

Mansfield Public Schools
PLAN TO REOPEN SCHOOLS
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Kelly M. Lyman
Superintendent

The Mansfield Reopening Committee has developed a comprehensive plan for reopening schools that addresses the requirements of the State of Connecticut and meets 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. Further, this plan addresses the State of Connecticut Department of Education's (CSDE) requirements to prepare for three models of schooling including: all students attending school in-person, schooling with reduced numbers of students attending each day, and distance learning with nearly all students at home.

This 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. To address guidance from CSDE, the team was separated into five subcommittees with additional members added to develop this plan.

Feedback and input from stakeholder surveys, staff reflections, and information/question and answer sessions were used in the development of this 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.

One thing we have all learned from the COVID-19 Pandemic is that we must be flexible and ready to pivot quickly. We believe this plan provides a comprehensive roadmap to begin the 2020-2021 school year but also realize that this plan must be a *living document*, one that will grow and adapt as needs require or new information becomes available.

We look forward to welcoming back the many members of the Mansfield Public School community and appreciate the trust and support that has been evident these past many months. We are confident that by continuing to work together, we can provide a safe, effective, and engaging learning experience for all of our learners.

Sincerely,



Kelly M. Lyman
Superintendent of Schools

GOALS OF THE REOPENING PLAN

- Create the confidence and trust needed to bring children and staff back to school safely.
- Provide actionable details necessary to reopen schools and transition to a hybrid or distance learning model.
- For each model, provide guidance to address teaching and learning needs including support to students who receive academic or behavioral interventions, special education and related services, and strategies to support families.
- Ensure that in each model, actions to address social and emotional skills, including health and wellness for students and staff, and strategies to create community among all stakeholders are included.
- Work from a foundation of equity for all ensuring that each child has equitable access within an environment that promotes physical and emotional safety.

GUIDING PRINCIPLES

Safety and Wellness are the Drivers

The completed plan must ensure the safety and wellness of all members of the school community. Specific actions must be included in each element of the plan, and across all school models, to ensure safety and wellness.

We Cannot Preserve the Status Quo

All members of the school community must accept that school will look and operate differently than it did prior to the pandemic. Practices and operational procedures needed to meet our mission and educational goals must be re-imagined.

Equity Must be at the Center of the Redesign

Ensuring equity for all and striving to be an antiracist institution must be at the center of this work. Any action described must work for all.

We Need a Plan

The complexity of the task requires the thoughtful development of a detailed plan able to flex and adjust as needed. It is not enough to work with good intentions.

The Operations are Interconnected and Interdependent

All elements of the plan must work in concert with each other and together form a coherent system that allows for the continuation of the mission and goals of the Mansfield Public Schools.

Contact Tracing Must be Possible

To ensure the safety of the community, students and staff must limit interactions to allow for contact tracing should an outbreak of the virus occur.

MANSFIELD PUBLIC SCHOOLS REOPENING COMMITTEE

Health and Safety

Peter Dart, *Principal*

Brittany Hollister, *PE Teacher*

Betsy Parker, *PE Teacher*

Anne Wiant-Rudd, *School Nurse*

Holly Harakaly, *Pre-K Teacher*

Teaching and Learning

Candace Morell, *Principal*

Mike Seal, *Principal*

Kaye Jakan, *Reading/LA Consultant*

Rich Weyel, *Teacher*

Jenn McMunn, *Teacher*

Amanda Doyle, *Literacy Coach*

Social and Emotional Learning

Lauren Rodriguez, *Principal*

Andra Grable, *Paraeducator & Parent*

Sarah Woulfin, *Parent*

Chris Toomey, *Teacher*

Kelly Zimmermann, *Board of Education*

Eileen Melody, *School Counselor*

Barbara Yeager, *School Psychologist*

School Operations - Logistics

Larry Barlow, *Assistant Principal*

Jaime Russell, *IT Director*

Linda Robinson, *Librarian*

Brenda Moulton, *Teacher*

Diana Pelletier, *Paraeducator*

Equity and Family Needs

Shamim Patwa, *Director of Student Support Services*

Susannah Everett, *Board Member*

Carly Paine, *Math & Science Consultant*

Emily Tinnel, *School Librarian & Parent*

Melissa Batulevitz, *Literacy Coach*

Annie Maclachlan, *Teacher*



SCHOOLING MODELS*

	In-Person Learning	Hybrid Learning	Distance Learning
Definition	<p><i>Minimal/No Spread of Virus</i></p> <p><i>School is open for all students five days a week.</i></p>	<p><i>Moderate Spread of Virus</i></p> <p><i>School is open five days a week at less than full capacity to reduce the contact among students and staff.</i></p>	<p><i>High Virus Spread</i></p> <p><i>The primary approach to learning is through a distance learning model with most students learning from home daily.</i></p>
Who Attends School?	<p>School is open for all students. Parents may choose to temporarily keep their children at home. A request to return to school may be made with one week's notice.</p> <p><i>(see below for information regarding Allowance for Choosing to Temporarily Opt into Remote Learning)</i></p>	<p>Daily attendance is reduced to 50% capacity. Students will attend school either Monday and Tuesday each week or Thursday and Friday each week. All students are supported through virtual learning on Wednesdays and the days they do not attend school in person. Students with Individualized Education Plans or English learners who would be adversely affected by reduced schooling may attend school five days a week.</p>	<p>The majority of students will engage in distance learning from their homes and will be provided synchronous and asynchronous instruction. Students with Individualized Education Plans or English learners who would be adversely affected by reduced schooling may attend school five days a week.</p>

<p>Safety Protocols</p>	<p>Face coverings that completely cover nose and mouth for all students and staff while inside the school building. Enhanced cleaning and sanitizing protocols in place. Students placed in cohorts to reduce contact. Physical distancing of six feet maintained where feasible. Identification and isolation of sick students and staff.</p>	<p>Face coverings that completely cover nose and mouth for all students and staff while inside the school building. Enhanced cleaning and sanitizing protocols in place. Students placed in cohorts to reduce contact. Physical distancing of six feet maintained where feasible. Identification and isolation of sick students and staff.</p>	<p>For students who continue to attend school all safety protocols remain in place.</p>
<p>Transportation</p>	<p>Buses operate up to full capacity with bus monitors provided for the first three weeks of school. Face coverings that completely cover nose and mouth must be worn by all students, drivers, and monitors. Controlled loading and unloading procedures in place with some seating restrictions. Increased cleaning protocols in place.</p>	<p>Buses operate at reduced capacity. Face coverings that completely cover nose and mouth must be worn by all students, drivers, and monitors. Controlled loading and unloading procedures in place with spaced seating for all unrelated riders. Increased cleaning protocols in place.</p>	<p>Transportation restricted to students who remain in school with face coverings that completely cover nose and mouth, reduced bus capacity, and more extreme distancing in place.</p>

**Schools are required to begin the 2020-2021 school year in the In-Person Learning model. Department of Public Health will be developing guidance to assist school districts with determining when to implement the Hybrid or Distance Learning model. Guidance will be based on public health data.*

ALLOWANCE FOR CHOOSING TO TEMPORARILY OPT IN TO REMOTE LEARNING

The CSDE reopening plan allows for families to temporarily choose not to send their children to school. Recent guidance emphasizes that the experience provided to students who opt out of school may not be the same as the distance learning plan implemented when classes are cancelled for all students nor will students experience the same number of one to one instructional hours as if they were in school. Families are responsible for supervising and supporting students who are learning from home and attendance will be taken daily following the State Board of Education's definition for school attendance. Students who receive support through an Individualized Education Program should not assume the same level of programming or service if they opt into remote learning as they would receive if they were attending school in person.

Mansfield students who opt into remote learning will receive weekly learning plans under the direction of a district Distance Learning Team. These plans will utilize a variety of educational platforms, include some synchronous instruction as available and appropriate, and provide regular check-ins with a member of the Distance Learning Team. Parents will be responsible for monitoring and supporting students. Should all students move to a distance learning model, students opting into remote learning would transition for the District Team model to the whole school model. Students opting in to remote learning are not eligible for extracurricular activities that require in-person participation but may be able to participate in remote activities depending on the nature of the program.

Further, the State guidance requires in person attendance for all state assessments and suggests there will be a point when this temporary option is no longer available. We are awaiting further guidance on student nutrition including food service availability for students who opt into remote learning.

All Mansfield families will be surveyed in early August regarding their intention to opt into remote learning. Students who begin the year in remote learning are welcome back to in-person learning at any time with a minimum notice of one week. This time is necessary for the school to prepare to receive another learner in the building and to provide transition support to the student.

-HEALTH AND SAFETY-



FACILITIES

<p><i>Classroom Physical Space; and Design/Configuration of Space</i></p>	<ul style="list-style-type: none"> ● Staff should maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Students should face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. ● Where necessary, building administrators should assess other space that may be repurposed for instruction in the school. ● All staff should maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. ● If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier should be used during instruction. Each classroom will be provided with a Plexiglas barrier. ● Building administrators should consider floor markings for table and chair locations in classrooms. Building administrators should work with maintenance staff to apply these markings onto the floor. ● 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. ● Building custodial staff will ensure that hand sanitizer dispensers will be available for all classrooms. ● Classroom teachers should utilize hand-washing stations within their classroom, as able.
<p><i>Bathroom Hardware</i></p>	<ul style="list-style-type: none"> ● District maintenance staff will install the following items in all district bathrooms: one-touch faucets, touchless soap dispensers, touchless paper towel dispensers, and touchless toilet flushers. District maintenance and custodial staff will comply with DPH guidance for cleaning and disinfecting of schools during COVID-19. ● District maintenance and custodial staff will turn off hand dryers. ● District maintenance and custodial staff will increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines.
<p><i>Outside Time and Playgrounds</i></p>	<ul style="list-style-type: none"> ● Building administrators will create schedules for outdoor space usage for classes, recess, and mask/movement breaks. ● Building administrators will develop protocols for students and staff to minimize exposure from equipment, handwashing before/after use, and disinfecting high traffic areas. ● Training will be provided to students and staff on physical distancing during recess, including entering and exiting play areas.
<p><i>Signs and Messages</i></p>	<ul style="list-style-type: none"> ● Building Administrators will post signs and messages (see list below) related to stopping the spread accessible for students

	<p>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:</p> <ul style="list-style-type: none"> ○ Physical distancing ○ Use of face coverings that completely cover the nose and mouth ○ Frequent hand washing and use of hand sanitizer ○ Respiratory and cough etiquette ○ Enhanced cleaning/disinfection of surfaces/materials (Custodians, staff, students, families) ○ Traffic flow within buildings (direction of travel, 6' spacing) ○ Visitors ○ Arrival/dismissal ○ Wellness self-assessment for families, students, staff, substitutes, interns ○ Reporting illness and/or COVID ○ Bathroom protocols ○ Drinking/filter station protocols ○ Breakfast/lunch protocols ○ Recess/Mask Break protocols ○ Hallway protocols (traffic flow, 6' spacing) ○ Bus riding protocols
<p><i>Training Related to Facilities</i></p>	<ul style="list-style-type: none"> ● Building and Central Office Administration will identify training needs of staff (including interns, substitutes, student teachers, etc.), students, and interested families related to health and safety protocols; perform such training prior to the first day of classes. Building Administration will provide in-person and/or online training that will consider including the following: <ul style="list-style-type: none"> ○ Signs and symptoms of COVID ○ Prevention of spread/minimize risks/latest trends/data related to COVID ○ Containment/identifying/reporting plan ○ Physical distancing ○ Frequent hand washing and use of hand sanitizer ○ Use of face coverings that completely cover the nose and mouth and PPE ○ Respiratory and cough etiquette ○ Enhanced cleaning/disinfection of surfaces/materials ○ Traffic flow within buildings (traffic direction, 6' spacing) ○ Visitors ○ Arrival/dismissal ○ Wellness self-assessment for families, students, staff, substitutes, interns ○ Reporting illness and/or COVID ○ Reporting illness during work/at school ○ Containment plan/isolation ○ Bathroom protocols

	<ul style="list-style-type: none"> ○ Drinking/filter station protocols ○ Breakfast/lunch protocols ○ Recess protocols ○ Hallway protocols ○ Bus protocols for students and bus monitors (masks, seating, loading/unloading, Pre-K car seats) ○ Outdoor teaching/mask breaks expectations ● Building Administration and identified staff will provide refresher training as needed throughout the school year. Building Administration will require and track training attendance by all students and staff. ● Building Administrators ensure any visitor is aware of the health and safety protocols before entering the building.
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DAILY OPERATIONS

<p><i>Cohorts</i></p>	<ul style="list-style-type: none"> ● Building administrators will implement the key strategy of establishing and assigning students to stable cohorts within the school population, whenever feasible. ● Building administrators will design class schedules that restrict the mixing of cohorts and will pay particular attention to eating times, open periods, and study halls. ● When designing cohorts, building administrators will ensure cohorts are not based upon any specific demographic or disability criteria. ● The Superintendent of Schools, along with building administration, will educate students, families, and staff on the value of cohorts and ensure they understand that other health and safety guidelines remain important to minimize the risk of infection. ● Building administrators will assign classroom groups with teams of teachers and support personnel, and as much as possible restrict mixing between teams. ● Building administrators may consider utilizing different entrances for busses and/or other cohorts that are assigned and remain consistent day-to-day. ● Building administrators should consider the assignment of restrooms, other indoor spaces, and outdoor spaces to consistent groups of cohorts. ● Cohorts will be maintained during lunchtime.
<p><i>Bathroom Protocols</i></p>	<ul style="list-style-type: none"> ● Building administrators, with the help of school nurses, will identify at least one separate bathroom near the isolation room, preferably a single stall that would be used in conjunction with any individual who began experiencing COVID-19 symptoms while at school. ● Building administrators will plan and communicate ways to maximize social distancing in multi-stall shared bathrooms. ● Building administrators will assess ways specific bathrooms should be assigned to student cohorts, if possible, and set up policies and protocols for bathroom use to minimize contact with surfaces. ● Building staff and students are discouraged from the storage of any personal items within any student or staff bathroom. ● Director of Support Services with support from Building Administration will develop toileting protocol/training, including use of PPE, for students who need assistance using toilets.

<i>Materials Sharing</i>	<ul style="list-style-type: none"> • Building administrators will develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. These materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies. Protocols should consider sharing between cohort and non-cohort students. • Classroom teachers and custodial staff will appropriately clean, disinfect, or sanitize materials at the end of each school day, consistent with CDC guidelines.
<i>Other Individuals Entering the School Building</i>	<ul style="list-style-type: none"> • District and Building Administration will develop and communicate visitor protocols that will reduce the number of non-staff/students that are in each building.



CHILD NUTRITION

<i>Child Nutrition</i>	<ul style="list-style-type: none"> • The Superintendent of Schools and the Food Service Director, in conjunction with building administrators, will continue to determine eligibility for and make available free and reduced-price meals and snacks, and free milk to all eligible 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.
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TRANSPORTATION

<i>Buses</i>	<p><u>Low Transmission Risk</u></p> <p><i>Mansfield buses plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.</i></p> <ul style="list-style-type: none"> • Building administrators will ensure that bus passengers are spaced with family members sitting together. • All passengers are required to wear a facemask or cloth face covering that completely covers the nose and mouth during transit. Prior to boarding the bus the bus driver and the bus monitor will ensure this expectation is being met and the passengers must ensure that their mask and/or face covering stays in place while riding the bus and as they enter the building. • Building administrators should direct that passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. Building administrators should consider assigning seats that align with the policy above. The bus driver and bus monitor should enforce this loading protocol and ensure that students are sitting in their assigned seat (if applicable).
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	<ul style="list-style-type: none"> ● The bus driver will clean all high touch areas on Mansfield buses between bus runs. ● All passengers should follow the policy that no food or beverages should be consumed on the bus. The bus driver and monitor will help ensure that passengers are adhering to this policy. ● The seat directly behind the driver will remain empty. ● Mansfield Public Schools will provide back-up masks to the bus company to be used in the event a student does not have face coverings when boarding the bus or van. The bus driver would provide the passenger with a mask. ● Passengers are not allowed to change seats during the routes. Building administrators will review this expectation with the bus drivers and students. ● For the morning bus runs, monitors will be sought and trained by Mansfield Public Schools for the first three weeks of the school year to assist with loading and support of the bus expectations.
<i>Parent Drop-Off/Pick-Up</i>	<p><i>Building administrators will assess drop off/pick-up practices and <u>consider</u> the following when developing new protocols:</i></p> <ul style="list-style-type: none"> ● Staggered arrival and drop off times. ● Examine vehicle flow and logistics in the event there are more families using vehicle drop off. ● Develop procedures that allow for pick up/drop off for parents/guardians outside of the building.
<i>Student Late Arrival/Early Pick-Up</i>	<ul style="list-style-type: none"> ● Building administrators will develop protocols that limit parent access to the building, but allow for safe transition of students in and out of school.
<div style="display: flex; align-items: center;">  <h2 style="margin: 0;">HEALTH PRACTICES AND PROTOCOLS</h2> </div>	
<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, disinfectant wipes, cloth face coverings (as feasible), and no-touch trash cans to all classrooms. ● School administrators should consider that if students transition from class to class, teachers may temporarily prop classroom doors open during these transitions. ● Building Administration will ensure that students, staff, and families are educated and engaged in the new expectations related to all public health policies and protocols prior to the start of the school year. Trainings and reminders will be shared frequently throughout the year using in-person and online opportunities. ● Building administrators will familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to: <ul style="list-style-type: none"> ○ Social distancing ○ Frequent hand washing and use of hand sanitizer ○ Use of face coverings that completely cover the nose and mouth ○ Respiratory and cough etiquette ○ Enhanced cleaning/disinfection of surfaces.

<p><i>Immunizations and Health Assessments</i></p>	<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.
<p><i>Reporting Illnesses and Addressing Vulnerable Populations</i></p>	<ul style="list-style-type: none"> ● Building administrators will communicate and train staff, families, and students of the following guidelines: <ul style="list-style-type: none"> ○ Illness Monitoring Guidelines <ul style="list-style-type: none"> ■ Parents should check their children and staff should check themselves prior to coming to school each day to be sure they do not have symptoms consistent with COVID-19. ■ Families may refer to CDC guidelines titled, <u>“When You Can Be Around Others After You Had or Likely Had COVID-19”</u> or the <u>CDC Symptom-Checker</u> for additional information. ● Students or staff with symptoms consistent with COVID-19 will be required to remain home. <i>Please note: The presentation of just one of the below symptoms does not necessarily trigger a dismissal from school, or a directive to stay home. The specific clinical presentation criteria for this purpose is still under development by the Connecticut Department of Public Health. It will be incorporated into the plan when it becomes available.</i> These will include but are not limited to: <ul style="list-style-type: none"> ○ Fever or chills ○ Cough ○ Shortness of breath or difficulty breathing ○ Fatigue ○ Muscle or body aches ○ Headache ○ New loss of taste or smell ○ Sore throat ○ Congestion or runny nose ○ Nausea or vomiting ○ Diarrhea ● 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 <ul style="list-style-type: none"> ● Source: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html ● 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 as detailed above or at the nurse’s discretion. ● 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, or if they had a known contact with someone diagnosed with COVID-19. ○ Parents/guardians/staff will be encouraged to seek medical evaluation and COVID-19 PCR testing. ○ If students or staff receive a confirmed diagnosis of COVID-19, the School Nurse will notify the district liaison who will notify the EHHD immediately, ensuring that all privacy, public health information confidentiality laws, and Americans

	<p>with Disabilities Act (ADA) confidentiality has been maintained.</p> <ul style="list-style-type: none"> ○ If a positive test result is reported then immediate coordination with EHHD including compliance with requests for information to assist with contact tracing while adhering to relevant privacy and confidentiality laws. ○ The Equal Employment Opportunity Commission (EEOC) has provided <u>guidance</u> that the district is permitted to ask employees if they are experiencing symptoms of the pandemic virus. ○ Screening will not be required for all students or staff entering the school building. ○ Any staff member or student that travels to <u>CT DPH current list of COVID-19 advisory states</u> will be required to quarantine for <u>14 days prior to returning to school/work</u>. ○ 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 document will be submitted to the liaison and the Eastern Highlands Health District at the conclusion of each school week. ○ The district will maintain all information about the employee or student illness as a confidential medical record.
<p><i>Use of Face Coverings, Masks, and Face Shields</i></p>	<ul style="list-style-type: none"> ● Building Administration will require the use of face coverings that covers the mouth and nose for all students, staff, and visitors when they are inside the school building, with certain exceptions listed such as: <ul style="list-style-type: none"> ○ For anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, or is exhibiting signs/symptoms of having difficulty with breathing following CDC/DPH guidelines. ○ Eating or drinking within established areas and times, using physical distancing. ● Building Administration/Office will provide a mask to any student, staff member, and/or visitor who does not have one.
<p><i>Health Monitoring Plan</i></p>	<ul style="list-style-type: none"> ● School nurses will communicate and train staff, students, and families of the following DPH guidelines and protocols listed above in reporting illnesses: <ul style="list-style-type: none"> ○ Protocols for Monitoring Symptoms Related to COVID-19: Students showing symptoms consistent with COVID-19 as described on page 13 while in school will be placed in the isolation room. Staff showing symptoms consistent with COVID-19 as described on page 13 while in school will be dismissed immediately from the school building. ○ If someone is showing any of these COVID-19 emergency warning signs, the school will 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 ■ Source: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html ● The student or staff member will be sent home until guidelines for returning to school and work are met (See separate Return to School and Work Criteria). ● Active screening will not be required for students or staff entering the school building. ● Students will remain in an “isolation room” (see separate Containment Plan) until they can be released to a parent or guardian. ● Parents/guardians/staff are encouraged to seek medical evaluation and COVID-19 PCR testing. ● Immediate notification of the EHHD including compliance with requests for information while maintaining relevant privacy and public health confidentiality laws. ● The school nurse will coordinate with the EHHD regarding the review and monitoring of any health data trends.
<p><i>Containment Plan</i></p>	<ul style="list-style-type: none"> ● School Nurses will communicate and train staff, students, and families using the following DPH guidelines:

- **Symptom Based Response:** Students who exhibit symptoms consistent with COVID-19 as described on page 13 will be immediately sequestered to a designated isolation room within each school building that is monitored by a school staff member. Staff members will immediately be sent home. This room will be separate from the school health office.
 - Each isolation room will have a specific restroom space assigned to it for student use during isolation.
 - If multiple students are confined to the space at any one time, all students will continue to maintain social distancing and face coverings.
 - The school nurse will maintain a log of information including student name, date, time of entry, time of dismissal, and time the room was disinfected and sanitized.
 - For purposes of contact tracing, a log will be kept with names of all persons who entered the isolation room.
 - The student will remain in this location until a parent or guardian arrives to sign the student out of school for the day.
- Disinfection and cleaning procedures will be initiated following student release (or staff dismissal) from an isolation room in compliance with CDC guidelines. These guidelines include:
 - Close off areas and allow a period of time to occur before entering the area 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.
- The District Liaison will be contacted by the School Nurse immediately upon identification of symptoms consistent with COVID-19 in a student or staff person. This information will be tracked, and shared with the EHHD. All health information will be treated as private and confidential. The school district will confer with the EHHD on any interim actions or control measures necessary.
- **Confirmed Case Based Response (Positive test result)**
 - Upon notice from a staff person, parent, or guardian of a positive test result for a student or staff person, the school shall immediately notify the EHHD.
 - The EHHD shall initiate a case contact investigation with the support and cooperation of the school district. The school district shall provide any information necessary for the swift identification and exclusion of close contacts from the school setting. All information provided will be treated as private and confidential.
 - School administration shall confer with EHHD regarding the merits of a short dismissal period for the school.
- Disinfection and cleaning procedures will be initiated following the identification of a confirmed case in compliance with CDC guidelines. These guidelines include:
 - Close off identified areas and allow a period of time to occur before entering the area 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 school facilities.
 - The use of the school health office will continue to be utilized to treat and consult with students exhibiting other illnesses or injuries.

Source: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

-TEACHING AND LEARNING-

The Teaching & Learning section of the Mansfield Public Schools Reopening Plan has been developed with an emphasis on three critical focus areas: promoting continuity of learning & academic growth, building a positive & connected learning community, and actualizing systems for improvement. Our plan is grounded in the work of the Center for Public Research and Leadership, Columbia University's Actualizing Connecticut Classrooms for Continuous Learning: Guidance and Tools for High-Quality, Equitable Distance Learning.



TEACHING AND LEARNING

Special Education

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.

- The district will survey special education case managers to determine if students with disabilities are unable to access the reopening plan.
- Staff will facilitate individualized and alternative means of re-entry based upon individualized student needs, present level of functioning, developmental levels, and student/parent input.
- Students unable to wear protective personal equipment will be identified with alternative protocols put into place such as the use of alternative face coverings, reduced class size, and toileting protocols.
- The district will identify high-risk students that may require remote instruction and/ or blended learning due to underlying health conditions or family members at risk.
- Programming decisions will not be based on a student's disability category but the student's developmental level and skills should be considered when required to follow district protocols.
- Special education programs may be allowed some flexibility with safety guidelines as long as the programs follow standards and public health strategies (hygiene, social distancing, and cleaning/sanitizing.)
- Communication will occur with families of students with a high level of need to develop transition plans to assist them in their return to the school building. The use of social stories, visual cues, and other developmentally appropriate strategies can be used to reinforce these new concepts and protocols.
- 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 style="text-align: center;"><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i></p> <p><i>Students with Individualized Education Plans or English learners who would be adversely affected by reduced schooling may attend school five days a week until the “Shelter in Place” order is enacted.</i></p>
<p style="text-align: center;">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. ● Communication will be ongoing with families of ELs regarding remote learning and returning to their school building in their native language. ● 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 style="text-align: center;">Physical Education, Athletics, Arts, Career and Technical Education, and Extracurricular Activities</p> <p><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></p>	<ul style="list-style-type: none"> ● Building Principals will work with Teachers to plan for physical education, fine arts, and music curricula that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education activities to ensure the full inclusion by all students. ● PE at all levels will focus as much as possible on activities, fitness, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness, utilizing alternative environments, land-based activities, and individual sports/activities. ● PE activities will assist as much as possible in the support of social-emotional learning through classroom instruction and use of appropriate games and activities. ● Music and Art courses will strive to maintain current program of studies and course offerings, utilizing the safety precautions described below: <ul style="list-style-type: none"> ○ Maintain proper spacing of at least 6 feet when students are practicing or performing with string and percussion instruments. Large ensembles will be scheduled to meet in auditoriums, or other large spaces. Virtual performance experiences and assessments will be developed. ○ Wind instrument large ensembles will be scheduled into smaller groups throughout the day. Practice groups will be required to maintain a minimum of 12 feet distance when students are practicing. Shift curriculum focus to solo and small ensemble work and create virtual performance experiences and assessments. ○ Continue access to beginning instrumental music. Maintain small homogeneous groupings of instruments for lesson instruction and on-line instruction. ● Provide individual Art, LCS & Tech Ed. kits for each student. ● Plan for increased sanitization of the Life & Consumer Science, Art and Technology Education classrooms between use. ● Use of on-line apps or platforms for student art and performance work (e.g., SeeSaw, Google Classroom, Padlet, SmartMusic, painting/drawing platforms), video displays (e.g., YouTube), and slides (e.g., Google Slides, PowerPoint). ● Building administrators, in collaboration with building custodial staff, will develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. This would include art, technology education, and life and consumer science classrooms.

	<p><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i></p> <ul style="list-style-type: none"> • <i>Building Principals will work with Teachers to plan for physical education, fine arts, and music curricula that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education activities to ensure the full inclusion by all students in a synchronous & asynchronous environment.</i> • <i>PE & the Arts will continue to focus on skills developed during in-person instructional time and will further enact strategies to support community building in a virtual learning environment.</i>
<p>Instructional Design & Delivery</p> <p><i>Focus on the depth of student learning at an appropriate pace. Instructional teams will prioritize content by leveraging the structure of college and career ready mathematics and ELA/literacy standards. Other content areas will similarly prioritize learning standards and adapt scope and sequences to develop deep student learning. Teaching teams will implement coherent units centered on priority learning skills. These units will include learning objectives, challenging learning experiences and supports, and assessments. Instructional design will provide engaging, flexible learning experiences aligned to Mansfield's Definition of Student Centered Learning that empower students to own their learning and engage in productive struggle.</i></p>	<ul style="list-style-type: none"> • Identify priority standards and essential 21st century skills found in Mansfield's Portrait of a Graduate • Determine which standards & skills require synchronous instruction • Design tasks and assessments that align to priority standards and 21st century skills found in Mansfield's Portrait of the Graduate • Adapt best practices & 21st century skill development for physically distanced learning classrooms including: <ul style="list-style-type: none"> ○ Collaborative grouping ○ Feedback ○ Paired work ○ Think Pair Share ○ Conferencing (peer to peer / teacher) ○ Inquiry work ○ Conversations & protocols ○ Community building practices ○ Rituals & routines (morning meeting, classroom routines, digital classroom routines, organizing belongings, transitioning, mask wearing, mask storage, handwashing procedures, hallway transitioning, lunchtime routines, etc.) • Practice skills and introduce digital platforms that will be implemented in the hybrid and distance learning models so that students become fluent with the expectation. • Teachers emphasize grade level instruction and fill gaps "just in time." • A plan for acceleration of learning will be developed in each building. <p><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i></p> <p><i>Capitalize on best practices developed during in-person schooling. Plan for practice of skill expectations learned in the in-person school environment and support students to ensure use of these during distance learning days.</i></p> <ul style="list-style-type: none"> • <i>Morning meetings are critical to maintaining continuity of community.</i> • <i>Build opportunities for students to engage in academic & social experiences together.</i> • <i>To the degree possible, find ways to implement integrated and interdisciplinary tasks.</i>
<p>Effective Practices for Synchronous and Asynchronous Instruction</p> <p><i>With a focus on developing the capacity of our students to be leaders of their</i></p>	<ul style="list-style-type: none"> • Synchronous instruction occurs when students are in school. • Use synchronous - in-person time for the development of effective synchronous learning habits. • Synchronous learning habits will be practiced during in-person learning time to maximize student fluency for distance learning experiences. • Effective synchronous practices include:

own learning, instructional teams will identify effective synchronous practices that are learner centered and learner focused. Emphasis on practice of these skills will empower students to develop and reflect on their understanding of their needs, strengths, and interests as well as to take ownership of their learning. Practices will be embedded within the three models of learning with the intent of scaffolding new skill development and building community within the classroom.

- Modeling
- Think aloud
- Monitoring and adjusting for learning
- Guided discovery
- Peer collaboration practices
- Student feedback protocols
- Small group work
- Time management/ Self-direction strategies
- Responsibility as a learner (accountability & building independence, using time wisely)
- Group accountability
- Reflection, setting goals, chunking tasks
- Learn schedules, time constraints
- Interpersonal skills needed for collaboration
- Direct instruction on the use of learning platforms that will be used
- Development on online learning etiquette

In a Hybrid or Distance Learning Model the following actions will be taken:

- *In school days: Synchronous instruction occurs when students are in school.*
- *Out of school days: Synchronous instruction at least 50-60% of the time.*
- *Implement a schedule for synchronous and asynchronous instruction in a virtual environment that continues to build community and scaffolds skill development.*
- *Use synchronous, in-person time for the development of effective synchronous learning habits.*
- *Types of synchronous digital learning experiences that promote growth of effective synchronous learning habits:*
 - *Direct instruction of content areas*
 - *Morning meeting (SEL)*
 - *Interest based groups*
 - *Collaborative instructional groups*
 - *Skill based groups*
 - *Social experience groups (games, sharing, show & tell)*

<p style="text-align: center;">Technology Application & Integration</p> <p><i>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. Emphasis on practice of these skills during in person schooling empowers students to effectively use technology in an asynchronous learning environment.</i></p>	<ul style="list-style-type: none"> ● Use of digital platforms, tools & processes will be taught directly. ● Students will practice the use of digital tools they will be expected to use during distance learning. ● Suggested Digital Tools: <ul style="list-style-type: none"> ○ SeeSaw (Pre-K-1) ○ Google classroom (2-8) ○ Zoom (synchronous learning & meetings) ○ Loom ○ Padlet ○ Newsela (2-8) ○ Freckle (5-8) ○ Dream Box (K-4) ○ Floop (teacher & student feedback tool) ○ Scholastic News ○ Reading A-Z ○ Flipgrid ○ Epic ○ Pioneer Valley (K-4) ○ Bridges Math <p style="text-align: center;"><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i> <i>Students will independently use the digital tools taught during in-person school.</i></p>
<p style="text-align: center;">Planning & Collaboration</p> <p><i>Teacher collaboration and planning is an essential component of all school models. Time is built into the schedule to allow instructional staff to collaborate for the purposes of reviewing student progress, monitoring student social emotional needs and planning instruction that offers synchronous learning experiences for all students that address core content and 21st century skill expectations.</i></p>	<ul style="list-style-type: none"> ● Instructional teams will meet daily to plan, collect data, use inquiry-based strategies, and problem solve to meet the needs of individual students and families. ● Instructional teams will collaborate in the development of engaging learning plans that provide opportunity for students to practice and grow the skills and competencies necessary to be self-directed learners.

-SOCIAL AND EMOTIONAL LEARNING -

Mansfield School District acknowledges and celebrates the centrality of teaching academic and social skills while promoting the emotional, physical, and behavioral development of all children. We are committed to keeping social and emotional learning at the forefront of our district educational mission, the daily work of educators, and the overall experiences of staff, students and families, no matter which version of schooling in which we are participating.



SOCIAL AND EMOTIONAL LEARNING (SEL)

Re-build community as a school with students

- 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.
- When teaching students and staff the protocols of cleaning shared material, discuss and model how the school needs each student and staff member to be part of the team to keep everyone safe.
- Support students who worry about personal health and safety among students.

Examples:

- Photos of all students and staff with and without their masks on the walls in the halls.
- Zoom gatherings between classrooms with a smart board as the screen (each box is a cohort of kids).
- Whole school gatherings on Zoom doing school wide SEL games in real time.
- Zoom lunches with grade level friends. Individual students Zoom with other students on their chrome book while eating lunch.
- Grade level Zoom activities. Beneficial when seeing the group as a whole is better than seeing individual faces.
- Virtual assemblies using Smart Boards (grade level and/or whole school).
- Reading buddies across grade levels via Zoom.
- Morning announcements or video announcements. Zoom via Smart Board or prerecorded.

In a Hybrid or Distance Learning Model the following actions will be taken:

- *Virtual team building and community building activities at the beginning of year.*

	<p><i>In a Hybrid or Distance Learning Model the following ideas are suggested to support SEL:</i></p> <ul style="list-style-type: none"> • <i>Virtual assemblies</i> • <i>Video morning announcements</i> • <i>Whole school gatherings on Zoom doing school wide SEL games</i>
<p><i>Re-build community as a school with staff and ensure staff wellness</i></p>	<ul style="list-style-type: none"> • Provide opportunity for staff reconnection. • 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). • Build in support for returning staff. <p>Examples:</p> <ul style="list-style-type: none"> • Informally gather staff feedback on how they are feeling about returning to in-person school. • Establish space and time for staff to come together to rebuild relationships. • Embed SEL practices into staff meetings. • Consider allowing staff options to Zoom into a meeting if they cannot be physically present. • Create opportunities for brief individual staff check-ins with school leaders.
<p><i>Provide daily time for SEL in the school day</i></p>	<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. <p><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i></p> <ul style="list-style-type: none"> • <i>Virtual morning meeting time in every room in every grade.</i>
<p><i>Re-build culture in classrooms</i></p>	<ul style="list-style-type: none"> • During the first two weeks, school staff will reach out to students and families via phone. • 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. • Give students security in knowing what to expect by establishing clear guidance about not following shared agreements. (e.g. support staff to be able to individually teach calming strategies and to normalize anxious feelings about being back in class, acknowledge the difficulty with seeing peers struggling to follow safety protocols) • Pre-teach conflict resolution strategies and expectations for classrooms. <p><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i></p> <ul style="list-style-type: none"> • <i>Frequent Zoom check-ins with students to establish trust and make students feel heard.</i> • <i>Virtual team building and community building activities at the beginning of year.</i>

	<ul style="list-style-type: none"> ● <i>Pre-teach conflict resolution strategies and expectations for virtual classroom lessons.</i> ● <i>Virtually teach calming strategies and normalize anxious feelings.</i> ● <i>Establish shared agreements in each class with specific examples for operating within the virtual environment.</i> ● <i>Establish clear strategies when shared agreements are not followed. Guidance from staff, peer support/reminders, logical consequences, etc.</i> ● <i>Combat online fatigue. Conduct virtual meetings focused on SEL activities and building connections.</i> <p><i>In a Hybrid or Distance Learning Model the following ideas are suggested to support SEL:</i></p> <ul style="list-style-type: none"> ● <i>Provide Zoom gatherings between classrooms</i> ● <i>Zoom lunches with friends</i> ● <i>Grade level Zoom activities</i>
<p><i>Create social learning environments to support SEL growth</i></p>	<ul style="list-style-type: none"> ● Utilize outdoor spaces as much as possible for SEL activities. ● Focus on maintaining school as a social learning experience but with new ideas. <p>Examples:</p> <ul style="list-style-type: none"> ● Portable boundaries that allow kids to maintain physical distance (e.g. beach towels, hula-hoops). ● Utilize clipboards rather than tables for younger grades. ● Design activities that do not require shared materials, when feasible. <p><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i></p> <ul style="list-style-type: none"> ● <i>Pre-teach conflict resolution strategies and expectations for virtual classroom lessons.</i> ● <i>Establish shared agreements in each class with specific examples for operating within the virtual environment.</i> ● <i>Combat online fatigue. Conduct virtual meetings focused on SEL activities and building connections.</i>
<p><i>Teaching new social routines to students</i></p>	<ul style="list-style-type: none"> ● Teach new greetings that are physically distanced (air hugs, air high fives, etc.). ● Practice physically distanced conversations during snack or lunch times. ● Have designated outdoor recess areas for classrooms to use for physically distanced SEL games and recess. <p><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i></p> <ul style="list-style-type: none"> ● <i>Teach technology routines and etiquette and how to participate in virtual group meetings.</i> ● <i>Provide opportunities for families and students to practice using needed technology.</i>
<p><i>Develop a detailed plan to reengage all students, staff and families.</i></p> <p><i>Particularly identify strategies to identify and engage populations</i></p>	<p><i>To engage before school starts:</i></p> <ul style="list-style-type: none"> ● Connect with families virtually- introduce staff and students/classmates via online meetings. ● Practice seeing each other with masks on while online. ● Virtual building and classroom tours, live and pre-recorded per class. (May include an in-person visit for disengaged students who did not connect during distance learning via technology.) ● Videos and printed materials (in a variety of languages) showing clear expectations for procedures when school

<p>and specific students that have been disengaged.</p>	<p>resumes. Include safety protocols, classroom routines, and drop off/pick-up routines.</p> <ul style="list-style-type: none"> ● Utilize phone calls, video contact, or printed materials to connect with families lacking technology access and/or families who disengaged last spring. In-person home visits if necessary. ● Pair each student with at least one staff member to establish relationships and point of contact. Utilize teachers, paraeducators, counselors, and administrators. World Language teachers could be best utilized if paired with families who use English as a second language.
	<p>When school begins:</p> <ul style="list-style-type: none"> ● Morning meeting routine in every room in every grade. ● Periodic class problem-solving meetings. ● Frequent check-ins with students to establish trust and make students feel heard. ● Establish a consistent protocol to address student issues (especially for those that cannot be addressed in the moment). ● Strong emphasis during the first few weeks on building community and joy in classrooms and school-wide. ● Focus on “get to know you” games and activities. ● Establish clear, consistent routines and procedures - classrooms and school-wide. ● Provide strategies to help students cope with separation from families after lengthy time together. ● Honor the independence cultivated at home. Provide opportunities for independence within classrooms. ● Provide regular check-ins to give students opportunities to voice feelings and concerns. <ul style="list-style-type: none"> ○ Professional learning for staff on how to provide emotional support to students in a physically distanced environment. Allow brief physical interactions with masked staff/students such as a pat on back, etc. ○ Practice physically distanced air high fives, air hugs, etc. ● Offer professional learning in re-engagement strategies for staff. Provide ample resources and time to practice.
	<p>Families:</p> <ul style="list-style-type: none"> ● Check-in with families during the beginning weeks of school to connect via phone. ● Include families in virtual conversations with students and teachers. ● Utilize Seesaw for younger grades to send real-time videos and photos of student work and activities. ● Include parent volunteers via virtual platform or video recording. ● Replicate the Open House experience in a virtual format.
	<p>To re-engage staff:</p> <ul style="list-style-type: none"> ● Promote culture of self-care for staff--allow breaks, time and space during the school day. ● Provide additional time for professional learning prior to reopening. ● Initial meetings should focus on emotional health of staff and building trust in each other and the safety of being in the schools. Staff wellness should be the top priority. ● Build cohesion between grade levels, across schools and among certified and non-certified staff. ● Ensure that all staff feel valued and receive consistent messaging and expectations. ● Continue to build collegial relationships between paras and teachers that were established or deepened during distance learning. ● Professional learning for special education paraeducators on safely providing one-to-one support and appropriate

	<p>reinforcers with students with exceptionalities.</p> <p>Re-engaging the disengaged student:</p> <ul style="list-style-type: none"> ● Reach out personally to connect with disengaged students (ideally via phone, with option for email). ● Establish a feeling of belonging with the goal to bring students back into the “fold”: <ul style="list-style-type: none"> ○ Strong emphasis on SEL activities at the beginning of the year. ○ Ease into work expectations. ○ Let them explain why they are disengaged and what they need from us. ○ Acknowledge the impact pandemic and Black Lives Matter has had on students and their families. <p>Students with special needs:</p> <ul style="list-style-type: none"> ● Re-engage with classmates and adults with whom they work. ● Normalize one-to-one and small group support time in classrooms. ● Establish motivating reinforcers. ● Utilize frequent check-ins for students to verbalize their feelings and thoughts in constructive ways.
<p>Allow students to feel loss/grief and provide support</p>	<ul style="list-style-type: none"> ● Address loss/internal grief students may be experiencing, as appropriate (e.g. decreased friend groups due to cohorts, decreased freedoms, cancelled school clubs, activities, sports) and provide support. <p>Examples:</p> <ul style="list-style-type: none"> ● Teach calming strategies. ● Create a video or social story on physically distant friendships. ● Virtual lunches with peers outside of the classroom. ● Virtual after school activities. ● Virtual band lessons. ● Outside choir with physical distancing. ● Establish expectations on appropriate ways students can process their feelings both in and outside of class. ● Support staff members who are supporting students with resources and opportunity to process, as appropriate. <p>In a Hybrid or Distance Learning Model the following actions will be taken:</p> <ul style="list-style-type: none"> ● <i>Frequent Zoom check-ins with students to establish trust and make students feel heard.</i> ● <i>Virtually teach calming strategies and to normalize feelings.</i>
<p>Educate students to maintain maximum physical distancing between individuals to reduce transmission</p>	<ul style="list-style-type: none"> ● Educate students/staff on how/why to do physical distancing (emphasize health and safety in positive language) ● Provide suggestions on how to physically space creatively (i.e. carpet squares, beach towels, mats, tape on the rug, tape in hallways, ropes with ring handles, colors, numbers, and/or shapes taped on floor, hula hoops, yarn, etc.). ● Craft a message to families/students as to what space looks like for school staff, parents and/or students. ● Create a model classroom and hallway and communicate it with families so everyone knows what this will look like when they return. ● Develop common language to respond to any child or staff that is not physically distancing using positive tone and words, not punitive (e.g. I can tell you really want to hug your friend, but staying on our towels helps us stay healthy)

	<ul style="list-style-type: none"> ● Directly teach language to students to use with peers or adults. Use scenarios, videos, role-playing, games, etc. to support this. ● Create a positive reinforcement plan for approximating (e.g. student took off mask then immediately put it back on) and following the rules. Do not punish; rather re-educate. ● Create a defined procedure for behavioral non-compliance utilizing safe distance guidelines. ● Recommendations from National Association of School Principals (NASP): <ul style="list-style-type: none"> ○ <u>Early elementary school children:</u> Provide brief, simple information that balances COVID-19 facts with appropriate reassurances that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people make every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe." ○ <u>Upper elementary and early middle school children:</u> This age group often is more vocal in asking questions about whether they indeed are safe and what will happen if COVID-19 spreads in their area. They may need assistance separating reality from rumor and fantasy. Discuss the efforts national, state, and community leaders are doing to prevent germs from spreading. ○ <u>Upper middle school students:</u> Offer peer group discussion opportunities to discuss emotions related to COVID-19. ● Issues can be discussed in more depth. Refer them to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Engage them in decision-making about family plans, scheduling, and helping with chores at home. ● <u>For all children,</u> encourage them to verbalize their thoughts and feelings. Be a good listener!
<p><i>Acknowledge the Black Lives Matter movement</i></p>	<ul style="list-style-type: none"> ● Give attention to Black Lives Matter movement for students, in age-appropriate ways. <p>Examples:</p> <ul style="list-style-type: none"> ● Discuss history of BLM and its impact on current events. ● Lunch groups to discuss student's experience with BLM issues and inequity. ● Invite speakers knowledgeable about racism (e.g. virtual assemblies, videos, Q and A). ● Book clubs with age appropriate books about racism and equity. ● PD on how to have tough conversations and discuss emotional intelligence to help us dig deeper into the movement and how it is affecting our students, our community and ourselves.
<p><i>Bolster SEL supports (people, resources, materials) for staff</i></p>	<ul style="list-style-type: none"> ● District/school leaders assess needs for SEL supports ● District/school leaders in collaboration with School Psychologists/Counselors plan how to distribute tasks and communicate with SEL staff/professionals
<p><i>Use formal and informal data to continually improve practices and identify new needs</i></p>	<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>Develop a multi-year plan for 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. ● Provide training on ways to identify abuse and neglect while at home doing virtual school. ● Identify the risk factors that may be present in an abusive or neglectful situation. ● Review with staff district/school protocols on responding to self-injury and/or suicidal ideation. ● Remind staff where state forms are located and how they should 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. 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 serve to reduce any obstacles that impede our families from connecting, communicating and participating in the learning process.



EQUITY

Supporting Disengaged and Vulnerable Populations

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.

- 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
- Each school will hold monthly school based CARE team meetings and will coordinate with district level personnel
- Plan for daily 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
- Continue outreach to identify families in need of meal assistance and coordinate with Food Services Director to address food insecurity
- Meet with Human Services Director to create more continuity with care related to food insecurity, mental health needs, issues related to loss of work

	<p align="center"><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i> <i>Students with Individualized Education Plans or English learners who would be adversely affected by reduced schooling may attend school on a daily basis.</i></p>
<p align="center">Student Voice</p> <p align="center"><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
<p align="center">Develop Action Plans to Address Inequities</p> <p align="center"><i>The district develops action plans that specifically address anti-racism, inclusion, equity, and access for all learners</i></p>	<ul style="list-style-type: none"> ● Review curriculum, instructional materials, and instructional practices to ensure cultural sensitivity, explicit teaching of anti-racism, social justice, and inclusion ● Provide ongoing professional development to address micro aggressions regarding anti-racism, social justice, and cultural sensitivity ● Review hiring practices to promote diversity in faculty and staff ● Partner with local and national organizations (Teaching Tolerance, COR, UCONN - Dodd Center for Human Rights, CREC, UHART, ECSU, CCSU, LID, NAACP, Interfaith groups) to ensure best practices ● Use focus groups, surveys, and other efforts to engage students in this work

FAMILY SUPPORTS

<p style="text-align: center;">Family Training</p> <p><i>The district provides trainings on technology platforms, hygiene protocols, health assessments related to COVID-19 symptoms, establishing routines within the home, and planning for potential shutdowns, and partners with the public library, Mansfield Advocates for Children, and Youth Services Bureau to facilitate maximum outreach.</i></p>	<ul style="list-style-type: none"> • Provide documentation on school's plan for student safety (in family friendly language) including protocols and practices • Include multiple formats and languages when disseminating videos/written documents for students/families • Provide in-person and virtual tours of the schools for families • Provide training for family self-assessment protocol
<p style="text-align: center;">Establishing Routines (Attendance, Monitoring, Support and Accountability)</p> <p><i>To help clarify expectations and provide support for families to develop their own family routines to promote increased engagement.</i></p>	<ul style="list-style-type: none"> • Provide virtual instruction for those unable to attend school • Provide clear expectations for attendance and participation (especially to address hybrid and distance learning models) • Create a worksheet to facilitate parent/guardian implementation for hybrid and distance learning models • Task CARE team to support and problem solve for families • Interview families across district to create videos on best practices for home management of distance learning • Develop and communicate clear expectations around teacher availability • Continue to take attendance, review and monitor student performance <p style="text-align: center;"><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i> <i>Flexible schedules will be considered to meet family needs. Plans will consider the needs of families with children in multiple grades and will streamline the number of contacts where possible. Virtual instruction will be provided for those unable to attend school.</i></p>

<p>Access to PPE</p>	<ul style="list-style-type: none"> • Order PPE for staff and back-up masks for students • Provide partitions, Plexiglas, shields for safety as needed with students • Develop social stories/videos for proper use of masks • Inform families that student masks must cover both mouth and nose in accordance with CDC guidelines
<p>Daycare, Before School After School Care Needs</p>	<ul style="list-style-type: none"> • Survey available resources • Contact Youth Services Early Childhood Coordinator to identify available slots at area daycares • Contact Mansfield Parks & Rec regarding before and after school care program • Connect families with town resources
<p>TECHNOLOGY</p>	
<p>Access to Technology <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 • Develop training videos and written training (in multiple languages) on how to use the technology before the first day of school • Provide in-person family and student training on use of hardware and software • Meet with District IT Director to identify existing supports and additional needs • Survey families on their technology needs <p><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i> <i>Schools will develop plan for distributing technology. Plans will also be developed to address the needs of students who forget technology at home. Hotspots will be offered to families in need of Wi-Fi. Local areas providing Wi-Fi will also be identified. Teachers will have specialized technology/hardware to deliver remote instruction (webcams, doc cams, laptops vs. Chromebooks)</i></p>
<p>Access to Technology <i>Teacher/Staff will streamline the number of platforms to be used.</i></p>	<ul style="list-style-type: none"> • Assess teacher technology needs (training, hardware, software) 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) • Provide "real time" homework support, work support (e.g. writing coaches, student teachers, practicum students, retired faculty, paras) • Create a family portal with training videos • Provide in-person or remote training on key platforms/technology (multiple languages)
<p>COMMUNICATION</p>	
<p>Communication</p> <p><i>District and school based communication will strive to reach all members of the school community.</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 • Explore multiple formats (Zoom, email, in-person), locations (parks, apartment complexes, libraries), and methods to reach more diverse population of parents/guardians • All teachers will develop family communication plans for each student • School personnel will conduct weekly check-ins during the first two weeks of school • Make reopen plans available on Mansfield website • 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 <p><i>In a Hybrid or Distance Learning Model the following actions will be taken:</i> <i>School personnel will conduct weekly video or phone check-ins with each family. Additional check-ins will be conducted based on student and family needs. In-person family outreach will be conducted based on need.</i></p>