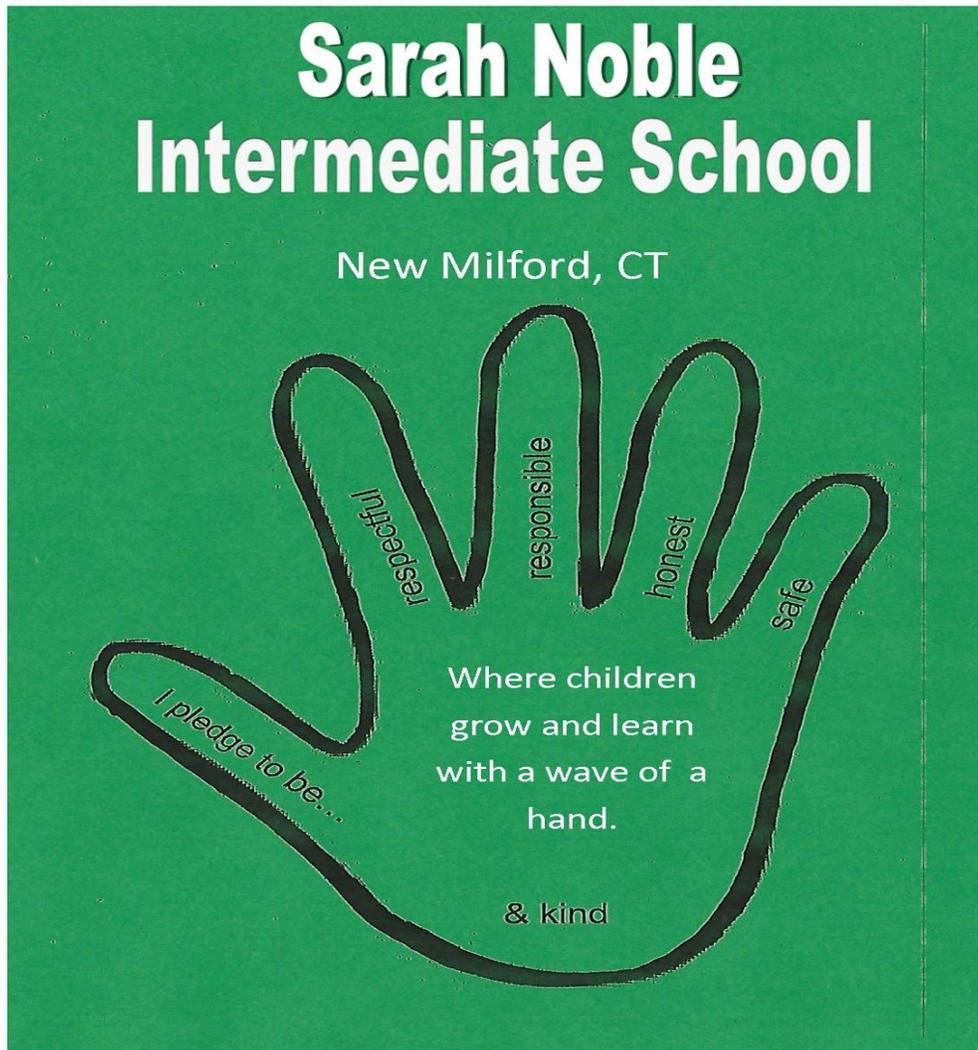


**Sarah Noble Intermediate School
Parent/Guardian Guidance Document
for Remote and In-Person Learning Programming
August 2020**



August 20th, 2020

Dear Families:

The district has sent out their reopening plans for the 2020-2021 school year earlier today. This document has been created to provide you more specific information regarding the reopening of Sarah Noble.

All families will have the opportunity to choose from three options for what their child's schooling will look like this year. More information about the three options can be found on the following pages of this document:

[Option 1: Hybrid model \(pg. 3\)](#)

[Option 2: Fully remote learning \(pg.6\)](#)

[Option 3: Homeschooling \(pg.8\)](#)

The purpose of this document is to provide you with some detail as to what school will look like when we officially reopen on September 8th, as well as to help assist you in making your decision about which option your child will be on for the upcoming school year. Families will have the opportunity to change their choice throughout the school year, but we ask that you provide the school with at least two weeks notice of any changes to help plan for your child's transition.

This is a living document, as such we will update it as appropriate and as additional information is available.

As a district, we have been working with town agencies in order to help parents understand what options are available, what's offered at each site for care, and the number of seats that are available. A link to the Facebook Group can be found here:

<https://www.facebook.com/groups/355108842166236>

This page will be updated by each agency weekly. Please check back often to find the most updated information available. The district is continuing to have conversations with other local agencies regarding childcare during this unprecedented time.

Thank you for your time and consideration of these resources and of our requests.

Sincerely,

Anne Bilko, Principal

Jennifer Chmielewski and Jennifer Meyers, Assistant Principals

Debbie Clark, PK-5 Supervisor of Special Education

Option 1: Hybrid Plan for Reopening-2020-2021

A-B DAYS (Students go to school on alternate days) General Day Rotation from State Submission

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A 50% of Students in school	Student Group A 50% of Students in school	A & B Groups Remote Learning with Teachers	Student Group B 50% of Students in school	Student Group B 50% of Students in school

Cohorts

Grade levels have been split into two teams to reduce interaction with other classes. Teams will follow the same schedule including lunch, recess, and Unified Arts.

Student Cohorts will be established after responses from families regarding their track of choice. Classes will be balanced for Cohort A and B to ensure maximum social distancing while in school. Both cohorts will participate on Wednesdays remotely.

- *Cohorts will be sent out to all families once demographic data is completed. Data is needed to balance classes.*
- When a cohort of students is not in school physically, students are expected to log in to watch the teacher teaching a lesson synchronously (live), based on the in-person schedule each day. Teachers will provide a time to parents for which they will go live each day by subject, weekly within the time that the course is scheduled on the student schedule that will last for no less than 20 minutes per period. It is expected that when students are not in school, they are accessing the live lessons as well as the content in Google Classroom. (Attendance is required to be taken each period for grades 6-12 and by class PK-5 each day.)

**Below is a SAMPLE schedule for students
Monday, Tuesday, Thursday, & Friday**

In Person Student Day	Temporary Remote Path / Opposite Cohort
8:20-9:00 Teacher Prep	
9:00-9:20 Morning Meeting - SEL Focus	Synchronous Google Meet
9:20-10:00 ELA	Synchronous mini lesson, small group and independent work
10:00-10:15 Mask break/time outside	Break
10:15-11:00 ELA	Synchronous mini lesson, small group and independent work
11:00-11:25 Lunch/mask break	Lunch
11:30 -12:00 WIN	Small group work or interventions
12:00-12:25 Recess/mask break	
12:25-12:55 Content	
12:55-1:10 Mask break/time outside	Break
1:10-1:50 Math	Synchronous mini lesson, small group and independent work
1:50-2:30 UA	Synchronous Google Meet
2:30-2:45 Mask break/time outside	Break
2:45-3:10 Afternoon meeting- SEL Focus	Synchronous Google Meet
3:10-3:15 Pack up	

Special Education and the HYBRID Model

During the pandemic, the delivery of a free appropriate public education [“FAPE”] to all students may vary depending on the instructional delivery model. The NMPS is nonetheless committed to provide FAPE to each student determined eligible for special education services. Similarly, the NMPS will provide students identified under Section 504 of the Rehabilitation Action with appropriate accommodations.

K-12 Students:

By establishing procedures and practices that promote access to the same opportunities afforded to general education students will ensure that students with disabilities receive an equitable educational experience. Starting the school year in the Hybrid Model, specialized instruction and related services should be delivered in accordance with the IEP for most students, although it may necessitate a change in schedules or staffing assignments to provide specific services on the days the students are attending school in-person. Students will receive their services through in-person or remote synchronous and asynchronous learning.

High Need and Priority Access Students K-12:

The NMPS district must consider providing services to high-need students full time (4 days in-person and one remote day under the Hybrid Model). These students referred to may present and/or often present with intensive needs and:

1. require **constant or consistent supervision by adults**, often with an adult to student ratio of 1:1 or 2:1;
2. require **physical assistance** to learn and attend to their basic safety, health, and self-care needs (e.g., mealtime supports, toileting, medical interventions);
3. often present with skill deficits with **functional communication** via both verbal and nonverbal means, thus limiting their ability to effectively express feelings and symptoms has experienced **significant challenges accessing remote educational opportunities** as a result of the impact of their learning challenges, behavior, and level of engagement;of illness.
4. exhibit **significant behaviors** that, at times, require an escort to safe areas or, in the case of emergency and only as a last resort physical restraint; and
5. may **not be able to wear personal protective equipment (PPE)**, practice social distancing (in accordance with), or abide by other Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), and CSDE reopening guidance.

Parents/Guardians will be notified if their child requires the full in-person services 4 days per week (Monday, Tuesday, Thursday, Friday) via email no later than Friday, August 21, 2020.

Refer to Addendum 6 in the Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together: <https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>.

Option 2: Remote Parallel Instruction Model

Students in temporary remote parallel track will follow the "all-in person" schedule.

- Remote learning schedule follows a regular "all-in" schedule with no less than 20 minutes of synchronous delivery for small group instruction or for the delivery of the mini lesson per content area.
- Cohorts do not apply in this scenario-all students assigned to courses will follow the school schedule and will attend core content areas live each day as scheduled within the school schedule for each course-provided by the teacher weekly.
- Asynchronous learning will take place as well in Google Classroom as assigned by the teacher.

The temporary remote instruction model is a ***voluntary*** choice for parents. The district will provide a blend of synchronous and asynchronous learning to your child while he/she is working remotely. We realize that during this time you may be deciding what will work best for your family. Below you will find a set of accompanying expectations and limitations of the temporary remote instruction model. The district asks that you take the following into consideration while making your choice.

Please keep in mind: If parents select the temporary remote instruction model, all classes will be provided remotely. Due to health and logistical considerations, it will not be an option to have children attend some classes in school and others remotely.

Limitations Under the Plan

1. Access to asynchronous learning, and some synchronous learning (no less than 20 minutes per content area each day) which will take the form of small group instruction or access to the teacher teaching the lesson.
 - a. Online synchronous instruction may take place at different times each week in each core content area. Teachers will provide a schedule for when synchronous learning will occur to parents, weekly. **For the first two weeks of school, all learning will be asynchronous (in Google Classroom) to allow us the opportunity to set up technology for synchronous instruction.**

- b. The weekly schedule provides the opportunity for teachers to adjust the type of instruction offered which is intended to accommodate needs of the class.
2. Specials at the elementary and middle school level will not have a (synchronous) live component. Instead, General Music, Art, PE and Health will provide family lessons in their Google classrooms for parents to follow weekly with their children. At New Milford High School, only Health will have a (synchronous) live component.
3. Kindergarten will be setting up classroom routines during the first few weeks of school and may have very limited synchronous learning provided during this time.
4. Your child will receive instruction from a teacher to whom he/she is assigned in each of the core content areas for synchronous and asynchronous instruction during the course of the week. Substitutes will fill in from time to time when necessary based on each school's circumstances.
5. If state testing and local assessments are administered this school year, students must attend school in person to take the assessments. Students will not be allowed to take these assessments remotely.
6. Students may attend after school activities and sports if they are in temporary remote instruction.
7. Other limitations may apply as the nature of the voluntary remote learning programming may not result in matching instructional hours.
8. In order for the school district to provide FAPE and implement the students' IEP as designed, special education and related services are typically programmed for in-person access. Families are strongly encouraged to consider the importance of sending their child to school to receive special education and related service when feasible and supported by public health data.

Obligations of Parents, Students and Families During Temporary Remote Instruction

1. The family must support supervision of their child during the remote learning experiences, during synchronous and asynchronous learning while students are working in Google Classroom.
2. The family must support daily student attendance and engagement in daily lessons.
3. Students are expected to hand in all materials and assessments on time and to seek out support from teachers when necessary.
4. Parents will contact the district at least one week prior to making any changes to their child's learning choice to the in-person model. ***We recommend that you make the temporary choice for one marking period at a time and then revisit with the school at that time.***
5. In the Hybrid model of instruction from either full remote instruction or from in-person learning due to either district decision to start the school year or based on the need to do so due to Public Health information, the student must take part in the learning process of their assigned cohort. When schools are in the full remote instruction model, the regular school day schedule will be followed.

6. You must fill out your child's demographic update to inform the district of your choice to start your child's school year no later than **August 24, 2020**. In the event that you do not submit the update, **the district will default your selection to in person learning.**

Option 3: Homeschool Option

For families uncomfortable with either option, the parents can choose to homeschool their student. Home schooling requires the parent to **withdraw their child from the school district.** Once withdrawn, the parent takes over responsibility for their student's educational progress. The student will not be counted in the student attendance numbers, is not eligible for any services provided by the district nor can the student participate in extracurricular activities. Please reach out to the school office if you wish to pursue this option.

In the unfortunate event that the metrics change and force us to close schools and go to an all distance learning model, the following procedures will be in effect.

REMOTE LEARNING Short Term Closure (2-5 days, 2 weeks, etc.) or Long-Term Closure

Students and parents engage in Remote Learning with materials and support from the school. Classroom learning and instructional activities are shared through contact with the teacher. The Remote Learning model will be a blend of synchronous and asynchronous learning that follows the students In-Person schedule.

Synchronous Learning will occur daily in each academic area for all students for no less than twenty minutes. Teachers will post the times within each class period that live instruction will occur weekly.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Remote Learning</u> <u>100% of Students</u>	<u>Remote Learning</u> <u>100% of Students</u>	<u>Remote Learning</u> <u>Teacher PD & Prep</u>	<u>Remote Learning</u> <u>100% of Students</u>	<u>Remote Learning</u> <u>100% of Students</u>

3rd Grade Sample Remote	4th Grade Sample Remote	5th Grade Sample Remote
9:00-9:20 Morning Meeting	9:00-9:20 Morning Meeting	9:00-9:20 Morning Meeting
9:20-10:10 Reading and Interventions	9:35-10:00 UA	9:20-10:15 Content
10:10-10:30 Break	10:00-10:45 Math and Interventions	10:15-10:25 Break
10:30-11:05 Writing	10:45-11:30 Reading and Interventions	10:25-10:50 UA
11:05-11:40 Content	11:30-12:00 Lunch	10:50-11:40 Math
11:40-12:05 UA	12:00-12:50 Content	11:40-12:10 Lunch
12:10-12:40 Lunch	12:50-1:00 Break	12:10-12:55 Writing
12:45-1:35 Math and Interventions	1:00-1:40 Writing	12:55-1:40 Reading and Intervention
1:40-2:00 Afternoon Meeting	1:40-2:00 Afternoon Meeting	1:40-2:00 Afternoon Meeting
2:00-3:00 Break and Independent Work	2:00-3:00 Break and Independent Work	2:00-3:00 Break and Independent Work

Classrooms

Our classrooms have been adjusted to maximize social distancing. Most of our furniture and other materials have been removed from classrooms and students seated at desks will be socially distanced to the greatest extent possible.

Student Supplies

SNIS will provide all supplies for students regardless of student track. Students attending hybrid classes will receive supplies at school, in class. For families of students in remote learning will be able to pick up a grab and go bag at SNIS prior to September 8th. Pick up time will be sent at a later date.

Unified Arts

- Art
 - We are planning for students to attend class in the Art rooms. Students will be seated to ensure maximum social distancing. All students will have individual supplies for Art.
- Music
 - We are planning for students to attend classes in the Music rooms. Students will be seated to ensure maximum social distancing. Students will use Orff instruments when appropriate in lieu of recorders.
- Physical Education
 - We are planning on holding physical education classes outdoors on a daily basis to the greatest extent possible. When students are indoors and a six-foot distance can be maintained, students will not be required to wear masks.
- Health:
 - We are planning for students to attend classes in the Health rooms. Students will be seated to ensure maximum social distancing
- Library
 - Students will attend class in the library. Students will be seated to ensure maximum social distancing. The Library Media Specialist and Library Clerk will

assist students in taking out books. Returned books will be ‘quarantined’ for 48-72 hours before another student will be able to take it out.

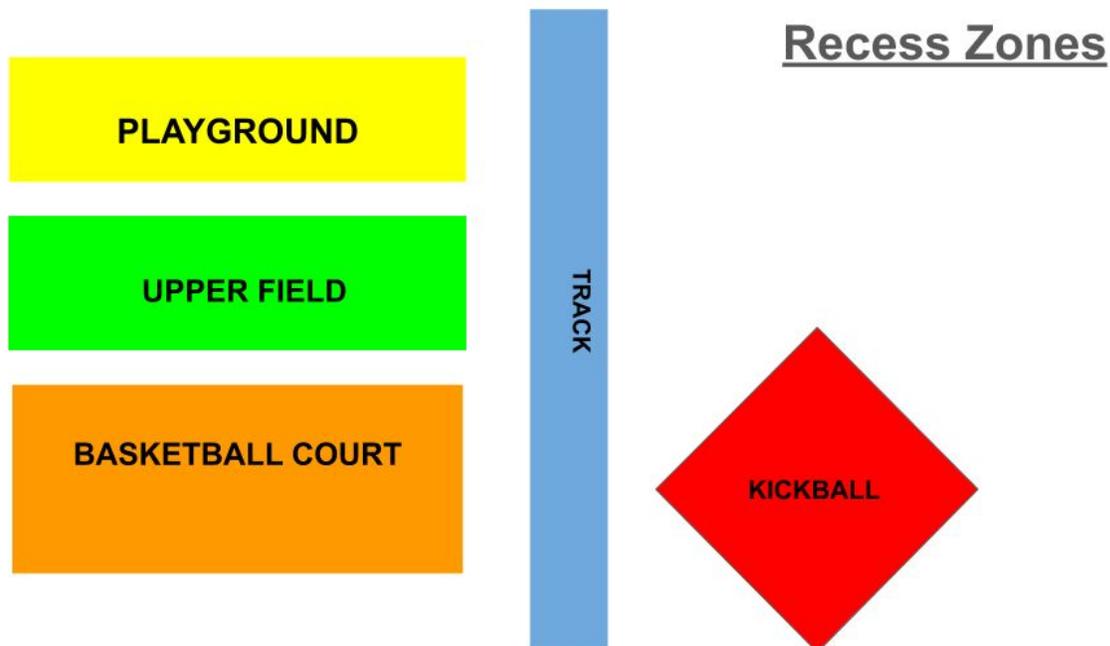
Lunch Procedures

Students will eat lunch in the cafeteria at the times denoted in the schedule above. Staff and students will follow social distancing when in lunch lines. Floor decals will serve as reminders to stand 6 feet away from each other in the lunch lines.

Each class will have two tables and classes will be spaced 14 ft apart. All tables will have partitions between each of the students. Lunch arrival and dismissal will be staggered to the greatest extent possible.

Recess Procedures

The SNIS recess area is large and will allow students to spread out among 4 designated areas as outlined below:



SNIS teachers and staff will monitor students to ensure they remain appropriately social distanced.

At SNIS, all staff will encourage students to follow the **3Ws** of Safety at all times:



Wear:

Guidelines for Masks:

Students must wear a face mask/face coverings (bandanas are not a mask) that completely cover their mouth and nose.

PLEASE NOTE: Students must always wear face masks or other cloth material that covers their mouths and noses while they are on school property or on school busses. It is the responsibility of parents and/or guardians to ensure that their students have masks. If, however, a student arrives at school on a particular day and does not have one, the NMPS will provide a mask.

EXEMPTIONS: Students who have trouble breathing or have a medical condition making it unsafe to wear, or students with disabilities that prevent them from wearing a mask safely, are not obligated to wear a mask. A student claiming such an exemption, however, must provide "written documentation that the person is qualified for the exemption from a licensed medical provider, the Department of Developmental Services, or other state agency that provides or supports services for people with emotional, intellectual or physical disabilities, or a person authorized by any such agency."

Students who do not qualify for an exemption and fail or refuse to wear a mask shall not be admitted into school buildings. They will instead be offered the same remote instruction program that is being offered to families who do not currently wish to send their children to school. Students who do not qualify for an exemption and fail or refuse to wear a mask shall also face potential disciplinary consequences, up to and possibly including expulsion.

See guidelines and procedures below:

- Masks must be worn during the following times:
 - Prior to getting on the bus and during the entire length of the bus ride to and from school
 - Prior to entering the school building
 - During the school day except during mask breaks, lunch, P.E.

- Mask breaks
 - Periodically throughout the school day there will be scheduled masks breaks. Students must be at least six feet away from other students for the duration of the break.
 - To the greatest extent possible, mask breaks will be outside. When the weather prohibits outside mask breaks, classes will use other spaces throughout the school, including the Multi-Purpose Room (MPR), Gym, and cafeteria.

Wait:

Students will keep to appropriate space in lines to maximize social distancing. There will be signage throughout the building for visual reminders, additionally staff will prompt students to wait and give space.

Wash:

Students will wash their hands each time they enter the classroom. Additionally, hallways and other school areas will have hand sanitizer.

Parent Drop-Off, Staff Arrival, & Bus Arrival

All students must exit from the right hand side of the car onto the sidewalk. Students should have backpacks ready to exit from the car. Drivers should *not* exit the car. SNIS staff will be available to assist students on sidewalks and transition into school.

Those students who need breakfast will go to the cafeteria. All buses will release students at the direction of staff on bus duty. Students will enter the building in defined locations with staff support.

All students will proceed to their homeroom class beginning at 8:35 AM. Students will place coats and backpacks in lockers and proceed into their homeroom.

Parent Pick-Up & Bus Dismissal

Students will no longer be dismissed by grade level, but rather by various zones in the building in an effort to reduce the number of students exiting the building at any one time.

Parent Pick Up

Parents will no longer enter the building. SNIS staff will check in each family/car and students will be dismissed directly into cars. Cars will move at the direction of staff and follow the traffic patterns posted.

Bus Dismissal

Students will walk to buses monitored by staff to ensure social distancing and following established traffic patterns.

Bus Routes:

Please note that families that choose to ride a bus may NOT be able to change the scheduled pick-up or drop-off locations. Pick-up and drop-off locations CAN be different from each other, allowing 2 different buses, in the event your child is attending a local daycare center or travels to a caregiver's home. (For example: Your child is allowed to take Bus 1 into school from home and take Bus 2 to the local daycare center BUT this has to be every day he/she is in school.)