

CONTINUITY OF SERVICES PLAN



Putnam Public Schools
Putnam, CT

Based on the Requirements of the U.S. Department of Education



Disclaimer: This plan was adopted by the Putnam Board of Education on May 24, 2021 and will be reviewed by the district covid team for compliance reasons on November 16, 2021. Yet, the administration reserves the right to modify rules, procedures, and expectations in accordance with CDC, CT DPH, CT SDE, and local requirement.

Message from the Superintendent of Schools

Dear Putnam Students, Families and Staff:

Over the last 16 months, we've had a series of experiences that seemed possible only in a major motion picture. The world shutdown due to a global pandemic, thousands of lives were lost, and everything was put on hold. Schools were taught via Zoom, when they reopened kids only went 2-3 days a week, and the 2020 graduation was a "drive-in" ceremony. Scientists worked around the clock and multiple vaccines were developed and approved for emergency use in less than a year. In turn, one year after being sent home, schools welcomed students back five days a week.

As we prepare for the resumption of 100% in-person instruction beginning with the 2021-22 academic year, we now enter the recovery stage. Despite herculean efforts of teachers, students and families we know that students have experienced significant learning loss and are also dealing with the emotional impact of the pandemic. Students have lost time and experiences critical to the development of social skills including but not limited to in-class activities and the successes and failures associated with extra-curricular and co-curricular programs.

Over the next few years administration, faculty and staff will spend significant time revising curriculum documents to ensure a rigorous academic program. That process will include the use of in-house assessment to assist with class placements and the use of formative assessments to adjust instruction in real-time. The staff will also revise and enhance in-district SEL programs to address student needs, including the advisory programs at Putnam Middle School and Putnam High School. To support this work, the administration will ask the Board for additional release time beginning in the fall of 2021.

As we move forward it is important to embrace the opportunities that have emerged over the last 16 months. All students in the Putnam School now have district issued devices, the state has worked hard to bridge the digital divide relative to internet access in communities including Putnam and we have learned to leverage technology as an instructional tool. Further, we have been the beneficiary of federal stimulus money to support enhanced summer school programs, math and literacy support and access to mental health providers.

Thank you for your patience and support over the last 16 months and we look forward to partnering with you as we navigate this period of recovery. As always, we welcome your feedback and questions.

Daniel P. Sullivan, III
Superintendent of Schools

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Community Profile

The Town of Putnam, with a population of approximately 9,000, is located in the “Quiet Corner” of Northeast of Connecticut and covers an area of 20.4 square miles. A once flourishing and prosperous mill-town, Putnam is now characterized by small thickly settled residential and commercial centers, surrounded by tracts of rural isolated housing. The current population includes many low-income mobile and transient families that move from town to town in search of entry level employment and low-cost subsidized housing of which Putnam has 791 subsidized rental properties.

The per capita income of \$30,476 is significantly lower than the state average (2010 census data). The town of Putnam offers jobs that are generally entry-level, or service related and that provide livelihoods well below the state average. 21% of adults in Putnam haven’t earned a high school diploma and the teen pregnancy rate is 28.2/1000 compares to the state average of 13/1000.

An additional area of concern is the number of substantiated abuse/neglect cases - 26.2%. These family stresses significantly impact Putnam’s children and their long-term success.

The Putnam Public School District is identified by the Connecticut Department of Education as an Alliance district and formerly a priority school district. As a CEP district, all students are eligible for free breakfast and lunch. As a district, we strive to reverse the trend that has plagued our community for years, and are committed to early intervention, academic and social-emotional supports, and parent engagement.

Use of American Rescue Plan (ARP) Funds

The Putnam Public Schools have identified the following priorities relative to stimulus funds:

1. Addressing Learning Loss across grade levels
2. Supporting the social emotional needs of students
3. Addressing access and equity relative to technology and the digital divide

Learning Loss: The district has identified the following academic target: By 2023, the district will increase the Smarter Balanced Growth percentage in ELA from 66.3% in 2018-19 to 69.7% and in Math from 62.6% in 2018-19 to 76.2% for students in grades K-8.

To achieve this goal, we will offer a more robust summer school program at each school for the next three summers. We will introduce new after school tutoring programs and add a reading specialist at the middle school. The district will also begin a new math intervention program that includes professional development for staff and direct services for students (see Appendix pgs. 26-31).

Social Emotional Needs: The Putnam Public Schools already have limited access to in-district mental health services and many of our students lack transportation and financial means to access services outside of school. At the same time, we have families that have been directly impacted by COVID-19 and / or experienced a loss of income due to the pandemic. By contracting with Positive Regard, students in grades K-12 will have increased access to clinical staff. School leaders will work with clinical staff on an identification criterion for participation which will include 1:1 support and a minimum of 2 family counseling sessions (see Appendix pgs. 32-33).

Technology and the Digital Divide: Many district families don't have reliable technology at home or adequate resources for all of their students. Further, many families lack access to reliable internet. By providing a district

issued device, all students will have access to reliable technology in-class and for at home learning. As such a significant portion of the American Rescue Plan funds will be set aside for the purchase of portable student devices and WIFI hotspots. While instructional staff are excited about the increased access to technology, many have expressed the need for professional development, and the need for accessible ongoing support. Further, it has become clear that they desire training from education practitioners as opposed to "techies." In evaluating technology support in other school districts, it became clear that the introduction of technology liaisons would be a practical way to address the desire of teachers and support staff. Liaison's will be released from their assigned duty periods and expected to research and learn new technologies, to provide monthly in-house PD sessions and additional sessions on PD days. They will receive a stipend for these added responsibilities.

Planned Use of ARP Funds

	\$2,818,446		
Description	2021-22	2022-23	2023-24
Library Media Specialist	-	80,530	-
Elementary Classroom Teacher	-	54,967	-
Elementary Classroom Teacher	-	54,967	-
High School Special Education Teacher	43,709	87,799	-
Fine Arts Teacher	76,620	79,521	-
World Language Teacher	93,029	93,434	-
Director of Special Projects	-	-	-
Reading Intervention	70,000	70,000	70,000
Math Intervention	85,000	90,000	95,000
Special Education Interventionist	34,250	34,400	35,500
Summer School Programs	15,000	66,000	67,000
Summer School Program Transportation	27,000	28,000	-
After School Programs	-	20,000	-
After School Program Transportation	9,600	9,600	-
Technology Liaisons	-	6,000	6,000
Air Conditioning	-	-	-
Uniform Cleaning Service	-	6,900	-
Contracted Services for Mental Health	-	310,000	310,000
Technology - Replacement Devices	150,000	150,000	-
Technology - Other	150,000	46,620	-
Lease for Space	6,000	6,000	-
Tutoring Programs	60,000	60,000	60,000
	820,208	1,354,738	643,500
			2,818,446

Continuity of Services Plan

In planning for the continuity of 100% in-person learning the Putnam Public Schools has prioritized a safe environment for students and staff and high-quality instruction. Based on guidelines provided to school districts from the Connecticut State Department of Education in July of 2020, the ongoing guidance of the CDC and the U.S. Department of Education and the State of Connecticut, the **Putnam Schools are currently planning for a full, safe, and appropriate reopening of schools without a 100% remote learning option in the fall of 2021.**

A “full” reopening refers to the desire to have all students and all staff return in the fall for a full-length, traditional day of school with necessary modifications given the pandemic.

A “safe” reopening refers to adherence to expectations and guidelines from the State of Connecticut, the CDC, the local health officials (Northeast District Department of Public Health), and other sources that will be in place to ensure that the schools’ environments support learning during the COVID-19 pandemic.

An “appropriate” reopening refers to high standards of academic achievement along with social and emotional support that are expected to be in place for all schools and all students.





A central belief in a 100% return of in-person learning is that the children of Putnam are best served when connected in person with our schools’ academic programs, activities, and social-emotional supports led in person by their teachers, coaches, and mentors.

The Putnam Board of Education have tasked the Superintendent, the District’s COVID Response Team and the Continuity of Operations with the charge of reviewing requirements set forth by the U.S. Department of Education, the CDC and the State of Connecticut.

As the Putnam Schools value the contributions and suggestions of parents, staff, and students in the decision-making process, all are invited to give regular feedback and suggestions concerning the Continuity of Learning and Activities associated with all aspects of school life.

Putnam Priorities

The Putnam Public Schools and the Putnam District Continuity of Operations Committee have identified priority areas that must be in place to reopen, including: (1) the safety of the students and staff; (2) the development of appropriate educational opportunities; (3) the awareness of social and emotional well-being of students, families, and staff; and (4) the expectation that all children will achieve at the expected grade levels by June 2023.

	<p>Safety of Students and Staff</p> <p>Our schools will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any potential cases or increased transmission of COVID-19.</p>
	<p>Development of Appropriate Educational Opportunities</p> <p>Our schools will operate with instructional schedules and models that support rigorous yet appropriate opportunities for all students while simultaneously addressing the social-emotional needs of students and remediation.</p>
	<p>Awareness of Social and Emotional Well-Being</p> <p>Our schools will reopen knowing that the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. The pandemic has shown the importance of social/emotional well-being for all. In addition, there is a growing body of research proving that social/emotional learning (SEL) is fundamental to academic success.</p>
	<p>Achievement at Expected Grade Level by June</p> <p>Our schools will consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments in order to inform instruction and gauge student learning. We will work to analyze individual student data to identify shifts and changes in instruction to meet students' needs and implement intervention strategies.</p>

Guiding Principles and Considerations

The guidance and considerations outlined in this document are grounded in the following principles:

1. Safeguarding the health & safety of students and staff;
2. Preparing for 100% of students to return to in-person learning in the fall;
3. Monitoring the school populations and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities who are emerging from this historic disruption;
5. Fostering strong two-way communication with partners such as families, educators and staff; and

Main Operational Considerations

- **Face Coverings:** When required, in accordance with Board of Education policy, all staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions including when teachers are providing instruction (see Appendix pgs. 34-40).
- **Social Distancing and Facilities:** Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time (see Appendix pg.41).



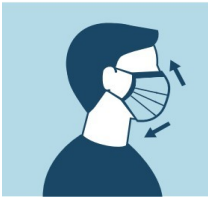
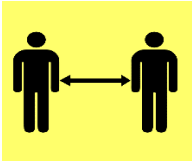

Keeping Our Schools Open

Keeping our schools open...*is everyone's responsibility!*




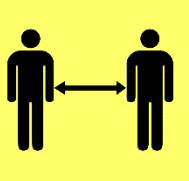

The Putnam Public Schools will rely on the cooperation of families, students, and staff members to remain open on a traditional schedule.

Families play a critical role in supporting a culture of health and safety. Families can help mitigate the transmission of COVID-19 in our schools by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with COVID-19. Families can also contribute by choosing to have eligible family members vaccinated, supporting the use of face coverings or masks when required, and communicating concerns with teachers and school leaders, and continuing to follow state guidance on health and safety outside of school.

Putnam Student Expectations

	<p>Stay home if feeling ill.</p> <p>Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19. In keeping with CDC guidance, individuals that are two weeks post full vaccination do not need to stay home if they come into close contact with a person diagnosed with COVID-19 unless they become symptomatic.</p>
	<p>Morning health check by parents recommended.</p> <p>To prevent transmission among the school population, parents are asked to screen students before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID-19 outlined by public health officials.</p>
	<p>Face coverings or masks when required.</p> <p>When required, students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.</p>
	<p>Social distancing when required.</p> <p>When required, students must maintain social distancing to the greatest extent possible. When required, students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials is discouraged.</p>
	<p>Frequent hand washing or hand sanitizing expected.</p> <p>Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>

Putnam Adult Expectations

	<p>Stay home if feeling ill.</p> <p>Teachers, staff, and volunteers must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19. In keeping with CDC guidance, individuals that are two weeks post full vaccination do not need to stay home if they come into close contact with a person diagnosed with COVID-19 unless they become symptomatic.</p>
	<p>Morning self-screening recommended.</p> <p>To prevent transmission among the school population, teachers, staff, and volunteers are instructed to self-screen before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID-19 outlined by public health officials.</p>
	<p>Face coverings or masks when required.</p> <p>When required, teachers, staff, and volunteers must wear face coverings or masks that completely cover the nose and mouth while inside the school, with limited exceptions. "Mask Breaks" will be provided during the day.</p>
	<p>Social distancing when required.</p> <p>When required, teachers, staff, and volunteers must maintain social distancing to the greatest extent possible.</p>
	<p>Frequent hand washing or hand sanitizing expected.</p> <p>Teachers, staff, and volunteers and staff must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>

Continuum for Learning

The Putnam Schools are committed to 100% in-person learning meaning a full reopening, following all guidelines and expectations of the U.S. Department of Education, the CDC and the State of Connecticut in accordance with the Northeast District Department of Public Health. However, if there is surge of COVID-19, an increase of local cases, or the occurrence of in-school cases, the learning models may need to be adjusted as a result.

Putnam Public Schools Learning Continuum:

- In-Person Learning
- Distance Learning

When our students return to school with our In-Person Learning Model, the Putnam Schools will do everything possible to make the school experience similar to what it has been in the past. While some aspects of school will fundamentally look different our goal will be to achieve a sense of normalcy over the course of the school year as the situation allows and safety concerns are alleviated. Throughout the year, the Putnam Public Schools will be prepared to adjust plans based on health indicators and guidance from state and local health officials.

COVID-19 Cases in School

If a student, staff member, or visitor who has been present in school has a **confirmed diagnosis** of COVID-19, the School Nurse and the building Principal will contact the Central Office and the Superintendent of Schools. In addition, if the Superintendent is notified by school personnel that a student is suspected of being sick, we will maintain confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

School officials will take the following actions:

- CONTACT TRACING
- NOTIFYING OF ALL IMPACTED INDIVIDUALS
- PUBLISHING WEEKLY COVID DATA
- CONTINUITY OF EDUCATION FOR STUDENTS AND STAFF IN QUARANTINE

The decision to suspend or close a classroom, school or the entire school district will be made by the Superintendent based on local information and recommendation from local health officials. Board of Education members are notified of closure as well as the State Department of Education.

During school closures, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

District COVID Response Team



The purpose of this section is to articulate a checklist for a continuity of 100% in-person learning in each of the above focus areas. The oversight of this work is handled by the District's COVID Response Team comprised of the following Liaisons.

Compliance Liaison: The Superintendent of Schools has appointed Marc Coderre, Director of Special Projects to serve as COVID-19 Health & Safety Compliance Liaison and COVID-19 Response Leader.

Academic Liaison: The Superintendent of Schools has appointed Brittany Brett, the Putnam Middle School Dean of Students to represent the students and faculty relative to academic programing.

Health and Wellness Liaison: The Superintendent of Schools has appointed Linda Roto, District Nursing Coordinator to ensure that all CDC and Public Health requirements are followed as students and staff resume 100% in-person learning.

The Response Team, along with the Superintendent of Schools, will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address compliance questions.

The Response Team, along with the Superintendent of Schools, will support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the U.S. Department of Education, the State of Connecticut and local health officials.

District Continuity of Operations Committee

Daniel Sullivan, Superintendent of Schools / Committee Chair

Brittany Brett, Dean of Students / Committee Co-Chair

Nancy Cole, Business Manager

Jacqueline Vetovec, Director of Curriculum and Instruction (effective 7/1/2021)

Pamela Cody, Special Education Teacher/PEA Executive Board

Kayla Morey, PES Teacher

Courtney Crofts, Teacher

Sally Crosby, Paraprofessional/AFCME

Marc Coderre, Director of Special Projects

Jeanette LaPlume, Food Services Director

Thomas Reali, Director of Transportation

Linda Roto, Nursing Coordinator/UNAP

Kelly Gazzola, Parent

Allison Britt, Parent

Emma Rudman, Student

School Continuity of Operations Committees

Each school will be responsible for making sure the approved Continuity of Learning Plan is implemented at the building level.

Putnam Elementary School

Paula Fahy
Tiffany Barnes
Courtney Crofts
Patty Bryant
Linda Roto
Madeline Oden
Taylor Chelo
Kris Allard
Keri O'Neil
Jennifer Rogers
Jana Salerno
Melanie Brannigan
Erica Sundstrom
Diane Grimson
Cindy LaFond

Putnam Middle School

Teri Bruce
Brittany Brett
Pamela Moriarty
Melinda Trifone
Meaghan Wakely
Tina Whitely
Amy Cammasar

Putnam High School

Heather Taylor
Amy Beth St. Martin
Sherrie Sheehan
Richard Douglas
Pam Geremia
Cheryl Ray

Health Expectations

The health and safety of students and staff is the top priority in the continuity of in-person learning. The Putnam Public Schools will work in collaboration with local health officials, the Connecticut State Department of Education, and the Office of the Governor in planning for health and wellness procedures, as well as making decisions regarding the status of school.

The following health expectations for the resumption of 100% in-person learning must be met:

- Plans have been developed and approved at the local level under the supervision of the Superintendent of Schools.
- The Director of Nursing and Central Office Health Supplies Procurer have confirmed that there is adequate protective equipment in place.
- There is protective equipment (including masks) for students in the classrooms and throughout the facilities.
- There is protective equipment (including masks and PPE) for staff appropriate for each classification or duty.
- There is a plan for an ongoing supply of protective equipment.
- There is sufficient PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).

- There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut & DPH guidance.
- There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.
- The Superintendent of Schools has established a procedure should there be COVID-19 cases in the schools or in the community that could possibly impact the schools.
- The Superintendent and Principals have updated the Putnam Pandemic Response Plan that includes procedures for cases of COVID-19. This procedure includes a communication protocol for when a student, teacher, or staff member has tested positive for COVID-19 and has possibly exposed others at the school.
- The Superintendent of Schools has a procedure for the closure of schools for a length of time based upon the risk level within the school/community.
- The Board of Education has granted the Superintendent the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees.
- The Board of Education has granted the Superintendent the authority to limit access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.
- Under the supervision of the Director of Curriculum, the schools are able to provide for a continuity of instruction / distance learning, if necessary.
- Under the supervision of the Director of Special Education, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.
- Under the supervision of the Director of Food Services and the School Business Manager, the schools are able to provide for continuity of meal service, if necessary.
- The Nursing Coordinator and Principals have organized a screening procedure for students, staff, and volunteers/visitors at home and to the extent possible, at school. Screening is defined as the follow:
 - **Passive Screening:** Before leaving for school/work check to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent with COVID-19. Stay home if feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
 - **Active Screening:** Schools will screen students, staff, and volunteers/visitors as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow-up temperature checks with no-touch thermometers (checking to ensure temperatures below 100.0 degrees Fahrenheit). Students, staff, and volunteers/visitors will be observed for illnesses including cough or respiratory distress. Students, staff, and volunteers/visitors may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 - **NOTE:** Screening procedures for all students, staff, and volunteers/visitors are not required at the point of entry to the school. However, school staff will observe students throughout the day and refer students, staff, and volunteers/visitors who may be symptomatic to the school nurse.
 - **NOTE:** Temperature checks for all students, staff, and volunteers/visitors at the point of entry will not be included due to the high likelihood of potential false positive and false negative results but will be available in the school under the supervision of the school nurse.
- In screening students who appear ill, only the nurse shall use a thermometer requiring a touch method (under the tongue or arm, forehead, etc.). The nurse will take caution, including wearing gloves, eye protection, and a mask.
- Students with a temperature greater than 100.0 degrees are not permitted into the school. Students will be allowed to return once they have been fever-free for 24 hours without medication, symptoms have improved (no cough, aches, etc.), and 10 days have passed since the onset of symptoms. If students are fever free, they may return before the end of the ten days if they have a signed note from

their healthcare provider stating that their symptoms are not COVID-19 related and provides an alternative diagnosis.

- The school nurse will monitor screening information / data of students and staff while complying with relevant privacy and health laws.
- The school nurse will monitor symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
- The Principals will oversee procedures for all students to sanitize hands as they board buses.
- The Principals will oversee procedures for all students to sanitize hands upon entering schools.
- The Superintendent of Schools has developed a uniform procedure for all schools for symptomatic students, staff, and volunteers/visitors.
- Students who are symptomatic while entering school or become symptomatic during the school day will be separated from others right away by the school nurse.
- Students exhibiting symptoms will be required to continue to wear a mask and wait in a supervised, designated isolated area through which others do not enter until the student can be transported home.
- If more than one student is in the isolation area, physical distancing will be maintained. The school nurse will have a plan for triaging students in the health office, recognizing that not all symptoms are COVID-19 related.
- The school nurse will advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation.

Wellness Expectations

The following health expectations for the resumption of 100% in-person learning must be met:

- The Nursing Coordinator and School Nurses will oversee high standards of hygiene (handwashing / sanitizing) and training for all in each school.
- School nurses will ensure, in accordance with CDC guidance, that handwashing/sanitizing includes:
 - Opportunities for students and staff to meet handwashing/sanitizing frequency guidance.
 - Sufficient access to handwashing and sanitizer stations.
 - The availability of fragrance-free hand sanitizer (with a minimum of 60 percent alcohol).
 - Children under age nine use hand sanitizer under adult supervision.
- The Nursing Coordinator and School Nurses will identify the training needs of staff related to health and safety protocols and work with the Director of Curriculum who will oversee such training prior to the first day of classes.
- The Director of Curriculum will plan in-person or online training that includes: social distancing, cleaning protocols, and hygiene practices. Principals will ensure access for all students and staff, as well as for family members who are interested.
- Training will be provided to substitutes or others who may enter the school outside of the first day or typical calendar start.
- Principals and teachers will review guidance/training and post signage on proper handwashing techniques with students, including the following:
 - Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.
 - Staff and students should dry hands thoroughly.
 - Wash/sanitize hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.

- Principals and Teachers will ensure that students receive ongoing education related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one's mouth/nose/eyes).
- Principals will assess the best approach to communicating wellness information for each age group, and plan to set aside time at the beginning of the school year, as well as scheduling frequent reminders, to review the new policies and protocols. These practices include, but are not limited to:
 - social distancing,
 - use of face coverings that completely cover the nose and mouth,
 - respiratory and cough etiquette.
- All school employees will assist with mask wearing expectations when required.
- The only exceptions for face coverings and / or mask wearing requirements are as follows:
 - For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance.
 - For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
- When required, for students, face coverings/masks may be removed while eating, drinking, or effectively practicing social distancing or when students are outside and socially distant. Exceptions may also be necessary for certain special education students or other special populations.
- When required, for students who have trouble breathing or for other medical reasons, reasonable accommodations will include a face shield with a cloth drape attached across the bottom and tucked into the shirt.
- **NOTE:** Face shields alone are not a sufficient alternative to the wearing of face masks, but rather both should be worn for additional protection.
- Parents will be responsible for providing students with face coverings or masks.
- Schools will have backup disposable masks available for students and staff who forget them.
- When required, staff will establish times for "Mask Breaks" that will be provided during the school day. Breaks will occur when students can practice social distancing and/or when they are outside.
- When required, face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).
- Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns.
- Staff members will receive guidance/training on proper use of PPE required for their role
- School Nurses and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves.
- Front office and food service employees will be provided face coverings or masks and disposable gloves.
- When required, visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.
- Information will be given to staff, students and, parents on proper use, removal, and washing of face coverings
- When required, all school employees will assist in the expectation that Physical Distancing / Social distancing is maintained as much as possible.
- The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.

- Principals will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission.
- Each school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium) based on maintaining reasonable social distancing prior to use by a classroom or group.
- Schools will have plans to minimize movement of students and staff as much as possible and reduce the number of students and staff that move at the same time.
- The Superintendent of Schools will oversee school activities/athletics, which will be allowed whenever possible.
- The school district will follow all CIAC, ECC, and DPH (Connecticut Interscholastic Athletic Conference) guidelines for middle school and high school sports.
- Courses and activities that may involve any potential risk to students and staff will be approved in advance by the Director of Curriculum and the Superintendent of Schools.
- Field trips and off campus experiences will require approval of the Director of Curriculum and the Superintendent of Schools. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged.
- The Nursing Coordinator and School Nurses will oversee and monitor changes and updates to the State of Connecticut Requirements for Immunizations and Health Assessments.
- If the State of Connecticut and / or CDC adjusts social distancing guidelines:
 - The schools will determine the student and staff capacity of classrooms and school spaces based on state of local guidelines limiting existing class groups/sizes in every classroom.
 - The schools may need to limit the number of students present in classrooms and/or limit the number of students physically reporting each day based on guidelines issued from the State of Connecticut.
 - The school schedule may be adjusted to meet the needs of social distancing (in classrooms) based on adjusted guidelines issued from the State of Connecticut.
 - Adjusted State Guidelines may result in an extended period of Distance Learning by all students.

COVID-19 Screening, Testing & Vaccination

The Putnam Public Schools has partnered with Day Kimball Hospital to offer students and staff the opportunity to receive a COVID-19 vaccine.

Staff vaccination clinics were held on the following dates:

- March 3, 2021
- March 31, 2021
- November 12, 2021

Student vaccination clinics were held on the following dates:

- April 27, 2021
- May 15, 2021
- May 18, 2021
- May 22, 2021
- November 12, 2021

Free COVID-19 testing is available at multiple locations in Putnam.

- Marketplace on Kennedy Drive through SEMA 4
- New England Family Medicine and Walk-in Clinic on Church St
- Walgreens and CVS

Facilities Expectations

Policies and protocols related to facilities and operations will be reviewed regularly by the Board of Education, the Superintendent of Schools, and the School Administration with the understanding that schools may need to react quickly to changing conditions. Given the possibility of changes in public health data, there may be an increase or a relaxation of restrictions throughout the school year to respond effectively to health concerns.

The following facilities expectations for the resumption of 100% in-person learning must be met:

- The Director of Facilities and School Administrators will ensure that schools meet high cleanliness standards prior to reopening and maintain a high level of cleanliness during the school year.
- The Director of Facilities will oversee the reopening of each school building that specifically addresses high standards of cleanliness for all classrooms, bathrooms, hallways, and offices in the school.
- The Director of Facilities and School Administrators will communicate cleaning and hygiene protocols as recommended by the State of Connecticut and the CDC to staff and families.
- Schools will work to enable no-touch usage of items such as doors, trashcans, and bathroom fixtures, where possible. (Where no touch technologies are not available, prop open doors in accordance with fire and safety codes and remove trash lids.)
- Schools will maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Where possible, schools will turn off and avoid use of hand dryers.
- The Director of Facilities will use products that are approved for the State of Connecticut that are labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
- The Director of Facilities will ensure that the schools comply with DPH guidelines including:
 - Guidance for Cleaning and Disinfecting of Schools_during COVID-19
 - Return to Service Guidance_for Building Water Systems
 - Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems
- Comply with CT DPH guidance by having the ventilation system inspected, filters changed, and deficient equipment repaired.
- The Director of Facilities and School Administrators will ensure that schools meet distancing expectations by adjusting the set-up in all classrooms.
- If required, the Director of Facilities will oversee a reopening plan for each building that specifically addresses social distancing for all classrooms, bathrooms, hallways, and offices in the school.
 - Maximize social distancing between student workstations, achieving 3 feet if feasible (not required) when determining the classroom layout.
 - Where necessary, assess other spaces that may be repurposed for instruction in the school.
 - Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.
 - Floor markings throughout classrooms and the school may be included to illustrate social/physical distancing.
- The Director of Facilities and Principals will work together to ensure the distribution of information and regular communication about the actions school communities can take to stop the spread. Signs will be posted in highly visible locations (e.g., school entrances, staff areas, and restrooms) that promote

everyday protective measures and provide instruction related to properly washing hands and properly wearing a cloth face coverings or masks

Food Services Expectations

The following food services expectations for the resumption of 100% in-person learning must be met:

- The Director of Food Services will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition.
- The Director of Food Services will actively promote and determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.
- The Director of Food Services will comply with the U.S. Department of Agriculture's (USDA) regulations and policies (and any changes occurring) for school meals and milk including the meal pattern requirements.
- The Director of Food Services will ensure that the schools claim meals/milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim.
- The Director of Food Services will proactively plan and be prepared at all times throughout the year for expedited meal access during including a short period and a longer period of closure.
- The Director of Food Services will oversee PPE for food service operations such as masks, gloves, physical barriers in serving areas, etc.
- Food service in each school will be designed to promote social distancing when required.
- The Director of Food Services working with Principals will determine the appropriate meal distribution method (Cafeteria Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.
- Each school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options. Meals service communications will communicate social distancing requirements and include any additional school options as follows:
 - additional lunch waves to separate classroom cohorts;
 - staggering cafeteria use throughout the late morning/early afternoon;
 - increasing the number of meal service access points;
 - serving meals in cafeteria and then returning to classrooms or alternate locations;
 - serving meals in classrooms and alternate locations.
- School cafeteria and meal service plans will be adjusted based on level of concern of transmission.
- If meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning will be in place.

Communication Expectations

The Superintendent of Schools will oversee communications related to the COVID-19 pandemic and school operations. Families, staff, and the community will receive regular updates via email, website, and social media regarding the most up to date policies and protocols related to all considerations and aspects of this plan and future COVID-19 planning. Changes to planning, changes in the status of the schools' schedules, and any school closures will be communicated directly from the Superintendents or his designee to the school community.

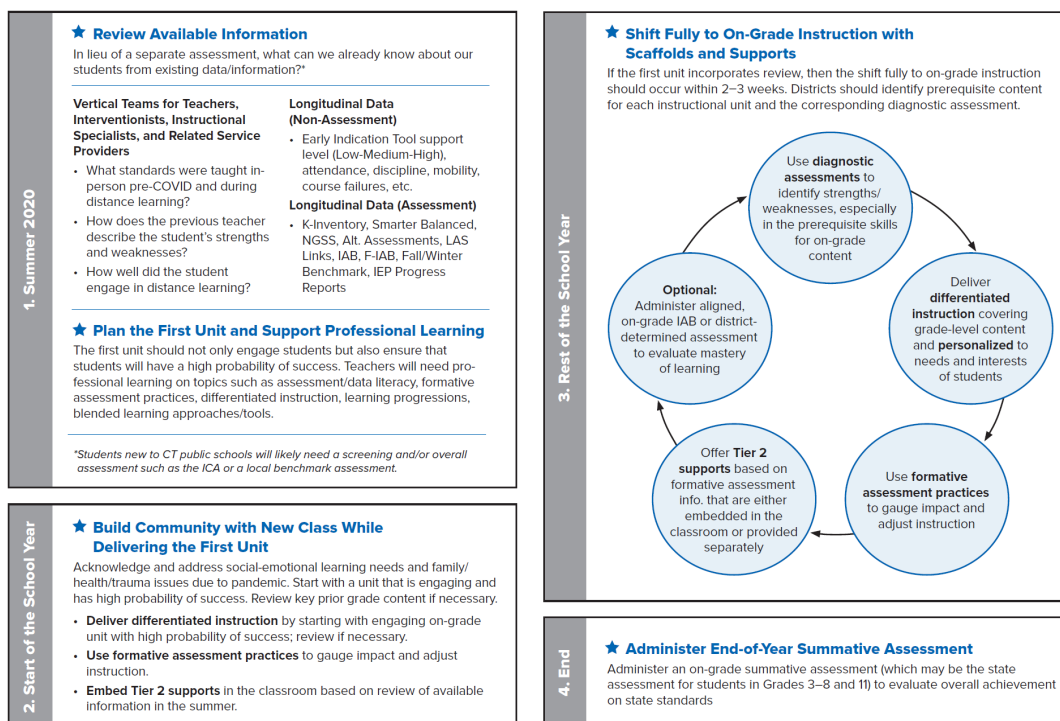
Instructional Expectations

The following instructional expectations for the resumption of 100% in-person learning must be met:

- The Superintendent of Schools will communicate to staff and families any class cancelation (or adjustment in schedule) and subsequent reopening.
- The Superintendent will base single closure, multiple school closure, or district closure using the most up-to-date information on specific cases in the community or in a school with the consultation of local health officials and the district medical advisor.
- The Superintendent will notify the State Department of Education should a local decision be made to close under the guidance of local health officials and/or the district medical advisor.
- Principals will review current instructional schedules in each school and make any modifications necessary to best meet the needs of students and staff members for a full return to school.
- Principals will be prepared to amend schedules as necessary due to increased transmission in the school and/or the community.
- The Principals and technology department will proactively plan and be prepared at all times throughout the year for expedited technology access/support for a required period of Distance Learning.
- The Director of Curriculum will consult and share resources for teaching in a Distance Learning environment that is both synchronous and asynchronous.
- The schools will evaluate and adapt any revised models of instruction throughout the year with all educational partners and staff.
- All learning experiences will be reviewed to ensure safe and appropriate instructional practices.
- The Director of Curriculum and Instruction will oversee all learning experiences and any curricular modifications in order to provide safe environments for students and teachers.
- Courses and activities that may involve risk to students and staff (singing, playing instruments, food production and consumption, etc.) will be approved in advance by the Director of Curriculum and the Superintendent of Schools.
- Field trips and off campus experiences will require approval of the Director of Curriculum and the Superintendent of Schools. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged.
- Building Principals and Instructional Leaders will work with the Director of Curriculum to identify learning gaps, learning barriers, and find innovative ways to meet the needs of children.
- Diagnostic assessments will be used to identify specific areas where instruction or intervention may be needed to improve student learning.
- Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal.
- Teachers will use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals.
- School teams will develop common diagnostic, formative, and summative assessment tools across the district/school for comparative analysis to identify specific targeted student learning needs.
- Principals will refine each school's multi-tiered system of support and include guidance for implementing Tier 1 strategies before offering Tier 2 interventions and when and how to offer Tier 2 and Tier 3 supports.
- District Administrators and Teacher Leaders will identify and plan for grade level/subject level/team improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process.
- Special Education Team Leaders will oversee appropriate accommodations for students and share innovative ways to meet unique student needs with teachers.
- Utilize data to ensure that all children are performing at grade level by the end of the 2022-2023 school year.

- Each school will share learning goals that are clearly established and shared with students and families.
- Teachers will utilize PLC time to evaluate student performance data and make data driven decisions.

Sensible Assessment Practices in 2020–21 and Beyond



- The Director of Special Education, Special Education Team Leaders, and School Counselors will oversee programming and transition back to school for all students with IEPs.
- The schools will oversee programming for the fall with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.
- The schools will treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider remote learning schedules if needed.
- Programming decisions will not be based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.
- Special Education Team Leaders and School Counselors will communicate with families of students with a high level of need to develop transition plans to assist special population and special education students in their return to the school building.
- Special Education Team Leaders and School Counselors will communicate with families of students with a high level of need to develop transition plans to assist special population and special education students in their return to the school building.

- The Director of Curriculum will oversee the safe implementation of Physical Education Art, and Music, Courses and extracurricular activities.
- All educational programming in PE, Art, and Music will be expected to adhere to all CDC, state, and local guidelines related to social distancing and disinfecting areas & equipment.
- The Director of Curriculum will work with Teachers to plan for physical education, fine arts, and music curricula that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education activities to ensure the full inclusion by all students.
- PE at all levels will focus as much as possible on activities, fitness, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness, utilizing alternative environments, land-based activities, and individual sports/activities.
- PE activities will assist as much as possible in the support of social-emotional learning.
- Fine Arts classes will strive to maintain current program of studies and course offerings, while adhering to CDC and state level guidance when students are singing or performing wind instruments by scheduling large ensembles in auditoriums, outdoors, cafeterias, gyms or other large spaces. Focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments.

Social Emotional Learning Expectations

We know that social and emotional learning (SEL) is critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. School leaders will need to bring together administrators, teachers, school staff, families, youth, and community partners to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

From "Leveraging the Power of Social and Emotional Learning" (casel.org)

The following social emotional learning expectations for the resumption of 100% in-person learning must be met:

- The SEL Committee will work with School Counselors to ensure the inclusion of Social/Emotional Learning (SEL) to benefit the entire school community.
- Plan for experiences that ensure that the schools place adult and student wellness first to establish a positive, safe, and supportive learning environment. Strategies will be identified to engage populations and specific students that have been disengaged.
- Develop programming designed to help children and adults in the school community to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- Plan for SEL that is integrated into academic content through building essential self-management skills, resilience, and connections.
- Coordinate SEL activities prior to the resumption of 100% in-person learning.
- Communicate to the school community that SEL is foundational to the holistic success of the school community and a necessary aspect of a highly functioning school community.
- Seek the voices of perspectives of students, families, educators, and other adults to develop responsive transitions plans. Engage directly with staff families and provide activities to help them feel comfortable back in the schools.
- Provide professional development as available prior to the start of school. Share resources on SEL, including the Collaborative for Academic, Social, and Emotional Learning (CASEL) publication, "Leveraging the Power of SEL."
- Intentionally build structures that promote supportive adult-student relationships and a sense of belonging. Ensure every student has at least one caring adult at the school who checks in regularly with them and to whom they can reach out.
- Develop a plan in each school to provide non-academic-focused check-ins with students.
- Create exercises/lessons on alternative ways to communicate feelings given that wearing masks may alter the understandings of how individuals are feeling.
- Create exercises/lessons on positively communicating the need for physical distancing in the classroom as children naturally hug, touch, etc. when playing.
- Help staff with strategies to handle students' and/or families' varied understandings of physical distancing measures by school personnel.
- Coordinate with all staff the best ways to assist students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability.
- Coordinate with all staff the best ways to support movement to ensure children are expending adequate energy. As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Assist staff in building in transition activities that allow for movement.
- Weave in opportunities for students to practice and reflect upon social and emotional competencies throughout the day.

- Assist staff in engaging students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world. Include discussions that will elevate racial consciousness as students were not present together in school during recent events in the U.S.
- The district is working to be anti-discriminatory and committed to be a welcoming and accepting school community.
- Integrate SEL practices into instructional planning.

Appendix

District Summer School Flyers

Putnam Elementary School



Putnam Elementary School presents

PES KIDS DISCOVERY PROGRAM

FOR GRADES K - 5

THE PROGRAM INCLUDES

Academics and PES "camp" and STEM activities!

2 Three Week Sessions

Discovery Program - 8:00 a.m. - 1:00 p.m.

Transportation Provided

Free breakfast & lunch

GREAT FUN WAITING FOR YOU

Attend Session 1, Session 2 or both!

SESSION 1
June 21 - June 25
June 28 - July 2
July 5 - July 9

SESSION 2
July 12 - July 16
July 19 - July 23
July 26 - July 30

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Putnam Middle School

Putnam Middle School

SUMMER SCHOOL 2021

Pick Your Session!

Session 1: 6/22 - 7/8

Session 2: 7/13 - 7/29

*Some students will be required
attend both sessions

Days & Hours:

Tues., Wed. & Thurs.

7:40 am - 1:00 pm

Join us for a summer of:

- ELA,
- Math,
- Project-based learning,
- Physical Education,
- and technology!



Back of Flyer



SUMMER SCHOOL FEATURES

Language Arts
Continued development of reading fluency, reading decoding, reading comprehension, and writing skills with a focus on attaining grade-level standards will be addressed.

Mathematics
Continued development of the mathematical practices will be the focus so that students continue to learn about mathematical connections while strengthening their problem solving and reasoning skills.

Project-Based Learning
Students will have a block of time where they will be able to learn new information and see how life is affected by our world. Experiments and demonstrations will be part of this fun-filled block.

Physical Education & Technology Block
Movement! Computers! Technology Exploration! This block will give students the opportunity to participate in physical activities and also learn to take a problem and build the solution!



Putnam High School



2021 PUTNAM HIGH SCHOOL SUMMER CREDIT OPPORTUNITIES

Students will be offered the opportunity to recover course credit in the PHS Summer Credit Recovery program. This is a great way to stay on pace for graduation! Students are encouraged to take advantage of one or both sessions being offered. Classes will be held in-person or online Tuesdays through Fridays - **no Mondays**. Tentative details are below.



Free breakfast from 8:45 – 9:00 am

Free grab-n-go lunch at 12:15 pm



Session 1: June 22nd – July 9th

9:00 – 10:30 am (Choose 1)	10:45 – 12:15 pm (Choose 1)
<ul style="list-style-type: none">➤ Math Recovery (in person) with instructor (Math I/IA/1B)➤ Civics Recovery (in person) with instructor➤ English 3 Recovery (in person) with instructor➤ Courseware Recovery online	<ul style="list-style-type: none">➤ English 2 Recovery (in person) with instructor➤ Math Recovery (in person) with instructor (Integrated)➤ Social Studies Recovery (in person) with instructor (World History)➤ Courseware Recovery online

Session 2: July 13th – July 30th

9:00 – 10:30 am - Choose 1	10:45 – 12:15 pm – Choose 1
<ul style="list-style-type: none">➤ Math Recovery (in person) with instructor (Math 2/3)➤ Science Recovery (in person) with instructor (Env. Sci./Biology)➤ Courseware Recovery online	<ul style="list-style-type: none">➤ Social Studies Recovery (in person) with instructor (US History)➤ English Recovery (in person) with instructor (English 1, Integrated)➤ Courseware Recovery online

Counselors will contact eligible students on or around June 14th with recommendations for who should attend the summer credit recovery program.

A Three-Year Comprehensive Program to Improve Math at the Middle School

Coaching, Intervention & Consulting

Year One:

Coach math teachers in grades 5, 6, 7, & 8 to help students improve essential math skills necessary to succeed in the classes they're taking, future classes, the standardized tests they're about to take (SBAC), as well as lay the groundwork for improved PSAT and SAT scores. Over the course of the year, the math coach will observe teachers, coteach to model alternative ways to deliver new engaging content, and work with students who need intervention. The math coach will also work with teachers to develop meaningful assessments, lay the groundwork for more organized data collection in the classroom, show teachers how to use the data, review curriculum, observe how it's delivered, and make recommendations on how to proceed in year two.

Years Two & Three:

Oversee the implementation of changes to curriculum and teaching strategies in grades 5, 6, 7, & 8 that were decided upon at the end of school year 2021-2022 to improve the delivery of math lessons to students in middle school grades. Over the course of the year, the math coach will observe teachers, coteach to model different ways to deliver new engaging content, and continue to work with students who need remediation. The math coach will work with teachers to develop meaningful assessments, and continue to optimize organized data collection and use in the classroom. At the close of year two, recommendations will be made to improve the math program in year three.

What's unique about this program is that the math coach/consultant/interventionist will be in the building four days a week to work with teachers and students, and to observe first-hand on a consistent basis what's working well, and what's not working. The program also provides the Putnam School District a two-year, two-step program to improve math at the middle school over the next three years.

Objectives Year One

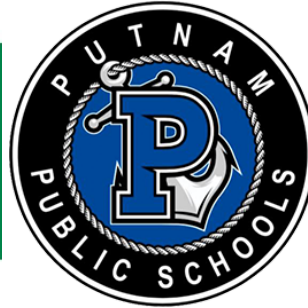
1. Increase math competencies and math scores on state tests (SBAC) administered to students grade 5, 6, 7, 8.
2. Zero in on the essential math topics that are the prerequisites for succeeding in the next level math course in grade 6, 7, 8, & 9.
3. Improve student math competency in the middle school so students will be better prepared to succeed at high school math as well as perform well on the PSAT and SAT.
4. Observe teachers in grades 5, 6, 7, 8 teaching math lessons.
5. Discuss establishing test goals for the years with teachers in grades 5, 6, 7, 8.
6. Discuss establishing one or two other math goals with teachers in grades 5, 6, 7, 8.
7. Coteach classes with teachers, when appropriate, to demonstrate best practices.
8. Review materials teachers are using and help to improve them.
9. Review curriculum to note what's essential to overall goals of math competency, grade readiness, and higher standardized test scores (SBAC, PSAT, SAT).
10. Examine curriculum overall and make recommendations for year two.
11. Learn from grade teachers what skills their incoming students are expected to arrive with and what skills they currently have.
12. Review data collection in the classroom and observe how teachers use that information and trial recommendations if efficiencies can be gained.
13. Provide intervention for students who need it. Teachers will observe and learn new strategies to help their students who need intervention.

14. Report monthly to the principal.
15. Determine with teachers and principal a better way to deliver math grades 5, 6, 7, 8 and implement that in year two.

Objectives Years Two & Three

1. Implement the changes to the curriculum and individual teaching practices that were decided upon at close of year one.
2. Observe teachers implementing the pedagogical changes (may be very small, large or somewhere in between) they use to teach their students.
3. Continue to focus on increasing math competencies and math scores on state tests administered to students grade 5, 6, 7, & 8.
4. Zero in on the essential math topics that are the prerequisites for succeeding in the next level math course in grade 6, 7, 8, & 9.
5. Improve student math competency in the middle school so students will be better prepared to succeed at high school math as well as perform well on the PSAT and SAT.
6. Observe teachers in grades 5, 6, 7, 8 teaching math lessons.
7. Coteach classes with teachers, when appropriate, to demonstrate best practices.
8. Discuss establishing test goals for the years with teachers in grades 5, 6, 7, 8.
9. Discuss establishing one or two other math goals with teachers in grades 5, 6, 7, 8.
10. Review materials teachers are using and help them to improve their lesson plans and materials.
11. Review the revised curriculum to note what's going well and what's not.
12. Examine the revised curriculum and make recommendations for year three.
13. Continue to hone data collection methods in the classroom and develop more concrete ways teachers can use that data to make meaningful choices in the classroom.
14. Learn from grade teachers what skills their incoming students are expected to arrive with and what skills they currently have.
15. Provide intervention for students who need it. Teachers will observe and learn new strategies to help their students who need intervention.
16. Report monthly to the principal.
17. Determine with teachers and principal approaches to improve upon the gains made and make recommendations for teaching in grade 5, 6, 7, 8.

Social Emotional Learning Program (SEL) Program



SCOPE OF SERVICES FOR COLLABORATIVE PROGRAMMING PUTNAM ELEMENTARY, MIDDLE AND HIGH SCHOOL

2021-2022 SCHOOL YEAR

152 Woodstock Ave.
Putnam, CT 06260

152 Woodstock Ave.
Putnam, CT 06260

This Scope of Services outlines School Based Services, Inc. (SBS) provision of Collaborative Programming services at Putnam Elementary, Middle and High School.

The goals of this contract includes:

- Provide a safe learning environment for identified students at the elementary, middle and high school - meeting students where they are through a therapeutic approach. Partnering with teachers and administrators to provide personalized therapeutic intervention while utilizing all the resources offered by the school.
- Provide behavioral stabilization through a continuum of de-escalation and intervention strategies.
- Assist teachers with educational and social emotional learning
 - Tier 2 support via individual checkins (AM, lunch, etc); group support weekly or determined in collaboration with school team; case management as determined by team and need
 - Tier 1 - ongoing support via daily checkin, multiple checkins and/or direct classroom support. Pull out SEL groups and individual sessions determined by need. Intensive case management and communication with parent/guardian; individual goal focused plan with regard to development of social, emotional, and behavioral skills.
- Provide SEL groups for identified students - could be tier 1 and tier 2.
- Provide case management services to parents, guardians, service providers and community support members. This effort is to establish the most effective behavior intervention plans for students that can be generalized to home and community.
- Home visits when required.

- Monthly parent support meetings with a training focus.
- Broad range of teacher training at the request of the principal and/or special education director - may include training on Collaborative Problem Solving, Trauma informed care in school settings, importance of self-care, applied behavior analysis, Crisis Prevention Institute verbal de-escalation, and other custom trainings via Positive Regard Network's clinical and behavioral support team.
- Access to all areas of consult and support through the Positive Regard Network - SBS will work with Putnam Public School's leadership to offer classroom observations and feedback as we determine tier 2 and tier 3 students. This may be through SBS leadership team, Positive Regard Network's director of clinical services, and/or Positive Regard Network's director of ABA services.
- Assist the Principal at each school as requested with behaviorally dysregulated students - SBS strives to be a partner in every way and expects to be flexible throughout the school year as the needs of the students change. SBS will work to ensure our employees are always a part of the school community and never apart from the school community.
- SBS's goal is to provide an opportunity for school leaders, adjustment counselors, social workers, etc to be able to focus on tier 1 and much of the tier 2 students. Our experience is that 90% of student support in schools is focused on 3-5% of the student population. We hope to assist with these tier 3 students along with some of the identified tier 2 students in a way that will free up student support personnel to assist with the students who so desperately need support.
- SBS's leadership team requests a monthly meeting with each school's leadership team to debrief and review how things are going, make adjustments, etc. This could be moved to every other month or quarterly if all is well. We suggest monthly, at least initially.
- Assist administrators as requested.

PUTNAM PUBLIC SCHOOLS WILL:

- *Provide all academic services, activities, support services and experiences afforded to Putnam Public School students.*
- *Inform parents of our service prior to our start date.*
- *Offer SBS staff any Putnam Public School training appropriate to teamwork and/or school policies and procedures. SBS staff will be available for attendance at Putnam Public School PD offered throughout the year.*

SCHOOL BASED SERVICES WILL PROVIDE:

- **1 FTE Clinician/SBS supervisor:** The 1 FTE Clinician will manage the cases of the identified students and supervise the interventionists assigned to Putnam Public Schools. This position will ensure proper provision of education assistance to the teachers, and behavioral management of the classrooms in a way that is appropriate to the learning environments of each school.
- **3 Full time trained interventionists:** Interventionists will be trained in CPI and fully trained through the Positive Regard Network. All Positive regard Network interventionists must either pass WorkKeys (a basic competency exam that all public school paras must pass) or have completed at least 60 college credits. Additionally, all interventionists complete training in Crisis Prevention Institute's verbal de-escalation.

District Mask Policy

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4218.237
5141.8

Personnel -- Certified/Non-Certified

Students

Face Masks/Coverings

This policy pertains to students, faculty, staff, and visitors. It has been developed to fulfill the guiding principles contained in the *Framework for Connecticut Schools*, specifically to safeguard the health and safety of students and staff and to allow all students the opportunity to return into classrooms full time.

The Board of Education (Board) is implementing this masking requirement to promote the safest possible learning, teaching and work environment for students, faculty, staff and visitors during the COVID-19 pandemic. The first priority of the Board is the health and well-being of students and staff as the District prepares for and implements the safe reopening of schools.

The Center for Disease Control (CDC) and the Connecticut Department of Health (DPH) and the Connecticut State Department of Education, as outlined in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* requires the wearing of face coverings for all students and staff when they are inside school buildings and while riding school transportation vehicles, with certain exceptions.

Definitions

Face covering/mask – a cloth, paper, or disposable face covering that covers the nose and mouth. It may or may not be medical grade. (Evidence shows that the proper wearing of facial masks or coverings helps stop the spread of the virus, when an individual coughs, sneezes or talks.)

Face shield – a clear, plastic shield that covers the forehead, extends below the chin and wraps around the sides of the face, protecting the eyes, nose and mouth from contamination from respiratory droplets, along with masks or respirators.

Clear plastic barrier – a clear plastic or solid surface that can be cleaned and sanitized often.

Transportation

Student passengers are required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The student's face covering must be in place prior to boarding the bus, van or other vehicles and must be kept in place until they are completely off the bus or van. The Board shall provide back-up masks if students do not have face coverings when boarding a school bus or van. The face mask or cloth face covering is also applicable to the drivers of the vehicle.

The Board may consider the option of assigning a temporary monitor on student transportation at the beginning of the school year to facilitate compliance with this new face mask protocol.

Personnel – Certified/Non-Certified

Students

Face Masks/Coverings (continued)

School Buildings and Grounds

All students, staff, and visitors are required to use face coverings, that completely covers the nose and mouth, when they are inside the school building or on school grounds. If persons are able to maintain 6 feet physical distance, face coverings may be removed in office spaces, meeting rooms, classrooms, and staff lounges. This does not pertain to public spaces such as hallways, cafeteria or auditorium.

Mask use will not be required by employees when they are alone in private offices. However, they are required to wear a mask when anyone enters their private office space. Employees are required to wear a mask if their office space is physically shared with others and does not allow for six feet of physical distancing, or if the work area is frequented by others (such as reception area).

Staff members and visitors are responsible for supplying their own reusable face coverings for routine daily use. Parents will be responsible for providing students with their own reusable cloth face coverings, ensuring that they are properly cared for, and that students wear them to school daily. Sharing of masks will not be permitted. Each school building will have backup masks (as supplies permit) available, in the event staff or students do not have one for use.

Training shall be provided as necessary regarding the proper use of face coverings. Information shall be provided to staff, students and students' families regarding the proper use, removal and washing of cloth face coverings.

Transparent (clear) masks should be considered as an option for teachers and students in classes for deaf and hard of hearing students. Pre-K and special education teachers should consider wearing clear masks, if available.

Face shields may be an option for those students with medical, behavioral or other challenges who are unable to wear face masks or coverings. The Board recognizes that face shields are not as effective for source control and should be used only when other methods are not available or appropriate. Therefore, the use of face shields for those with medical conditions is done with the understanding of their limitations and a heightened need for strict adherence to social distancing.

Face shields with face masks may be used by staff who support students with special healthcare needs such as those who are unable to wear masks and who may need assistance with activities of daily living, such as toileting and eating.

Personnel -- Certified/Non-Certified

Students

Face Masks/Coverings

School Buildings and Grounds (continued)

In addition to the wearing of face masks, the District will maximize social distancing between student's workstations and desks, achieving six feet when feasible. Space between the teacher and students is to be maximized to reduce the risk of increased droplets from teachers during instruction. A teacher is permitted to remove a face covering or mask during instruction. If the teacher removes the face covering or mask during instruction, spacing shall be increased beyond six feet. A teacher who remains seated during instruction requires the use of a physical barrier.

Masks or face coverings shall not be required for anyone who has a medical reason making it unsafe to wear a face mask or face covering. A written notification from a physician is required for the Board to permit a medical exemption. The note should state the medical reason for the requested exemption, such as, but not limited to, difficulty breathing.

In addition, an individual shall be excused from this requirement for the following listed reasons, per CDC guidance.

The individual:

1. has trouble breathing;
2. is unconscious;
3. is incapacitated; or
4. cannot remove the mask or face covering without assistance.

Parents/guardians may not excuse their child from this face mask requirement. wearing a mask is a mandated requirement that the Office of the Governor, the Connecticut State Department of Education, and/or the Connecticut State Department of Public Health have defined as necessary action for school districts to comply with, in order to open schools after the COVID-19 caused closure.

Limited Exceptions to Use of Face Coverings

When other and appropriate mitigating practices are in place, such as social distancing, students will not be required to wear face masks or coverings while eating, drinking, during physical education classes, or when students are outside and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations.

During times of eating, face masks or coverings may be removed. Masks are required in all dining areas while entering and leaving or getting food and drinks. They may be removed at appropriately socially distanced tables to eat but must be replaced after eating.

Personnel -- Certified/Non-Certified

Students

Face Masks/Coverings

Limited Exceptions to Use of Face Coverings (continued)

Special attention must be given to putting on and removing face coverings for purposes such as eating. After use, the front of the face covering is considered contaminated and should not be touched during removal or replacement. Hand hygiene should be performed immediately after removing and after replacing the face covering.

Teachers and staff may be excused from wearing a face mask or covering while teaching provided, they are properly socially distancing or remaining static behind a physical barrier. Face shields may be useful in situations where it is important for students to see how a teacher pronounces words (e.g. English Learners, early childhood, foreign language, etc.) and social distancing is maintained. However, face shields alone are not a sufficient alternate to the wearing of face mask for source control.

Mask Breaks

Breaks from wearing masks shall be scheduled throughout the school day, by the teacher, provided that strict social distancing requirements are maintained, and limitations are enforced regarding student and staff mobility.

A recess period may be used as a break from wearing masks when no more than one class is outside at a time and social distancing requirements are maintained to the greatest degree feasible.

Violations of this Policy

Violations of this policy, whether by students or staff, shall be handled in the same manner as other violations of applicable Board policy.

Teachers or schools may provide incentives for compliance with the face mask requirement.

If a student refuses to wear a face mask or covering and does not fall under any of the exemptions allowed by this policy, and staff have exhausted all resources to encourage compliance, such student shall be sent to the school's isolation room. The parent/guardian shall be contacted to assist school personnel in rectifying the situation, to include school personnel explaining the options available regarding schooling, and the possible removal of the child from the school setting.

If a visitor refuses to wear a face covering, for non-medical reasons, entry to the school/district facility shall be denied.

Personnel -- Certified/Non-Certified

Students

Face Masks/Coverings (continued)

Community Outreach

The District shall engage in community education programs including signage, mass and targeted communication, and positive reinforcement that will actively promote mask use consistent with CDC, DDH, CSDE and OSHA guidance. Community members will be reminded that mask use does not replace the need for social distancing, washing of hands and other preventative practices recommended by all appropriate authorities.

Other Considerations

- When medically appropriate, nurses shall substitute use of metered dose inhalers and spacers for students with respiratory issues.
- Sharing of student school supplies and materials will not be allowed.
- Frequent handwashing and/or hand sanitizing is expected, i.e. upon arrival to school, before and after meals, and after bathroom use.

Until further notice the Board will require the wearing of masks as prescribed in this policy. The Board reserves the right to interpret the provisions of this policy and to modify any or all matters contained in this policy at any time, subject to applicable law.

(cf. 5141.22 – Communicable/Infectious Diseases)

(cf. 5141.6 – Crisis Management Plan)

(cf. 6114 – Emergencies and Disaster Preparedness)

(cf. 6114.6 – Emergency Closings)

(cf. 6114.8 – Pandemic/Epidemic Emergencies)

(cf. 6114.81 – Emergency Suspension of Policy During Pandemic)

Legal Reference: Connecticut General Statutes
 10-154a Professional communications between teacher or nurse and student.
 10-207 Duties of medical advisors.
 10-221 Boards of education to prescribe rules.
 19a-221 Quarantine of certain persons.
 52-557b Immunity from liability for emergency medical assistance, first aid or
 medication by injection. School personnel not required to administer or render.
 The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C.
 1232g, 45 C.F.R. 99.
 Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together

Personnel -- Certified/Non-Certified

Students

Face Masks/Coverings

Legal Reference: Connecticut General Statutes (continued)
 Connecticut LEA School Reopening Template.
 CDC Considerations for Schools
 CDC Symptoms of Coronavirus
 CDC Quarantine & Isolation
 CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19
 CDC Interim Guidance for Administrators of US K-12 Schools and Child Care
 Programs
 CDC Schools Decision Tree for Schools Reopening

Policy adopted: August 18, 2020

PUTNAM PUBLIC SCHOOLS
Putnam, Connecticut

Social Distancing in District Buildings

Putnam High School Cafeteria



Putnam High School Classroom



Approval of Continuity of Services Plan

Please refer to the table below for key dates relating to the approval of the Continuity of Services Plan.

Reviewed by District Continuity of Operations Committee	May 17, 2021
Discussion with PEA Leadership	May 18, 2021
First Review by the Board of Education	May 18, 2021
Draft of Plan Shared with all Stakeholders	May 19, 2021
Public Comment	May 24, 2021
Adoption of Plan by the Board of Education	May 24, 2021
Posting of Plan to District Website	May 25, 2021
Review of Plan	November 16, 2021
Second Review of Plan	May 16, 2021



Please note that all plans and items included in this document are subject to change based on requirements and/or advice from the U.S. Department of Education, Governor of Connecticut, the Connecticut State Department of Education, and the Northeast District Department of Public Health.

Contact the Superintendent of Schools for additional information and/or questions:

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