area within each school building that is monitored by a school staff member. ● Disinfection and cleaning procedures will be initiated following student release (or staff dismissal) in compliance with <u>CDC guidelines</u>. These guidelines include: <ul style="list-style-type: none"> ○ Close off areas to enact disinfection. Open any windows or turn on ventilation systems to assist in the process. ○ Soiled surfaces should be cleaned with soap or appropriate cleaner prior to disinfection. ○ All disinfectant products should be utilized in compliance from the approved list of agents provided by the Director of Facilities. ○ The use of the school health office will continue to be utilized to treat and consult with students exhibiting other illnesses or injuries.
<i>Diagnostic Screening and Testing</i>	<ul style="list-style-type: none"> ● Opportunities for testing will be communicated to all members of the school community including testing sites, hours of operation, and distribution of home testing kits.
<i>Vaccinations</i>	<ul style="list-style-type: none"> ● Working with local health officials, all staff and eligible students will be encouraged to attend locally established vaccination clinics. ● Regular communications regarding local vaccination clinics as well as other vaccination sites will be shared frequently with all staff and families.

-TEACHING AND LEARNING-



TEACHING AND LEARNING

<p>Special Education</p> <p><i>All students eligible for special education and 504 Accommodation Plans will continue to receive services in accordance with IDEA. The district will comply with all federal and state mandates and statutes.</i></p>	<ul style="list-style-type: none"> • The district will identify high-risk students who are unable to attend school due to underlying health conditions. Individualized plans for educating these students will be developed consistent with the requirements of IDEA and Section 504 of the Americans with Disabilities Act. • For students who need physical assistance with feeding, toileting or activities of daily living, protocols will be established and staff training will occur around safety and PPE. • For students who exhibit significant behaviors that require de-escalation strategies and emergency safety procedures, protocols will be established and staff training will occur around safety and PPE. • Evaluations and assessments will be conducted in accordance with Planning and Placement Team recommendations. PPE to ensure student and staff safety will be provided.
<p>English Learners</p> <p><i>All language instruction education programs for English Learners will resume as well as supports to allow them to access academic content.</i></p>	<ul style="list-style-type: none"> • Communication with parents and guardians that have limited proficiency in English will occur in the language they understand through translation and/or interpretation services. • Students who are dually identified as ELs and students with a disability will continue to receive support for their EL needs as well as supports for their disabilities. • All established processes for identification, parental notifications, assessment requirements, and provisions of services will be followed. • English language learners will have small group and individual opportunities to build relationships with teachers and other students.
<p>Physical Education, Athletics, Arts, Career and Technical Education, and Extracurricular Activities</p>	<ul style="list-style-type: none"> • <i>All educational programming in PE, Art, and Music will be expected to adhere to all CDC, state, and local guidelines related to physical distancing and disinfecting areas & equipment.</i>

Technology Application & Integration

The use of technology is an important component of in person and virtual instruction. Effective use of technology allows the learner to access the tools that match the task at hand and provides them the opportunity to build deeper understanding of content.

- Use of digital platforms, tools & processes will be taught directly.
- Students will practice the use of digital tools they may need to use during a period of isolation or quarantine.
- Suggested Digital Tools:
 - SeeSaw (Pre-K-1)
 - Google classroom (2-8)
 - Google Meets
 - Various instructional software programs

-SOCIAL AND EMOTIONAL LEARNING-

<i>Build community as a school with students</i>	<ul style="list-style-type: none"> ● Start the year with activities that build connections. ● Clear, consistent plan to engage student’s opinions and suggestions. ● Establish relationships, trust and give students a voice by having a predictable outlet to express themselves. ● Be responsive to student concerns about personal health and safety. ● Support students who worry about personal health and safety among students.
<i>Build community as a school with staff and ensure staff wellness</i>	<ul style="list-style-type: none"> ● Ensure that all staff are treated with respect, equity and non-bias. ● Review employee assistance plans for mental health and trauma support. ● Acknowledge that there will be different levels of tolerance for risk among staff (and students). ● Provide wellness experiences for staff. <p>Examples:</p> <ul style="list-style-type: none"> ● Informally gather staff feedback on how they are feeling. ● Establish space and time for staff to come together to build relationships. ● Embed SEL practices into staff meetings and provide time for wellness activities. ● Create opportunities for brief individual staff check-ins with school leaders.
<i>Provide daily time for SEL in the school day</i>	<ul style="list-style-type: none"> ● Pre-K - Grade 8 students will have dedicated time to be part of daily morning meetings or dedicated academic time where SEL skills will be taught. Skills fall into these three major categories: cognitive regulation, emotional processes, and social/interpersonal skills.
<i>Build culture in classrooms</i>	<ul style="list-style-type: none"> ● During the first two weeks, school staff will reach out to students and families. ● Frequent check-ins with students to establish trust and make students feel heard. ● Utilize classroom community building activities at the beginning of the year by providing opportunities to teach new routines, as well as “get to know you” activities. ● Teach conflict resolution strategies for classrooms. ● Pre-teach conflict resolution strategies and expectations for classrooms.
<i>Use formal and informal data to continually improve practices and identify new needs</i>	<ul style="list-style-type: none"> ● Actively solicit frequent feedback from students (e.g. school-wide, classroom and/or individual). ● Provide frequent check-ins with students to establish trust and make students feel heard. ● Create a system for collecting data, analyzing data and creating action based on that data in a timely manner.

<p><i>Continue to provide staff training on trauma, equity and anti-racism</i></p>	<ul style="list-style-type: none"> ● Create shared agreements on ways for staff to talk openly with one another about race and equity. Allow space for emotional responses, as needed. ● Identify system-wide Tier 1 trauma-informed, classroom-based strategies to address trauma that children may experience as they return to school. (e.g. adolescents—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.) ● Support students who need to express their feelings in regard to trauma, equity and racism. ● Encourage use of Courageous Conversations Compass for class discussions.
<p><i>Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements</i></p>	<ul style="list-style-type: none"> ● Provide training on mandated reporter requirements for all staff. ● Identify the risk factors that may be present in an abusive or neglectful situation. ● Review with staff district/school protocols on recognizing and responding to self-injury and/or suicidal ideation. ● Remind staff of procedures to report abuse and/or neglect.

-EQUITY AND FAMILY NEEDS-

The Mansfield Public Schools is committed to an educational community that emphasizes equity, diversity and inclusion in partnership with all families including equitable access to technology, high quality curriculum, and social-emotional and mental health supports. As we planned for reopening our schools in the summer of 2020, several specific priorities were identified based on the results of family surveys, community conversations, teacher reports, and issues that emerged during distance learning. The targeted priorities and related action steps described below were identified to reduce obstacles that impede our families from connecting, communicating and participating in the learning process. These practices remain in place.



EQUITY

<p>Supporting Disengaged and Vulnerable Populations</p> <p><i>The district will identify families in need and will provide targeted support to address obstacles that impede the ability of these families to connect, communicate, and participate.</i></p>	<ul style="list-style-type: none"> ● Identify vulnerable families/disengaged families using attendance data and other information (EL, students with IEPs, Free/Reduced status, truancy, homelessness, frequent nurse visits, office discipline referrals, low work completion, teacher reports) ● Provide key point person for these identified families ● Survey families to identify specific areas of need ● Provide a multi-tiered system of supports based on student/family needs ● Develop school based CARE team that will identify and support student and family needs, regularly review school data, conduct family outreach and connect families to community resources as needed ● Plan for regular check-ins (Zoom/in-person/phone) for identified populations to assess needs on a regular basis ● Provide professional learning/development for staff to build family outreach practices ● Meet with Human Services Director to create more continuity with care related to food insecurity, mental health needs, issues related to loss of work
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<p>Student Voice</p> <p><i>One of our most important jobs is to listen to students, and then to give them a voice in the continuous work of creating a school community that is positive, safe, and inclusive for our families and students of color.</i></p>	<ul style="list-style-type: none"> ● Use focus groups, surveys, and other efforts to engage students in this work ● Communicate the importance of all voices and, in turn, use that feedback for improvement ● Provide training to staff to support use of strategies to empower student voice and conduct open, honest conversation in the classroom
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TECHNOLOGY

<p>Family Access to Technology</p> <p><i>Availability of hardware and Wi-Fi for all families.</i></p>	<ul style="list-style-type: none"> ● Provide 1:1 technology for all students ● Provide in-person family and student training on use of hardware and software ● Maintain family support webpage ● Meet with District IT Director to identify existing supports and additional needs ● Support families with their technology needs including Wi-Fi connectivity
<p>Staff Access to Technology</p> <p><i>Teacher/Staff will utilize identified platforms.</i></p>	<ul style="list-style-type: none"> ● Provide teachers with training in use of technology ● Plan for consistency of platform use among staff to streamline process for families and remove unnecessary automatic notifications on some platforms ● Ensure teachers have appropriate access to technology at school/home ● Identify technology support personnel to address staff needs
<p>Parent/Guardian Training in Technology Platforms and Curriculum</p> <p><i>Families will be provided training to better access platforms and understand the curriculum.</i></p>	<ul style="list-style-type: none"> ● Partner with town entities to extend technology support for families (e.g. Library, MAC, YSB) ● Update family portal with training videos as needed ● Provide in-person or remote training on key platforms/technology (multiple languages)

COMMUNICATION

<p>Communication</p> <p><i>District and school based communication will strive to reach</i></p>	<ul style="list-style-type: none"> ● Communication plans available in languages reflective of school community (Mandarin, Arabic, Spanish, hearing impaired) ● Identify community websites and locations for disseminating information ● Partner with area agencies (PTO, YSB) to promote bi-directional communication
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<p><i>all members of the school community.</i></p>	<ul style="list-style-type: none">● Explore multiple formats (Zoom, email, in-person), locations (parks, apartment complexes, libraries), and methods to reach more diverse population of parents/guardians● Ensure that families have clear understanding of who they can contact with questions and concerns● Identify key platforms for communication● Ensure school-based educators regularly check-in with students and families (before and throughout the school year) to build positive relationships and enable continued collaboration● Provide families with accessible information about tiered supports and resources● Establish clear expectations on a district level, teacher, and classroom level on frequency and method of communication● Ensure teachers respectfully and effectively communicate with families while considering background, language, culture, and other relevant contextual factors of the family
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