

ENFIELD HIGH SCHOOL

Reopening Plan DRAFT, 2020-2021

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PROPOSED SCHEDULE ADJUSTMENTS

This document specifies the proposed schedules for reopening Enfield High School. In addition to an adjusted calendar, it includes a daily schedule for in-person learning, remote learning, and a hybrid approach.

ADJUSTED CALENDAR TO REDUCE TRANSMISSION

The schedule will be adjusted so that teachers teach only 4 classes at a time. This is intended to promote cohorting, where feasible, as suggested by the state's reopening plan. With 4 instead of 8 courses at a time, students and staff will be exposed to less individuals reducing possible transmission. This adjusted schedule will allow students to keep 8 courses a year to meet graduation requirements. This schedule would be in place for all 3 plans: in-person, hybrid, and remote.

| Actual Dates TBA* | M1 | M2 | M3 | M4 |
|-------------------|---|-------------------------------------|---|-------------------------------------|
| | (Sept 8 – Nov 19)* | (Nov 20 – Feb 2)* | (Feb 3 –Apr 8)* | (Apr 9 – June 16)* |
| Full Year | 1A,2A,3A,4A | | 1B,2B,3B,4B | |
| | ½ the year | | ½ the year | |
| Semester | (1 st Semester ½ year A-Day courses) | (2nd Semester A-Day ½ year courses) | (1 st Semester B-Day ½ year courses) | (2nd Semester B-Day ½ year courses) |
| | ¼ of year | ¼ of year | ¼ of year | ¼ of year |

Rationale

- Students will be part of 4 classes instead of 8 classes, reducing possible transmission and improving ability to contact trace, if needed
- Improved student-to-teacher connections and communication with families (less teachers for students, less students for teachers)
- Students keep 8 courses over course of the year to meet graduation requirements
- Ability to transition easily to a distance learning model
- Students found it challenging communicating with 8 teachers remotely during distance learning model. Based on this feedback, student schedules will be simplified as they will work with 4 teachers at a time, instead of 8. .

Key Adjustments:

- Students are enrolled in 8 classes using a condensed consecutive day model
 - Semester 1: 1A, 2A, 3A, 4A
 - Semester 2: 1B, 2B, 3B, 4B
- All students will be assigned to a lunch wave.
 - “Yearlong” courses will meet approximately 90 times (meet every day)
 - “Semester” courses will meet approximately 45 times (meet every day)

Example of Semester Schedules:

| Semester 1 | | | | | |
|------------|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | 1a | 1a | 1a | 1a | 1a |
| 2 | 2a | 2a | 2a | 2a | 2a |
| 3 | 3a | 3a | 3a | 3a | 3a |
| 3/Lunch | | | | | |
| 4 | 4a | 4a | 4a | 4a | 4a |

| Semester 2 | | | | | |
|------------|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | 1b | 1b | 1b | 1b | 1b |
| 2 | 2b | 2b | 2b | 2b | 2b |
| 3 | 3b | 3b | 3b | 3b | 3b |
| 3/Lunch | | | | | |
| 4 | 4b | 4b | 4b | 4b | 4b |

IN-PERSON DAILY SCHEDULE

| Block | 7:10 | Teacher's on Duty | Minutes |
|---------------|-------|-------------------|---------|
| 1 | 7:36 | 8:54 | 1:18 |
| 2 | 9:02 | 10:20 | 1:18 |
| 3 | 10:28 | 12:16 | 1:48 |
| 4 | 12:24 | 1:42 | 1:18 |
| Dismissal | 1:42 | 1:52 | 0:08 |
| Teacher Lunch | 1:52 | 2:22 | 0:30 |
| | | | |
| Lunch Wave | | | |
| 1 | 10:28 | 10:58 | 0:30 |
| 2 | 11:10 | 11:40 | 0:30 |
| 3 | 11:46 | 12:16 | 0:30 |

Rationale:

- Allocate increased time for entry, passing, and dismissal to promote social distancing
- Eating lunch in classrooms improves social distancing
- Teacher lunch at end of day ensures teachers can assist with lunch in classrooms and receive their contractual lunch.

Key Adjustments:

- Period 1 starts 10 minutes later (allows for staggered arrival and breakfast for social distancing).
- Teachers on Prep during 3A will be assigned a duty (café/hallway supervision or delivery of lunches)
- Teachers will be on morning supervision duty for 7:10am
- All teachers would receive uninterrupted lunch at 1:52 - 2:22

HYBRID

| Option 2 | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|----------------|---------|--|----------------|--------|
| In-Person | Last names A-K | | Remote Learning for All Students / Disinfect Building | Last names L-Z | |
| Remote | Last names L-Z | | | Last names A-K | |

Rationale:

- Students see their teachers every week promoting engagement
- Alphabetical distribution promotes consistency for families
- Remote learning day mid-week allows for the teacher to meet with the entire class to promote consistency
- Remote learning day mid-week allows staff and students to practice and improve remote learning
- Remote learning day mid-week promotes increased social distancing and allows custodial staff to perform a deep cleaning between cohorts

REMOTE LEARNING

| 9-12 Proposed Remote/Blended Learning | | | | | | | |
|---------------------------------------|-------------------------------------|---------|---|---|---|---|---|
| Time | Block Title | Minutes | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00 - 9:45 | Professional Collaboration | :45 | Meetings/PLCs/ Parent Contact/Professional Learning | Meetings/PLCs/ Parent Contact/Professional Learning | Meetings/PLCs/ Parent Contact/Professional Learning | Meetings/PLCs/ Parent Contact/Professional Learning | Meetings/PLCs/ Parent Contact/Professional Learning |
| 9:45 - 10:30 | Synchronous live sessions | :45 | 1a | 1a | 1a | 1a | 1a |
| 10:30 - 11:00 | Asynchronous Learning | :30 | | | | | |
| 11:00 - 11:45 | Synchronous live sessions | :45 | 2a | 2a | 2a | 2a | 2a |
| 11:45 - 12:15 | Lunch | :30 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:15 - 1:00 | Synchronous live sessions | :45 | 3a | 3a | 3a | 3a | 3a |
| 1:00 - 1:30 | Asynchronous Learning | :30 | | | | | |
| 1:30 - 2:15 | Synchronous live sessions | :45 | 4a | 4a | 4a | 4a | 4a |
| 2:15 - 3:30 | Asynchronous Learning/ Office Hours | :75 | Asynchronous Learning/ Office Hours | Asynchronous Learning/ Office Hours | Asynchronous Learning/ Office Hours | Asynchronous Learning/ Office Hours | Asynchronous Learning/ Office Hours |
| 3:30 - 4:00 | Eagle Block | :30 | Club Meeting/Mentoring Block/ Office Hours | Club Meeting/Mentoring Block/ Office Hours | Club Meeting/Mentoring Block/ Office Hours | Club Meeting/Mentoring Block/ Office Hours | Club Meeting/Mentoring Block/ Office Hours |

Rationale:

- Later start time for students based on student, parent, and staff feedback
- Increases live, synchronous instruction to promote student engagement

- Live sessions for students compressed into 4.5-hour window to limit time students required to be in front of a screen
- Teachers available for one-on-one check-ins during asynchronous learning time and Office Hours
- Asynchronous learning time provides student breaks from live instruction to promote movement or screen breaks
- Time embedded in schedule for professional collaboration, meetings, and virtual extra-curricular clubs and activities

COMMUNICATIONS PLAN

EHS will continue to survey students and parents to collect meaningful feedback and input. EHS will send frequent emails using School Messenger. Additionally, we will post information on social media platforms and promote following the school on social media (IG, Twitter) via email blast to parents. Additionally, we will host listen/learn sessions for parents with administration regarding school re-opening plans. EHS will issue a Newsletter each month to keep parents informed of events at school and updates. EHS will also host open parent meetings with the school's Equity team to promote family engagement around racial equity efforts.

PROFESSIONAL DEVELOPMENT

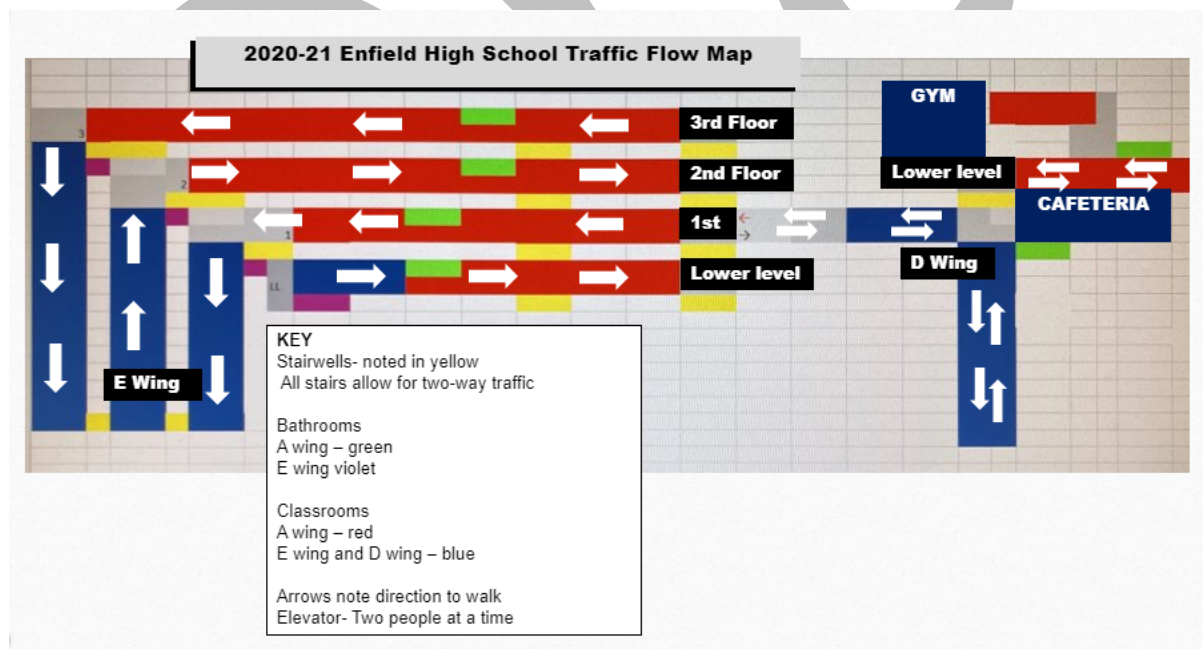
Professional Development at Enfield High School for the 2020-2021 school year will encompass three major topics: safety protocols, remote and blended learning strategies, and training related to promoting racial equity. First, significant time early in the professional development calendar will be devoted to COVID-19 operations and safety protocols. Teachers will be provided training on COVID signs and symptoms, labeling and storage of chemicals, social distancing practices, and building-specific protocols. Educators will also receive continuous training and support on how to promote high levels of student engagement in the remote and blended learning environments. This training will encourage teachers to find ways to use Microsoft Teams and OneNote to implement learning tasks that promote student-centered learning that is meaningful and challenging. Our staff will continue our work to promote racial equity through professional learning that builds awareness of inequities in education. We will host structured conversations about race to develop staff skill in recognizing and addressing racial inequities and injustice

while also developing their skill to facilitate civil and respectful discourse about race-related issues in the classroom.

FACILITIES

Enfield Public Schools is working with Buildings and Grounds to comply with CT guidance around building water systems, cleaning and disinfecting schools, and ventilation systems. The head custodian will conduct regular inspections and the building principal will meet regularly with the head custodian to address facility concerns.


Adjustments to how students and staff use our facilities will be made to promote safety measures. For example, we will now utilize designated foot traffic patterns and one-way hallways where possible to reduce the risk of transmission. For example, using the diagram below you can see that students traveling on the third floor in the A & E wings will only proceed north/west to south/east, whereas students on the second floor A and E will only proceed south/east to north/west. In hallways where one direction is not possible, students will be required to stay on the far-right side of the hallway. Increased time has been allotted for passing to accommodate this adjustment.



Students will be required to wear masks in restrooms and will be limited to 3 individuals at a time.


VISITOR PROTOCOLS

We have implemented the following protocols for visitors at Enfield High School for the safety and health of all students, staff and guests. Visitors will be asked to remain outside the building and contact the welcome center staff by phone at 860-763-8895. If dropping off something for a student, please label with the student's full name and grade. Staff will pick-up the item outside. If picking up a student, please state the student's name, grade, reason for dismissal. Staff will escort your student out of the building to parent/guardian. Pickup will require identification and signature. If you have a scheduled appointment, you must wear a mask or face covering and adhere to appropriate social distancing guidelines of six feet.



ENFIELD HIGH SCHOOL

Visitor Protocols



WE HAVE IMPLEMENTED THE FOLLOWING PROTOCOLS FOR VISITORS AT ENFIELD HIGH SCHOOL FOR THE SAFETY AND HEALTH OF ALL STUDENTS, STAFF, AND GUESTS.

UPON ARRIVAL, REMAIN OUTSIDE and CONTACT THE WELCOME CENTER STAFF BY PHONE AT 860-763-8895.

IF DROPPING SOMETHING OFF FOR A STUDENT, PLEASE LABEL:

- STUDENT'S FULL NAME
- GRADE

STAFF WILL PICK-UP THE ITEMS OUTSIDE

IF PICKING UP YOUR STUDENT, PLEASE STATE:

- STUDENT'S NAME
- GRADE
- REASON FOR DISMISSAL

STAFF WILL ESCORT YOUR STUDENT OUT OF THE BUILDING TO PARENT/GUARDIAN. PICK UP WILL REQUIRE IDENTIFICATION AND SIGNATURE

IF YOU HAVE A SCHEDULED APPOINTMENT, YOU MUST WEAR A MASK OR FACE COVERING AND ADHERE TO APPROPRIATE SOCIAL DISTANCING GUIDELINES OF 6 FEET.

STUDENT PROTOCOLS

Morning Arrival

- Enfield High School will open their doors at 7:10AM. The Welcome Center lobby will no longer be available to students that arrive prior to 7:10AM.
- When arriving on Campus, students will be expected to have their facemask on.
- When entering the school, students will be expected to walk directly to their 1st Period Class (Congregating will not be allowed).
- Breakfast: Only students that eat school breakfast will be allowed to enter the cafeteria. Students will be assigned a seat to maintain social distancing.
- To reduce congestion, additional entrances will now be used for morning arrival

Morning Transportation

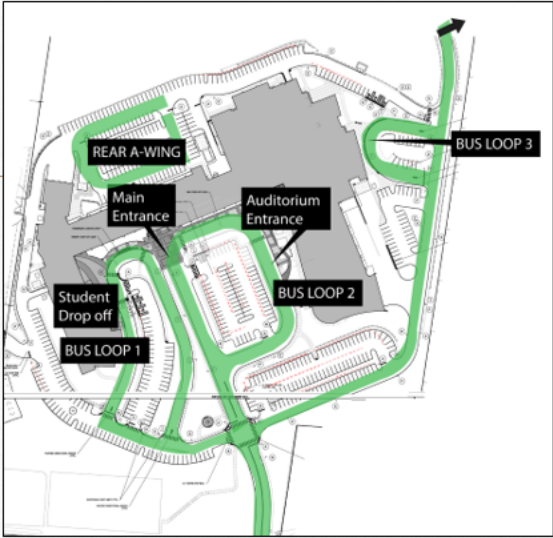
Morning Transportation

Walkers may enter by:

- Bus Loop 3 Entrance (Weight Room)
- Auditorium Entrance
- Main Entrance
- A/E Wing Entrance

Students getting dropped off:

- Use Bus Loop 1 (STEAM Wing):
- Will be staggered in through the Main Entrance and A/E Wing Entrance



The map shows the school campus with three bus loops highlighted in green. BUS LOOP 1 is located near the STEAM Wing. BUS LOOP 2 is located near the Main Entrance and Auditorium Entrance. BUS LOOP 3 is located near the REAR A-WING. Other labeled areas include the Main Entrance, Auditorium Entrance, Student Drop off, and REAR A-WING.

- Walkers may enter by:

- Bus Loop 3 Entrance (Weight Room)
- Auditorium Entrance
- Main Entrance
- A/E Wing Entrance
- Students getting dropped off:
 - Use Bus Loop 1 (STEAM Wing):
 - Will be staggered in through the Main Entrance and A/E Wing Entrance
- Some Buses:
 - Will use Loop 2 (Auditorium):
 - Students will be staggered in through the Auditorium Entrance and Main Entrance
- Some Buses:
 - Will use Loop 3 (Weight Room)
 - Students will be staggered in through the Lower Level Entrance by the weight room
- Students Driving to School:
 - Must park in assigned spot starting September 14 (See Ms. Moyer)
 - Use closest Entrance to parking spot

Navigating the Building During Arrival, Passing Time, and Dismissal

- Students will be expected to follow the directional signage for each designated hallway when arriving at school and during passing time.
- To assist with unnecessary contact between students during arrival and passing between periods, students will notice that some hallways will have one-way directional signs to follow.

- In multi-directional hallways, students will be expected to stay to the right
- To accommodate students, we have increased the time for passing.

Restroom Use

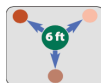


RULES

To support the safety of all students at Enfield High, please adhere to the following rules while in the restroom:



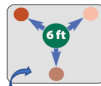
Wear your Mask



Maintain Social Distancing



Wash Your Hands (Recommended for 20 seconds)



No more than 3 students in the restroom at one time

Absolutely No Congregating

-
- During Class, students that need to use the restroom will be designated to a specific restroom based on their current classroom
 - Signage when entering the restrooms will remind students to:
 - Wear Mask
 - Maintain Social Distance
 - Wash Hands (Recommended for 20 seconds)
 - No more than 3 students in the multi-unit restrooms at one-time

- Absolutely no congregating

Arriving to Class and Departing Class

- Arriving to Class
 - With the assistance of the teacher, students will clean their workstation
- Departing Class
 - With the assistance of the teacher, students will clean their workstation

Lunch Procedures

- Students will eat their lunch in their Period 3 Classroom
- Students will be able to remove their mask while eating their lunch.
- Seniors with early dismissal must remain in their classroom until the End of Period 3 unless they have 3rd lunch.



Finished eating?

Place your mask back on your face, covering nose and mouth.

While eating, store your mask in a safe, clean location.

Dismissal

- EHS will stagger the departure of students by dismissing bus students by floor level, then all others by level:
 1. 1st floor and Lower Level, then 2nd, then 3rd

COVID-19 OPERATIONS & SAFETY MEASURES

This section will provide a description of safety processes and protocols that have been taken into account with regard to daily school operations.

COMMUNICATE A PLAN FOR FACULTY AND STAFF WITH ROLES AND RESPONSIBILITIES IN A FULL SHUT DOWN

A detailed list of roles and responsibilities will be provided to staff and made available electronically in the event that there is a full shut down of our building.

MAXIMIZING COHORTING WITH SCHEDULE:

The EHS student schedule will provide reduced contact of students and will promote cohorting. Students will attend their A day classes for the first semester and then will attend their B day classes second semester. This reduces the cohorts from 8 to 4 each semester.

HEALTH AND SAFETY PROTOCOLS:

Students/staff should self-monitor throughout the school day to quickly identify signs of illness and help reduce exposure. Any student/staff who develop symptoms during the school day must be evaluated by the nurse.

ACCESSIBLE SIGNAGE ABOUT HEALTH AND SAFETY PROTOCOLS:

Signage will be posted throughout Enfield High School reminding students and staff of appropriate social distancing guidelines, health recommendations, and safety procedures to be followed by students and staff.

ACCESSIBLE MESSAGING/ANNOUNCEMENTS ABOUT HEALTH AND SAFETY PROTOCOLS:

Regular announcements outlining health and safety protocols for students and staff will be made at EHS utilizing electronic communication, the intercom system, and televisions located throughout the building.

EDUCATE STAKEHOLDERS ON MASK USE, HAND WASHING, COVID SYMPTOMS, AND STAYING HOME:

All students and staff will be educated/trained in standard public health practices used to prevent the spread of disease. These include, but are not limited to appropriate 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, and enhanced cleaning/disinfecting of surfaces. Frequent reminders to students and staff on the importance of these precautions will occur, as well as regular refreshers on important public health strategies.

ORDERING AND DISTRIBUTING FACE COVERINGS:

Face coverings are required at Enfield High School. Enfield Public Schools has ordered cloth face coverings to distribute to students and staff. A cloth mask will be provided for each student and staff member at EHS. Additional face masks will be available in the event that a student or staff member needs to replace a damaged/defective mask.

PROCEDURE FOR STUDENT MASK BREAKS:

Mask breaks will be provided to students throughout the day. For classes taking place outside, students will be permitted to take mask breaks with the instruction that they must maintain appropriate social distance from one another (at least six feet in all directions).

Mask break areas will be designated inside and outside of Enfield High School. Students needing a mask break will be given a pass to a designated mask break area. At the completion of their mask break, they will be required to return to their class. Mask break locations will have designated areas for students which will allow for the appropriate social distance from one another (at least six feet in all directions).

DISTRIBUTION OF ADEQUATE SUPPLIES:

Appropriate personal protective equipment (PPE) and supplies will be provided to all staff members, for each classroom and office area. This will allow students to access items such as sanitizer, if needed, while staff will be able to clean and disinfect as needed.

REDUCE MATERIAL SHARING:

Since EHS has a 1:1 device program, each student will have their own iPad. This will help reduce material sharing among students and staff. Additionally, plans are in place that will help reduce material sharing among students while participating in activities in classes.

HEALTH MONITORING PLAN:

Enfield High School nurses have been instructed to follow a specified Health Monitoring Plan for all students who enter the Nurses' Office. The EHS school nurses will be required to complete a symptom-check checklist and document findings for all students who enter the Nurses' Office.

EHS nurses will check for COVID-19 related symptoms including fever, chills, loss of smell or taste, cough, shortness of breath, sore throat, headache, nausea/vomiting/diarrhea/loss of appetite, and close contact with COVID-19.

Additional guidelines include the following:

- Employees shall self-assess for symptoms before entering the building
- Parents/Guardians should assess students at home and not send to school with symptoms (listed above)
- For any students and staff who exhibit illness symptoms during the day:
 - Students/staff with COVID-19 symptoms must go home
 - Check temperature at school when exhibiting signs of illness
 - Mask and isolate students under supervision to avoid exposing others
 - Parents/guardians must pick up ill students within 30 minutes of being notified
 - Identify a space to separate those exhibiting symptoms from others
 - Students/staff excluded for virus symptoms will follow state and local health department guidelines and may be out for 10 days or more
 - Use surveillance form to keep a record of ill students and staff and determine when they may return to school

IDENTIFY ISOLATION ROOM/LOG/PROCESS/ISOLATION ROOM DISMISSAL PROCESS:

If a student displays symptoms of, or related to COVID-19, a parent/guardian will be notified that pick up of their student is necessary. Parents/guardians will be required to pick up their student within 30 minutes of notification from a nurse or administrator. Once a student has been identified as displaying symptoms of, or related to COVID-19, they would be escorted by a nurse to an approved isolation room where they would await pick up by a parent/guardian. While waiting in the isolation room for parent/guardian pick up, the student would be supervised by a nurse wearing appropriate and approved PPE.

The COVID-19 isolation room at Enfield High School is located in a team room/athletic office at the far side of the building. This location is equipped with its own entrance/exit and has two bathrooms unique to the location. A detailed log will be kept of all who enter and exit the isolation room, including the individual's name, date, grade, and time of entry/exit from the space. Appropriate PPE and approval are required to enter the isolation room.

When a parent/guardian is notified that student pick up is required, the nurse or administrator will provide the parent/guardian with a number to call when they arrive at the entrance in the rear parking lot. The nurse will walk the student out of the building to their parent/guardian and pick up will require identification and signature.

CONTAINMENT PLAN:

EHS will focus on preventative strategies to keep students/staff healthy and safe while at school. This will be accomplished by maximizing social distancing, requiring the wearing of appropriate facial masks, instructing students in proper hand washing/sanitizing and respiratory hygiene, increasing the cleaning and disinfecting especially the common highly used areas, identifying and isolating ill students/staff until they are dismissed. In addition to supporting student physical health, EHS will prioritize student social emotional well-being by providing clear communication, building student and family engagement, restoring and fostering student/per/staff relationships and resources for self-care.

SYSTEM FOR CONTACT TRACING:

Any student/staff placed into isolation will be interviewed by nursing about their recent close contacts (individuals who have been within 6 feet for more than 15 minutes). In addition, EHS staff will use computerized software to determine cohort contacts. Nursing will notify the North Central District Health Department (NCDHD) of the potential case. Notification to those individuals in close contact will be made by EHS (Nurses and/or Administration) under the direction of the NCDHD Director. If there has been a confirmed COVID-19 exposure to a class, the parents of the students from that class will be contacted and notified.

MASK EXPECTATIONS AND ENFORCEMENT

Face Coverings:

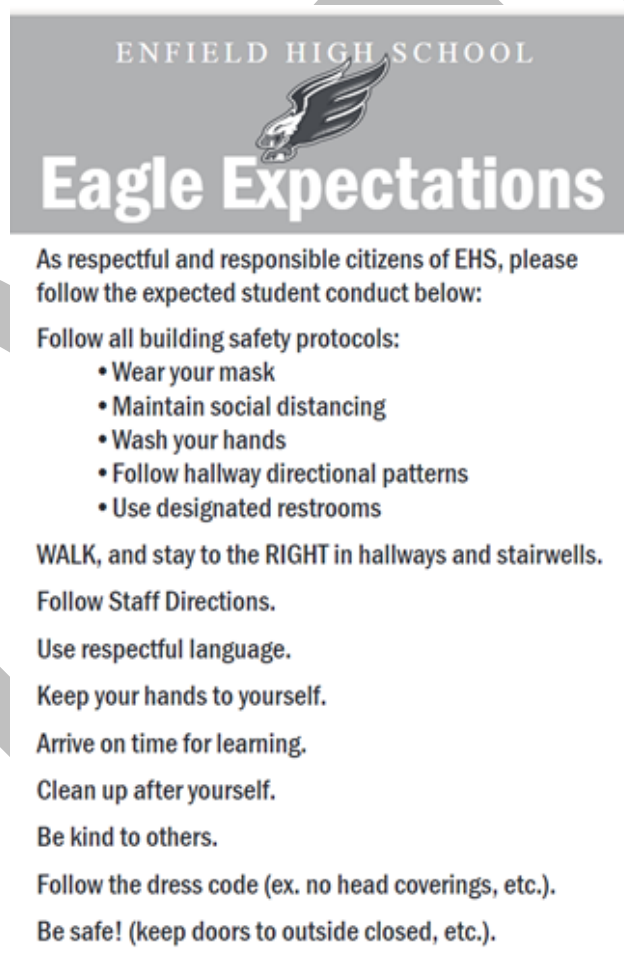
All students, staff, and parents will be required to wear a protective face covering or face mask that completely covers the nose and mouth at all times when on the school bus, on school grounds, and inside Enfield High School. Mask breaks will be provided for students and staff throughout the day in areas with increased social distancing availability, such as outdoors.

Except for when students are eating lunch, taking a water break, or necessary for instruction such as playing an instrument, masks will always be required to be worn.

A Dean or other administrator will be contacted if students refuse to wear a face mask. If students continue to refuse to wear a face mask, they will be escorted to a designated area such as the mantrap and a parent/guardian will be contacted.

MESSAGING & SIGNAGE

Signage will be posted throughout Enfield High School reminding students and staff of appropriate social distancing guidelines, health recommendations, and safety procedures to be followed by students and staff.



RE-ENGAGEMENT & SOCIAL EMOTIONAL LEARNING

To support students with re-engaging at school, Enfield High School has created specific lessons with a focus on social emotional wellness and social issues are being prepared. These lessons will be delivered through the established school Mentoring Block. To minimize additional cohort contact, students will remain in their period 1 classrooms to facilitate the mentoring lessons. Peer Mentor students will join grade 9 classrooms remotely via Teams to support lesson delivery and the transition from middle school to high school. Lesson content will range from introductory icebreakers, to wellness, and cultural awareness.

ATTENDANCE

Enfield High School will take attendance during scheduled class times when remote learning or in-person learning is taking place and will follow the Attendance Policy K-12 #5113

Connecticut law requires that children attend school regularly during the hours and terms that the public school is in session, unless specifically exempted from attendance by law. The Superintendent of Schools shall establish such procedures as deemed necessary to determine the cause of habitual truancy, including medical verification for excessive absence, and shall cooperate with other private and governmental agencies in correcting the causes thereof. (The full policy can be found in the 2020-21 Student Handbook)

RACIAL EQUITY

Enfield High School is committed to improving racial equity. The Equity Team will meet monthly to organize school-wide efforts related to promoting equity.

Students

The team will continue to offer Civil Discourse Circles, open to all students and staff, to improve school culture by promoting empathy and awareness. Civil Discourse circles are structured conversations including students and staff that are facilitated by trained educators that serve to empower student voice. Additionally, mentoring lessons will be designed with input from students, staff, and parents to build awareness around race.

Staff

The administrative team will offer professional learning to develop awareness of racial inequities, opportunity gaps, and how implicit bias may impact educational outcomes. The team will also offer staff professional learning on how to skillfully address racism and microaggressions in the classroom. The Equity Team in collaboration with the administrative team will build staff awareness of racial inequity through hosting structured “Courageous Conversations” about race using Glenn Singleton’s model. These conversations will develop educators’ ability to recognize and skillfully address racism, facilitate civil discourse on race in their classrooms, and analyze data to identify inequities.

Families

The Equity Team will offer regular open meetings to parents interested in contributing to the school’s racial equity efforts. We intend to invite parents to contribute ideas for our mentoring lessons that will address race and building cultural awareness.

TECHNOLOGY PLAN

TECHNOLOGY/ INTERNET ACCESS:

Enfield High School implemented a 1:1 device initiative in the fall semester of the 2019-2020 school year, prior to the extended statewide school closure due to COVID-19. Students in the Classes of 2021, 2022, and 2023 are currently in possession of their district-provided iPads. A curbside pick-up plan to distribute iPads to the Class of 2024 for the 2020-2021 school year will be carried out on August 24th, 2020.

Enfield Public Schools has also purchased Wi-Fi hotspots, which will be provided to students who have notified the District that they do not have internet access at home. EHS students in need of a hotspot will be directed to contact the EHS Administration in order to pick-up a hotspot on Monday, August 24th.

DEVICE DISTRIBUTION PLAN:

Students in the Classes of 2021, 2022, and 2023 are already in possession of school-provided iPads. Enfield High School will utilize a curbside pick-up plan to distribute iPads to

students in the Class of 2024 on Monday, August 24th from 8:00am to 4:00pm, as well as hotspots to students in any high school grade level who do not have an internet connection at home. Along with receiving an iPad, each freshman will receive a tutorial packet including information necessary for logging into and setting up their iPad. Additional iPad setup support sessions will be available, by appointment, on Wednesday, August 26th between 9:00am and 4:00pm. Further details about the iPad distribution process and support sessions will be forthcoming.

ADOPTING COMMON PRACTICES TO PROMOTE SIMPLICITY FOR STUDENTS

Microsoft Teams and OneNote Assignment Workflow

Microsoft Teams is the communication hub for all classroom activities. Teachers meet with students, notify students of the assignments, and provide directions through Teams.

OneNote is a digital notebook. Teachers can design and organize student notebooks, create and save assignments, review student work, and provide feedback. OneNote provides students with a means to digitally complete and store their work.

Student Perspective

1. Students receive an assignment on Teams in the class' general feed, assignment tab, and the "activity bell" (Notifications must be turned on).
2. Students complete the assignment in OneNote.
3. Students notify completion of their work by selecting the "Turn-In" button under the Assignments tab in Teams.

Teacher Perspective

1. Teachers define and notify students of assignments in Teams. Assignments are distributed to students using one of two methods.
2. Teachers can attach a OneNote page to the assignment in Teams, which will also distribute the assignment to each student's Class Notebook.
3. Teachers can use the "Distribute Page" tool in Class Notebook, then provide directions in Teams.
4. There are two types of deadlines, the "Due Date" and the "Close Date."

- a. **Due Date** – when students are expected to turn in assignments.
 - b. **Close Date** – when late work is no longer accepted.
- 5. When students turn-in an assignment, the teacher does not receive an alert (Microsoft may correct this issue), but there are indications in Teams and OneNote.
 - a. **Teams** – the student's name is placed under the "To Grade" heading.
 - b. **OneNote** – the student's Notebook page is bolded when students have made changes to the document.

WEEKLY EMAIL TO PROMOTE ORGANIZATION

Teachers will send a weekly email to communicate learning objectives and clarify which tasks students will be expected to complete during asynchronous learning time



Enfield High School
Distance Learning
September 1 – September 8

| | |
|----------------------|--|
| Course: | Earth Science |
| Teacher: | Mr. Ponte |
| Date: | September 1, 2020 |
| Objective(s): | 1)To investigate how human actions are contributing to the 6 th mass extinction. 2)To explain how feedback loops can amplify and expediate loss of biodiversity. 3)To evaluate climate change proposals and argue which solution is most effective. |

Synchronous and Asynchronous Schedule for 9/4 – 9/8

| | MON (9/4) | TUES (9/5) | WED (9/6) | THUR (9/7) | FRI (9/8) |
|---|--|--|---|---|---|
| Synchronous Learning (Live Class Session Agenda) | -Discussion: How are human actions contributing to 6 th Mass Extinction? -Activity: Comparing Albedo of different surfaces -Task: Introduce Ecological Issue Project (due Monday - 9/11) | -Discussion: <i>Watch Population of 7 Billion.</i> How do disturbances in the populations of a few species effect the rest? -Activity: Graph analysis and extrapolation -Task: Introduce Gizmo (due Friday) | -Introduction: What are feedback loops? -Activity: Analyzing feedback loops and contrasting positive versus negative ones -Extension: Create your own w/ Peer Discussion | -Activity: Evaluating solutions to Climate Change – Choose 1 of 6 options. -Task: Create a 1-minute video arguing why the U.S. should adopt your proposal. | -Activity: Video share and group Q & A -Discussion: What are the characteristics of a good presentation? |
| Asynchronous Learning (What you should work on during this time) | -Meet with partner(s) to choose an ecological issue and develop a plan: -Begin research | -Watch Climate Change Gizmo tutorial -Start <i>Climate Change Gizmo</i> | -Finish <i>Climate Change Gizmo</i> -Continue research and begin putting final product together | -Film and submit 1-minute persuasive video -Meet with partner(s) to put project together | -Finalize Ecological Issue Project and be ready to present on Monday – 9/11 |

| | |
|---|--|
| Helpful Links and Resources: | |
| Submitting Work. Instructions on how to submit work: | |
| Teacher Contact. Dates and times teacher is available for this course: | |

VISUAL ART DEPARTMENT SPECIFICATIONS

Students:

- All students must always wear approved facial covering
- All students will always maintain safe social distancing from students and staff
- All students will clean in and out of each classroom
- All Students will be responsible for cleaning their chair and table at the beginning and end of each class period using district provided cleaner/sanitizer

Teachers:

- All teachers must always wear approved facial covering
- All teachers will always maintain safe social distancing from students and staff
- 9' while conducting oral instruction
- 6' during all other instructional activities
- All personal belongings must be taken home, no personal belongings will be left in the classroom

Seating:

- Students must sit 2 to a table, facing the same direction, on the same side of the table with maximum distance between them (min. 3ft, strive for 6ft)
- Tables will be spaced 6' apart to allow for maximum distance between seated students

Materials:

- Students will utilize "material" bags when possible to avoid material sharing
- Any shared or specialty materials must be distributed to every student by the teacher only (never students)
- Any shared materials must be properly sanitized after every usage
- Common touch points such as sinks, shelving, countertops, etc. will be sanitized after every usage

Work-in-Progress Storage:

- All student work must be stored individually or passed out individually by the teacher only

Instruction:

- Technology (iPads) will replace student submission of artwork
- Students will utilize iPads to document completed artwork and works-in-progress for feedback and assessment
- Teacher will mimic Distance Learning expectation in the classroom in order to instruct students and foster more effective remote learning

Sharing Artwork:

- Technology will be utilized to share Visuals of student work with the school/community

PHYSICAL EDUCATION SPECIFICATIONS

Requirements:

1. Follow all CDC, state and local guidelines relate to social distancing and disinfecting areas and equipment used for physical education.
 - Physical education will take place outdoors whenever weather conditions permit. When students are engaged in outdoor activities masks will be optional if a minimum of 6 feet of separation can be guaranteed. If a student opts to wear a mask outdoors, the physical activity will be modified when necessary from vigorous exertion to low-moderate. Teachers will attempt to minimize equipment use as much as possible.
 - If students are engaged in physical activity indoors, wearing a mask will be compulsory. Floor markers will be utilized to ensure a minimum of 6 feet of separation between students. Cardio and weight room equipment will follow an every other format for use when necessary to ensure appropriate distancing. Rotations to other apparatus should be limited and should occur simultaneously after the piece of equipment has been thoroughly disinfected by the user. Teacher will provide opportunities for mask breaks as prescribed in building protocols. Teachers will attempt to minimize equipment use as much as possible.
 - Equipment and General Hygiene Practices: all students and staff will sanitize their hands when entering and leaving class. All equipment used will be properly disinfected before and after use. Properly labeled spray bottles, disinfecting wipes, paper towels and trash receptacle will be strategically placed to deter congregation.
 - Locker rooms: Locker rooms will not be available for student use. Students will not be required to change out for physical education.
 - PE staff and students will be trained in all safety processes and procedures in regards to social distancing, mask wearing, and cleaning of equipment.
2. Develop plans for implementation of a physical education curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion of all students.
 - Teachers will design instructional plans that meet required grade-level outcomes whenever possible utilizing modifications of equipment and space.
 - Lessons will be designed to focus on direct teacher instruction and individual student skill-based practice.
 - Provide options for students to demonstrate understanding.
 - Provide equitable opportunities to access instruction remotely.
 - Provide students with opportunities for multiple strategies to access instructional content, e.g. flipped classroom, short instructional videos, HIIT sequences.

Guidelines:

1. Utilize a combination of in-classroom instruction and activities tailored to available space, gathering protocols, and use of shared equipment.
2. Provide PD to develop relevant lesson content that aligns with necessary modification due to changes in instructional space and safety protocols.

3. Instruction will be focused on individualized sports/activities skills and the components of physical fitness, e.g. yoga, strength development, target activities, power walking, dance, single racket activities, backyard/lifetime games, cross-training, etc.
4. Teachers will support students in social-emotional learning by helping students develop strategies in handling their emotions, setting personal goals, and building positive relationships.
5. Teaching spaces will be demarcated with the use of poly spots, floor tape, cones, or other visual cues that ensures separation and distancing. In addition, students will travel to their assigned room following the building traffic flow guidelines developed by school administration. Room assignments will be periodically rotated to ensure access to an array of curricular opportunities.
6. Students will sanitize hands both entering and exiting the teaching space. Students are responsible for thoroughly cleaning and disinfecting shared equipment both before and after use utilizing school provided cleaning agents.
7. Units of study will be reviewed and sequenced according to available teaching spaces.
8. Intensity of fitness activities will be modified appropriately due to lack of locker room access and usage of masks. It is unknown at this time whether the mandated Connecticut Physical Fitness Assessment will be required.
9. Students are encouraged to bring their own personal water bottles and keep them in close proximity when engaging in any instructional activities.

ENFIELD HIGH SCHOOL MUSIC DEPARTMENT

Enfield High School Music Department

The music department strives to maintain the current program of studies and offerings available to students to study the music and dramatic arts, while following the safety protocol and guidelines provided by the CT State Reopening document. We believe:

Arts Education is Essential

Arts education supports the social and emotional well-being of students, whether through distance learning or in person.

Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team-building and self-reflection are supremely suited to reignite students' interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.

Celebrating our ability to come together as educators and students is vital to creating a healthy and inclusive school community. The arts, through a rich partnership among certified arts educators, teaching artists, and community arts providers, play a valuable role in helping students and their families build and sustain community and cultural connections.

With flexibility and support, music education can continue with modifications based on health recommendations. Through online and blended teaching models the staff will strive to present a variety of creative, accessible, and equitable opportunities for students in all arts subjects. Maintaining these courses in person, hybrid or virtual environment will fulfill social emotional needs as well as artistic, oral, and written communication skills. We will continue our curricular focus on developing the student technical and artistic skills, knowledge and comprehension, and integration of the arts and non-arts disciplines with a standards based music educational approach.

Face to Face Instruction for Ensembles and General Music Guidelines

- Follow all CDC, state, and local guidelines for social distancing recommendations for musicians and music/drama classes.
- Utilize outdoor opportunities as much as possible. Use of larger indoor spaces as possible to accommodate larger ensembles/classes. Reschedule to smaller sections if feasible or to different periods that have larger space availability. Utilize other rooms in the music wing to distribute students into smaller ensembles. Utilize staff available to instruct smaller ensembles.
- Limit performing in class to a maximum 45-minute block of time. Make sure to allow for class time for teaching other music standards (creating, responding, connecting) and for set-up, breakdown procedures and disinfecting protocols.
- Plan virtual performance opportunities for ensembles. If streamed online or recorded need license and/or copyright approval. When safe, developed recital format for performances.
- Students may not share wind or string instruments and percussion mallets or sticks.
- Clean and sanitize instruments/mouthpieces properly before distribution.
- If utilizing shared instruments/equipment in music technology, piano and guitar they must be disinfected before next use or provide individual instrument for each student. Use personal iPad for music technology not iMac.
- Recommend use of PPE masks with slits for mouthpiece placement.
- Prepare for how students enter and exit the classroom, along with how materials such as instruments, sheet music, and stands are distributed.

Equipment and supplies may need to be expanded:

- Students must not share music stands.

- Students must not share sheet music. Additional sheet music may need to be purchased to ensure all students have their own copies. Possible solution is to utilize iPad for music reading/notation if copyright permissions are garnered.

Instrument Cleaning Guidelines

<https://nafme.org/covid-19-instrument-cleaning-guidelines/>

DRAFT