



Schaghticoke Middle School

Home of the Surge

2020 - 2021 Reopening Plan

Parent/Guardian Guidance Document

Schaghticoke Middle School Vision Statement

Schaghticoke Middle School is made up of a community of learners: students, parents, faculty, staff, administration, and citizens of the greater New Milford area. The foundation of our vision lies upon the positive reinforcement of character: integrity, responsibility, respect, and fairness. Together we will work to create an environment in which all students can reach their potential academically, socially, and emotionally under the guidance and nurturing support of the Schaghticoke community members. We will collaborate to foster an atmosphere of trust and support in order to encourage teachers and students to explore new initiatives in curriculum and assessment to improve student achievement.



SCHAGHTICOKE MIDDLE SCHOOL
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<http://sms.newmilfordps.org/>
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Dr. Christopher Longo, Principal
Mrs. Barbara Nanassy, Assistant Principal
Mrs. Sasha Salem, Assistant Principal
Mrs. Catherine Calabrese, Assistant Principal
Mrs. Tracy-Ann Menzies, Supervisor of Special Education

August 20, 2020

Dear Schaghticoke Families:

We welcome you to the 2020-2021 school year. We are all aware that this school year will look very different and will present new challenges. Please find school specific information below regarding the reopening plan. The full district plan is linked [here](#) for your review.

In this communication, you will find information regarding the protocols at SMS in order to assist in making the decision of whether or not to send your child to school. Hopefully this information will provide clarity regarding expectations and our plan to ensure safety.

School Arrival and Dismissal

Through the work of our reopening protocol subcommittee, we have designed a system that will accommodate the safe arrival and dismissal of students. In anticipation of an increase in parent transportation, it is important that we work together in following the protocol. There is a strategic protocol associated with entry and dismissal of the building. In an effort to reduce the number of students entering the building at any one time, we will be staggering the arrival and dismissal for parent drop off/pick up and the bus arrival and dismissal.

Parent Drop-Off, Staff Arrival, & Bus Arrival

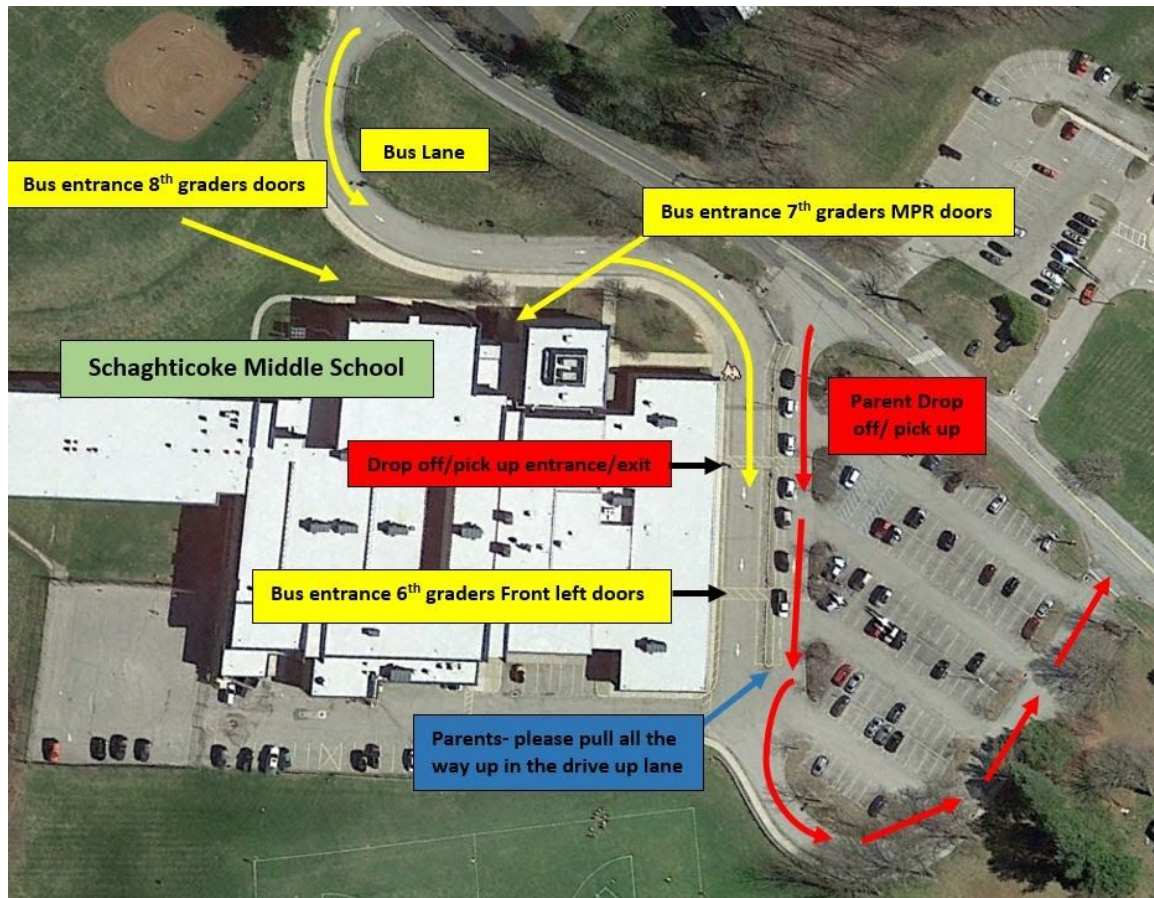
Parents will enter from Hipp Road and drive through the drop off lane, pulling up as far forward as possible. (See image below for traffic pattern.) The school resource officer, safety monitor, and other staff will be present to conduct the drop-off process in a safe, orderly manner. When leaving, follow the lane around the curve and do not cut through the parking lot as those lanes are for staff arrival and walking into school. Those students who need breakfast will go to the cafeteria. Bus drivers will release

students in waves based on the direction of staff on bus duty. Students will enter the building in defined locations as depicted in the map below. This procedure limits the amount of contact and also allows students to enter the building in an area that is closest to their cohort and first period.

All students will proceed to their homeroom/advisory class beginning at 7:25 AM. To ensure safety and promote social distancing practices, we will NOT be using lockers this year. Therefore, students may use book bags to transport materials.

Parent Pick-Up & Bus Dismissal

Parents will enter from Hipp Road and drive through again pulling up as far forward as possible. Students will no longer be dismissed in 3 waves 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.



Parents/Visitors

To ensure the safety and well-being of all students and staff, access to the buildings by visitors/parents will be extremely limited and only for specific educational purposes or emergency situations. Any parent or visitor who is permitted access to the building must wear a mask that completely covers their nose and mouth.

School Cohorts A and B

SMS students will be assigned to a grade level TEAM which will be broken into smaller cohorts. **School cohorts are distinguished alphabetically by last names.**

- **Cohort A will have last names A-Lo**
- **Cohort B will have last names Lu-Z.**

This will decrease the number of students in the building and provide for better social distancing practices. In a low-risk model, Cohort A will be in-person in the building on Mondays, Tuesdays, and remotely learning at home on Thursdays and Fridays. Cohort B will be remotely learning on Mondays and Tuesdays and will be in-person in the building on Thursdays and Fridays. On Wednesdays, all students will be home in remote learning.

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

Classroom Cohorts

At SMS, students will be placed into classroom cohorts to minimize the mixing of student groups throughout the day. Each cohort of students will remain in the first period classroom for all core area classes and select specials classes. Teachers will rotate into their cohort rather than students traveling to classes. Students will depart for lunch and P.E. Due to various levels of math courses, world language levels, reading classes, music offerings, and special education services, we are unable to change cohorts or make any changes or alterations. Please understand that there are numerous complexities associated with the scheduling process and our top priority is safety.

Schaghticoke Middle School Sample Schedule

		Grade 6	Grade 7	Grade 8
7:25-7:50		Arrival/Homeroom/Advisory	Arrival/Homeroom/Advisory	Arrival/Homeroom/Advisory
7:50-8:30	A	Core 1	Core 1	Core 1
8:30-8:35		Transition/mindful moment /mask break	Transition/mindful moment /mask break	Transition/mindful moment /mask break
8:35-9:15	B	Core 2	Core 2	UA/Learning Strat/Sectionals
9:15-9:20		Transition/mindful moment /mask break	Transition/mindful moment /mask break	Transition/mindful moment /mask break
9:20-10:00	C	UA/Learning Strat/Sectionals	Core 3	Core 2
10:00-10:05		Transition/mindful moment /mask break	Transition/mindful moment /mask break	Lunch 8A (10:00-10:25)/ 8B Flex
10:05-10:55	D/ E	Core 3		Passing (10:25-10:30)
			UA/Learning Strat/Sectionals	Lunch 8B (10:30-10:55)/ 8A Flex
10:55-11:00			Transition/mindful moment /mask break	
11:00-11:50	F/ G	Lunch 6A 10:55-11:20/ 6B Flex	Core 4	
		Passing (11:20-11:25)		UA/Learning Strat/Sectionals
		Lunch 6B 11:25-11:50/ 6A Flex		
11:50-11:55		Passing	Lunch 7A (11:55-12:20)/ 7B Flex	Transition/mindful moment /mask break
11:55-12:45	H/ I		Passing (12:20-12:25)	Core 3
		UA/Learning Strat/Sectionals	Lunch 7B (12:25-12:50)/ 7A Flex	
12:45-12:50		Transition/mindful moment /mask break		Transition/mindful moment /mask break
12:50-1:30	J	Core 4	UA/Learning Strat/Sectionals	Core 4
1:30-1:35		Transition/mindful moment /mask break	Transition/mindful moment /mask break	Transition/mindful moment /mask break
1:35-2:15	K	Core 5	Core 5	Core 5
2:15		Dismissal	Dismissal	Dismissal

Schaghticoke Middle School Wednesday Sample Schedule

7:35 - 9:45	Planning/Professional Learning for Teachers/Staff
10:00 - 10:35	English/Language Arts: Office Hours for both cohorts
10:45 - 11:20	Math: Office Hours for both cohorts
11:30 - 12:05	Science: Office Hours for both cohorts
12:30 1:05	Social Studies: Office Hours for both cohorts
1:10 - 2:40	PLC/Course Planning for Teachers/Staff

*A more detailed schedule will be communicated by the team/teachers. More information to come regarding Unified Arts classes.

Lunch Procedures

At this point in time, all 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 table will be limited to 4 students with partitions between each of the students. Lunch arrival and dismissal will be staggered to the greatest extent possible.



Classrooms

Our classrooms have been adjusted to maximize social distancing. Furniture and other materials have been removed from classrooms and students seated at desks will be positioned 6 feet apart. In classrooms where there are tables, partitions will be placed between students.

Guidelines for Masks

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

- Masks must be worn during the following times:
 - Masks are required for all staff and students. Students who do not comply will be sent home
 - 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 designated times as noted in the schedule, in addition to lunch and the appropriate time in 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.
 - Mask breaks may occur inside the classroom, in other spaces throughout the school, and/or outside of the school building.
 - What does a mask break look like? A student would remove the mask down to his/her chin, and be able to take breaths not coughing, sneezing or spraying droplets. Teachers will then instruct students to put their face masks back up. The face mask breaks can only occur when students are six feet apart, or outside and six feet apart.



- Physical Education
 - We are planning on holding physical education classes outdoors as much as possible. When students are indoors and a six-foot distance can be maintained, students will not be required to wear masks.

Signage

There is signage throughout the building including the restrooms that serves as reminders for wearing masks, washing hands, and practicing social distancing. These resources were taken directly from the CDC website.

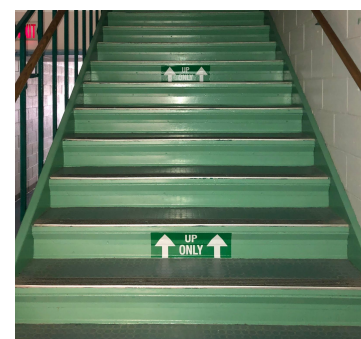
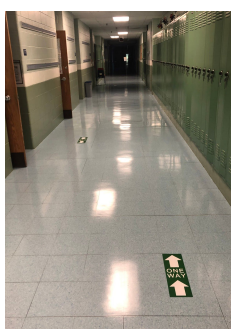


Nurse's Office

We have relocated our nurse's station to a much larger space on the other side of the building. This space was retrofitted to improve ventilation, maximize space for social distancing, and allow for an isolation room. The isolation room is a separate space where students with COVID symptoms will be treated. The new office also allows for a separate set of doors for students with COVID symptoms to be dismissed. For more information, please see the pertinent section in the [district opening plan](#).

Stairwells and Traffic Flow

Stairwells have been marked with signage to establish traffic flow in the correct direction to limit the number of people during any passing time. We have up and down stairwells clearly labeled on each side of the building. We know it will take time for students to get accustomed to these procedures so our staff will guide and assist students at the start of school.



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 Act 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>.

Temporary Remote Instruction Model

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. 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.**
 - a. 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.
3. 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.

4. Other limitations may apply as the nature of the voluntary remote learning programming may not result in matching instructional hours.

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. If the district moves to 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. For families choosing this option, it is imperative that you enroll your child in an accredited program so that credits can be accepted by NMHS in the event that your family chooses to re-enroll your child. Please speak to Mr. Shugrue before choosing this option.

Thank you for thoroughly reviewing this critical information. Please note that this communication is not all-inclusive and you should consult with the [NMPS District Reopening Plan](#) for more information. As we draw closer to September 8th, I will communicate any other new or pertinent information as it comes our way. We truly appreciate your patience, flexibility, and understanding. If you have any SMS-specific questions or need clarification, please feel free to contact me. I hope your family enjoys the final weeks of summer. I truly miss the students and look forward to seeing them back at school.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Longo", with a stylized flourish at the end.

Christopher Longo, Ed.D.
Principal