

Mansfield Public Schools PLAN TO REOPEN SCHOOLS

EXECUTIVE SUMMARY

The Mansfield Public School Reopen Plan is 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.

The plan was developed by a committee of parents, teachers, paraeducators, administrators, and Board of Education members. 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.

The Reopening Plan sought to address the following goals:

- *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.*



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?	<ul style="list-style-type: none"> ➤ 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><i>(see below for information regarding Allowance for Choosing to Temporarily Opt into Remote Learning)</i></p>	<ul style="list-style-type: none"> ➤ 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. ➤ Students with Individualized Education Plans or English learners who would be adversely affected by reduced schooling may attend school five days a week. 	<ul style="list-style-type: none"> ➤ 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>Safety Protocols</p>	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ For students who continue to attend school all safety protocols remain in place.
<p>Transportation</p>	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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.

**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.

PLAN ELEMENTS

-HEALTH AND SAFETY-

The Health and Safety section ensures compliance with all requirements of the State of Connecticut plan for reopening, meets Center for Disease Control guidance, and provides operational details for school employees. The components of the Health and Safety plan address:



Facilities



Daily Operations



Child Nutrition



Transportation



Health Practices and Protocols

-TEACHING AND LEARNING-

The Teaching & Learning section 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. Specifically, the plan addresses:

- Special Education
- English Learners
- Physical Education, Athletics, Arts, Career and Technical Education, and Extracurricular Activities
- Instructional Design and Delivery
- Effective Practices for Synchronous and Asynchronous Instruction
- Technology Application & Integration
- Planning & Collaboration

-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 (SEL) at the forefront of our district educational mission, the daily work of educators, and the overall experiences of staff, students and families in each schooling model. Detailed actions are provided to:

- Re-build community as a school with students
- Re-build community as a school with staff and ensure staff wellness
- Provide daily time for SEL in the school day
- Re-build culture in classrooms
- Create social learning environments to support SEL growth
- Teach new social routines to students
- Develop a detailed plan to reengage all students, staff and families
- Allow students to feel loss/grief and provide support
- Educate students to maintain maximum physical distancing between individuals to reduce transmission
- Acknowledge the Black Lives Matter movement
- Bolster SEL supports (people, resources, materials) for staff
- Use formal and informal data to continually improve practices and identify new needs
- Develop a multi-year plan for staff training on trauma, equity and anti-racism
- Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements

-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. The plan provides details in the following areas:

- Supporting Disengaged and Vulnerable Populations
- Student Voice
- Develop Action Plans to Address Inequities
- Family Training
- Establishing Routines
- Attendance, Monitoring, Support and Accountability
- Access to PPE
- Daycare & Before School/After School Care Needs
- Access to Technology
- Parent/Guardian Training in Technology Platforms and Curriculum
- Communication