



# Bloomfield Public Schools

## Distance Learning Plan

## Letter to Families and Community Members

Dear Bloomfield Public Schools Family:

The safety of our children, staff and families remains the district's highest priority as we protect our community from this evolving global health crisis, known as COVID-19 (Coronavirus). As such, the district will transition to a Pre-K to 12 Distance Learning curriculum on Monday, March 30. In preparation for Distance Learning, the district is distributing Chromebooks to those students identified as needing technology assistance. That determination was made via surveys to families. If you did not receive a survey and believe your child has a technology need, please contact your administrator immediately. If your child has a laptop computer, desktop or tablet they will not need a Chromebook.

The National Education Association describes Distance Learning as a form of education in which instruction is delivered via the Internet, or other forms of digital technologies.

The district remains committed to preparing students for college and meaningful careers by challenging them with rigorous academic instruction.

The Distance Learning Plan includes:

- Opportunities for students to engage with learning resources from their teachers. For more information, please visit the **Virtual Backpack** on your child's school website.
- Parents and guardians play an important role. We strongly encourage you to designate a space in the home as a learning area for your child. Please consider using a learning schedule so there is a structure to your child's day.

Please remember that food and proper nutrition are important elements for learning. The district offers *Grab & Go* free meals for ALL students 18 and under. Meals can be picked up – in one stop – at Carmen Arace School, now Monday-Friday from 8 a.m. to 9:30 a.m. or 11:30 a.m. to 1 p.m. On Fridays, you can pick up two breakfasts and two lunches for the weekend.

We have committed school leaders and staff, resilient students, supportive parents and a dedicated school board. Together, we will make this work.

Thank you,

*Dr. James Thompson, Jr.*  
*Superintendent, Bloomfield Public Schools*

## **Table of Contents**

<b><i>Overview of Distance Learning Plan</i></b> .....	<b>Pages 1-2</b>
<a href="#">Guiding Questions for Developing a Successful Distance Learning Plan</a>	
<a href="#">Assumptions Underlying the Distance Learning Plan</a>	
<a href="#">Bloomfield Public Schools Distance Learning Plan</a>	
<b><i>Distance Learning Plans by School and Grade Level</i></b> .....	<b>Pages 2-4</b>
<a href="#">PK Wintonbury Overview of Learning Plan</a>	
<a href="#">K-2 Laurel Overview of Learning Plan</a>	
<a href="#">3-4 Metacomet Overview of Learning Plan</a>	
<a href="#">5-6 CAIS Overview of Learning Plan</a>	
<a href="#">6-12 GEMS Overview of Learning Plan</a>	
<a href="#">7-8 CAMS Overview of Learning Plan</a>	
<a href="#">9-12 BHS Overview of Learning Plan</a>	
<a href="#">STEPS to Success Overview of Learning Plan</a>	
<a href="#">Learning Academy of Bloomfield Overview</a>	
<b><i>Support Services</i></b> .....	<b>Page 5</b>
<a href="#">Delivery of Special Education/504 and English Learners Related Services Plan</a>	
<b><i>Specific Considerations for Student Learning</i></b> .....	<b>Page 6</b>
<a href="#">Feedback, Grades and Progress Monitoring</a>	
<b><i>Roles and Expectations</i></b> .....	<b>Pages 6-13</b>
<a href="#">Roles and Responsibilities for Distance Learning</a>	
<a href="#">Staff Roles and Responsibilities by Assignment</a>	
<b><i>Frequently Asked Questions</i></b> .....	<b>Page 14</b>
<b><i>Best Practices and Resources</i></b> .....	<b>Page 15</b>

## Overview of Distance Learning Plan

### **Guiding Questions for Developing a Successful Distance Learning Plan**

- How can we use technology to provide learning experiences rich in engagement, social interaction (as appropriate), and feedback?
- How can we help students manage the worry, fear, or isolation they may be experiencing as a result of this crisis?
- What are the most important understandings and skills we can help students develop at this time? How can we help students construct their own understandings?
- What are the authentic learning opportunities that have resulted from this emergency or crisis? Where might students' curiosity and motivation open other new possibilities?
- How can we design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?
- How will we assess student learning in meaningful ways?
- How do we communicate our sensitivity to individual family situations? In addition, given that families and staff are experiencing a wide variety of additional stressors, how do we ensure we are doing all we can to effectively address these diverse needs?

### **Assumptions Underlying the Distance Learning Plan**

- Students will access the learning materials available in the Virtual Backpack of each school website.
- The staff work day will consist of the standard contractual workday. Teachers will communicate their schedule of availability to support students and families.
- Equity for students must be applied to decision-making related to the Distance Learning Plan.
- All BPS students are expected to participate in technology-based distance learning. If a student or a family has a particular barrier that makes distance learning challenging, school staff will work to personalize the approach to ensure that the student has access to the curriculum.
- **Flexibility is key.** The Connecticut State Department of Education (CSDE) will provide ongoing guidance as necessary. We must remember to be flexible in our thinking and our work. BPS will make continual modifications as guidance is provided from CSDE and feedback from stakeholders.

## **Bloomfield Public Schools Distance Learning Plan**

Bloomfield Public Schools is a district with high expectations for competitive academic achievement, a positive climate of inclusion, and a culture of meaningful family and community engagement.

Distance Learning is a form of education in which instruction is delivered via the Internet, or other forms of digital technologies. Our instruction is designed to provide successful learning experiences for all of our students. This Distance Learning Plan has been developed in response to the Coronavirus, which required the closure of all school buildings. It is designed to provide a flexible framework with guidelines that can be implemented in a variety of circumstances.

For example, the invaluable social interactions that occur naturally among students and between teachers and students cannot be pursued in the same manner. Consequently, teachers must find new methods for instructionally interacting and creating learning opportunities for students.

### **District Learning Plans by School and Grade Level**

All lessons can be found under each school's [VIRTUAL BACKPACK](#) on our district website. Teachers will create assignments and communicate to students via email or other digital devices and platforms.

#### **Preschool Wintonbury Overview of Learning Plan**

[Distance Learning Link](#)

Wintonbury is designed specifically for young children and their families. Our distance learning plans expand on our classroom work, while taking the opportunity to build stronger partnerships with our families. The learning we've designed builds upon The Creative Curriculum for Preschool and its companion assessment tool Teaching Strategies GOLD.

#### **K-2 Laurel Overview of Learning Plan**

[Distance Learning Link](#)

The road to success begins in early childhood. During our school closure, Laurel Elementary School children will continue to follow a general pattern of development. The instructional plan that we created will meet students where they are and move them forward emotionally, socially and academically. We anticipate that our active partnerships between home and school will deepen during this time as we work in concert for academic growth.

### **3-4 Metacomet Overview of Learning Plan**

[Distance Learning Link](#)

Metacomet celebrates the interests and experiences of our students. During this distance learning period, teachers have created learning experiences for students to work at their own pace. We expect that just like regular instruction, students will need to take time to absorb new content. Student feedback about their work will shape their experience, and our teachers are excited to offer instructional resources that align with students' learning preferences and learning pace.

### **5-6 CAIS Overview of Learning Plan**

[Distance Learning Link](#)

The Carmen Arace Intermediate School staff has outlined an interactive, high-quality Distance Learning Plan to provide the continuity of education during this home learning period. In addition to providing families with standards-based, quality curriculum, instruction and assessment, it is our goal to communicate with our families on a regular basis. The goal is to inform you and your children of progress during this distance learning experience.

### **6-12 GEMS Overview of Learning Plan**

[Distance Learning Link](#)

The Global Experience Magnet School community has developed innovative distance learning opportunities that complement the instructional plans originally in place this year. Our Distance Learning Plan is designed to broaden students' global academic experiences. Lessons are created to support student success. Continuing our partnerships in South Africa, China and South America is part of our plan, as we look to deepen these partnerships across various technology platforms.

### **7-8 CAMS Overview of Learning Plan**

[Distance Learning Link](#)

Carmen Arace Middle School (CAMS) will be engaging students in our first-ever Distance Learning (DL) initiative. The CAMS Distance Learning experience will primarily be delivered through digital resources/learning platforms such as Google Classroom using electronic devices such as computers, Chromebooks, and even smart phones. CAMS teachers will be providing

lessons, personally connecting with students and providing feedback about work. This plan will provide continuity of learning and structure for our 7th and 8th grade learning community. All members of our school community are asked to provide feedback, with a focus on continual improvement, as we implement our Distance Learning Plan and as our skill with distance learning continues to evolve. If a student and/or parent/guardian cannot access this electronic learning, please contact us at the school.

## **9-12 BHS Overview of Learning Plan**

[Distance Learning Link](#)

Bloomfield High School continues to make your children's health, education and welfare a priority. Since March 9<sup>th</sup>, our educators have been preparing standards-based lessons across all content areas that can be completed at home in case of school closure. The BHS Leadership Team and its staff have outlined an interactive, high-quality Distance Learning Plan to provide the continuity of education for your children.

## **K-8 STEPS to Success Overview of Learning Plan**

STEPS to Success is designed to provide an alternative learning experience to students with unique learning needs. Although we are faced with unprecedented challenges, we are unwavering from our commitment to our families and students. STEPS staff will be reaching out to families using a variety of communication platforms to assess needs and craft an individualized distance learning plan. For questions, please contact the Director of Student Support Services, Wendy Shepard-Bannish at (860) 502-9676 or email at [wshepard-bannish@blmfld.org](mailto:wshepard-bannish@blmfld.org).

## **9-12 Learning Academy of Bloomfield Overview**

The [Learning Academy of Bloomfield at Our Piece of the Pie](#) combines the unique characteristics of Our Piece of the Pie's college and career readiness mission with the academic requirements of the district. LAB will move forward with the following plan for Distance Learning:

- ✓ Students have been supplied with laptops and Wi-Fi to continue working on their coursework.
- ✓ Edgenuity Platform as well as supplemental learning materials are available to all students.
- ✓ LAB staff will make daily contact with students to assist with learning and access to lessons.

For questions or concerns please contact [Rodney.Powell@opp.org](mailto:Rodney.Powell@opp.org) or at (860) 761-7356.

## **Delivery of Special Education/504 and Related Services**

Exceptional circumstances in which schools are closed for an extended period of time, such as an outbreak of a particular disease, is not specifically addressed in the Individuals with Disabilities Act (IDEA), Section 504, and Title II of the Americans with Disabilities Act. In accordance with recent CSDE guidance regarding an Individualized Education Plan (IEP), the district understands its responsibility to provide all students, including those with disabilities, access to a free and appropriate public education to the greatest extent possible.

For these students with an IEP, the special education case manager will reach out to the students, parents, and guardians to share plans to deliver individualized instructional support through distance learning. Grade level, course activities and assignments will be modified according to the student's needs. Individualized Education Plan services for (specialized instruction, counseling, speech and language, physical therapy, occupational therapy, applied behavior therapy and hearing impaired) will be provided during this period through planned activities and digital support as feasible. This will look different for each school, at each grade level, and for each student. We anticipate that the majority of special education services can be delivered in this manner. For students with 504 plans, case managers will ensure that accommodations and services are addressed. It is our first priority to work with families to ensure that every student's needs are met during these very challenging times.

## **Parent Placement Team (PPT) and Section 504 Meetings**

While schools are physically closed, we are delaying our schedule for PPT/504 meetings at this time. Bloomfield is monitoring the situation closely and following all guidance provided by the Office of Civil Rights, U.S. Office of Special Education and CT SDE offices. Should schools be closed for a prolonged period of time, the district will resume the process of scheduling PPTs via teleconference pending the availability of staff and the parents' ability to participate.

## **Evaluations**

Eligibility and Triennial evaluations are individual and administered as face-to-face assessments. While schools are closed, Bloomfield staff will be unable to conduct quality valid assessments. All evaluations will be on hold until schools reopen and the evaluation process can resume. Evaluations that do not require face-to-face administration can move forward as previously scheduled. Upon reopening, staff will complete all previously planned evaluations as soon as possible.

## **Specific Considerations for Student Learning**

### **Feedback**

Teachers will provide timely feedback to students through available platforms. In the event materials cannot be returned, teachers should make every reasonable attempt to make contact with the student to assess progress, work completion and provide feedback.

### **Grades**

Please remind your students that this time does count, and it is important that they keep in daily contact with their teachers and complete assignments. Assignments will be graded, quarterly report cards will be provided, and for our high school students, credit will be earned during this time. Like in-person school sessions, if a student is ill or unable to participate for a documented reason, the teacher would notify the student of expectations given the individual circumstances.

If a student does not have internet access, the student can make arrangements with classroom teacher(s) for submission.

### **Progress Monitoring**

During the regular school year, we participate in district, school and instructional data teams. As our skills with remote learning expand, we will resume the practice of close examination of student work. We continue to discover distance learning strategies for progress monitoring, assessing, and giving feedback to students. Pre-K-12 Administrators will share standards addressed during instruction. Grades 9-12 administrators will monitor Google Classroom to ensure the facilitation of a standards-based curriculum.

## **Roles and Expectations**

### **Our Teachers and School Leaders are working to ensure Student Success**

1. Schools will provide multiple approaches for student learning (i.e., paper copies, use of technology, or videoconferencing, etc.). If you are in need of a Chromebook or alternative materials, reach out to your child's teacher or administrator.
2. Learning goals will focus on the application of critical skills and core content objectives. Activities will be designed to maximize the likelihood that students can complete the activity independently. This will also promote students' skills as self-directed learners, an important 21st century skill.
3. Students with Special Needs /504 and English Learners - The teacher's approach will be consistent with each individual's instructional accommodations and curricular

modifications in the course of a regular school day. Student's status or ability to complete the expected work during distance learning days will not be impacted by their special education, 504, or English Learner status.

4. Teachers and Administrators will use Google Hangouts Meet, Free Conference Call, emails, google voice or phone calls to talk to your students, conference with them, and provide individual instruction to check in on their well-being. Teachers may use their personal cell phones and have been encouraged to dial \*67 before dialing the number.

## **Reporting Absences in a Remote Work Environment**

All certified staff in the BEA:

- In the event of a teacher absence, please communicate “maintenance activities” with your students for the day, or at the very least inform students that you will not be available on that specific day and that you will return the following day to continue learning. Please also communicate this with your administrator. If the absence is extended beyond one day, please communicate this information with your administrator in addition to following the expected attendance procedures of reporting your absence.

All non-certified staff:

- If a staff member is “absent” or unable to fulfil their job responsibilities, he/she will follow standard procedures for reporting absences in ESS within 48 hours and email or text their supervisor.

All administrators:

- If an administrator is “absent” he/she will follow standard procedures for reporting absences in ESS within 48 hours and notify appropriate staff along with the Superintendent and direct supervisor.

## **Staff Roles & Responsibilities for Distance Learning**

We appreciate the assistance of all staff to ensure an equitable learning experience for students. While working remotely, you will be expected to engage in teaching and learning practices during your normal school day hours, such as planning, remote meetings, email, and other technology-based collaboration.

Many stakeholders will contribute to the effective implementation of this Distance Learning Plan. A brief overview of roles and responsibilities of school personnel are delineated:

## School Personnel Roles & Responsibilities

<p>Central Office Administrators</p>	<ul style="list-style-type: none"> <li>• Create and distribute BPS’s Distance Learning Plan in collaboration with different stakeholders.</li> <li>• Establish clear channels of communication between all stakeholders (faculty, staff, families, students, and the Board of Education).</li> <li>• Support faculty and students/families in transitioning to a distance learning environment.</li> <li>• Support Administrators in implementing this Distance Learning Plan in order to ensure a high-quality learning experience for all students</li> <li>• Maintain essential district functions.</li> <li>• Monitor implementation of Curriculum, Instruction and Assessment.</li> <li>• Monitor Pre-K-12 student achievement.</li> <li>• Monitor enrichment and intervention support for students.</li> </ul>
<p>Department Coordinators</p>	<ul style="list-style-type: none"> <li>• Provide department-specific communication to support implementation of Distance Learning Plan.</li> <li>• Provide direction and guidance on lessons and assessment practices.</li> <li>• Provide department-specific communication to support implementation of Distance Learning Plan.</li> </ul>
<p>Administrators/ School-based Administrators</p>	<ul style="list-style-type: none"> <li>• Assist stakeholders in the implementation of BPS’s Distance Learning Plan.</li> <li>• Maintain clear channels of communication between all stakeholders (faculty, staff, families, students).</li> <li>• Create building-level office hours for staff to allow coordination between home and school, to encourage communication and prevent overlap of office hours.</li> <li>• Mobilize building based staff to support student learning (tutors, paraprofessionals, etc.).</li> <li>• Keep Central Office informed as to the implementation of the Distance Learning Plan in each of the schools.</li> </ul>
<p>Classroom Teachers including:</p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Language Arts</li> <li>• Math</li> <li>• Music</li> <li>• Science</li> <li>• Social Studies</li> <li>• Physical Ed</li> <li>• World Language</li> <li>• EL Teachers</li> <li>• Long-Term</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize district curriculum and familiar instructional resources to plan daily learning activities that address all content areas and distance learning instructional materials.</li> <li>• Teachers will be planning lessons for scheduled classes. High school teachers will communicate with students each day (i.e. there are no block days). Elementary and middle level special area/unified arts teachers will communicate with students they are regularly scheduled to see on a given day.</li> <li>• All online platforms that teachers suggest for student use must be in compliance with student data privacy laws.</li> <li>• Collaborate with other members of your team or within and across departments to design distance learning experiences for your students along with ways to assess student learning - Collaboration is Key!</li> </ul>

<p>Classroom Substitutes</p>	<ul style="list-style-type: none"> <li>• General Education teachers should add all relevant support staff (special education teachers, EL teachers, etc.) as teachers to their Google Classroom to increase differentiation of materials.</li> <li>• Communicate frequently with your students and with their parents.</li> <li>• Provide timely feedback to support your students' learning.</li> <li>• Reflect on the 10 Guidelines for BPS's Teachers shared earlier in the Distance Learning Plan and consider how to best implement them.</li> <li>• Collaborate with Special Education case managers.</li> <li>• Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.</li> </ul>
<p>English Language Tutor Tutor Instructional Assistant Special Education Instructional Assistant Early Childhood Instructional Assistant Applied Behavioral Analyst's Assistant</p>	<ul style="list-style-type: none"> <li>• Under the guidance and supervision of a certified faculty member, staff will: <ul style="list-style-type: none"> <li>○ Collaborate with classroom teachers to provide support for students.</li> <li>○ Create appropriate learning materials.</li> </ul> </li> <li>• It is likely that Administrators/teachers will be assigning staff to student specific duties.</li> <li>• Utilize district curriculum and familiar instructional resources to plan daily learning activities that address all content areas and distance learning instructional materials.</li> <li>• Staff will communicate (email, Google Classroom, phone call, etc.) with EL and Classroom Teachers regularly Monday-Friday.</li> <li>• Collaborate with other members of your team, or within and across departments, to design distance learning experiences for your students along with ways to assess student learning - Collaboration is Key!</li> <li>• Provide timely feedback to support your students' learning.</li> <li>• Reflect on the 10 Guidelines for BPS's Teachers shared earlier in the Distance Learning Plan and consider how to best implement them.</li> </ul>
<p>Special Education Teachers/Teacher of Hearing Impaired</p>	<ul style="list-style-type: none"> <li>• Communicate regularly with the subject or classroom teachers who teach the students on your caseload.</li> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning.</li> <li>• Communicate with (Support Staff Special Education Instructional Assistants/Tutors/Applied Behavioral Analyst's Assistants ) to have them implement their job duties including, collecting and recording student data, act as a liaison with general Ed teachers, and provide specific lessons under your direction.</li> <li>• Design and implement distance learning opportunities that address services and the specific Individualized Education Plan goals of students on your caseload.</li> <li>• Conduct academic assessments at remote environments when appropriate.</li> <li>• Collaborate with classroom teachers to differentiate lessons and activities for the students on your caseload based on students' specific Individualized Education Plan goals.</li> <li>• Ensure that Individualized Education Plan goals are being communicated</li> </ul>

	<ul style="list-style-type: none"> <li>• with classroom teachers.</li> <li>• Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.</li> </ul>
School Social Worker	<ul style="list-style-type: none"> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning.</li> <li>• Design and implement distance learning opportunities that address the specific Individualized Education Plan goals of students on your caseload.</li> <li>• Conduct assessments such as Social/Emotional/Developmental Histories at remote environments when appropriate or online and by phone.</li> <li>• Collaborate with classroom teachers to differentiate lessons and activities for the students on your caseload based on students' specific Individualized Education Plan goals.</li> <li>• Ensure that Individualized Education Plan goals are being communicated with classroom teachers.</li> <li>• Serve as a liaison for communication with students/families in crisis.</li> <li>• Provide classroom teachers resources/lessons/activities to foster students' social-emotional development.</li> <li>• Service students remotely to meet Individualized Education Plan goals and objectives.</li> <li>• Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.</li> </ul>
School Psychologist	<ul style="list-style-type: none"> <li>• Serve as a liaison for communication with students/families in crisis; maintain bank of social-emotional lessons; communicate with teachers and case managers so learning expectations can be adjusted as needed.</li> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning.</li> <li>• Design and implement distance learning opportunities that address the specific Individualized Education Plan goals of students on your caseload.</li> <li>• Collaborate with classroom teachers to share differentiation strategies supportive of the specific students on your caseload.</li> <li>• Collaborate with classroom teachers to differentiate lessons and activities for the students on your caseload based on students' specific Individualized Education Plan goals.</li> <li>• Ensure that Individualized Education Plan goals are being communicated with classroom teachers.</li> <li>• Conduct academic, behavioral, emotional and cognitive assessments at remote environments when appropriate or in other manners such as online.</li> <li>• Provide classroom teachers resources/lessons/activities to foster students' social-emotional development.</li> <li>• Service students remotely to meet Individualized Education Plan goals and objectives.</li> <li>• Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.</li> </ul>

<p>Speech and Language Pathologists (SLP)</p>	<ul style="list-style-type: none"> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning.</li> <li>• Design and implement distance learning opportunities that address the specific Individualized Education Plan goals of students on your caseload.</li> <li>• Conduct assessments at remote environments when appropriate.</li> <li>• Collaborate with classroom teachers to share differentiation strategies supportive of the specific students on your caseload.</li> <li>• Collaborate with classroom teachers to differentiate lessons and activities for the students on your caseload based on students' specific Individualized Education Plan goals.</li> <li>• Ensure that Individualized Education Plan goals are being communicated with classroom teachers.</li> <li>• Provide classroom teachers resources/lessons/activities to foster students' speech and language development.</li> <li>• Service students remotely to meet Individualized Education Plan goals/objectives and services.</li> <li>• Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.</li> </ul>
<p>Physical Therapy (PT) and Occupational Therapy (OT)</p>	<ul style="list-style-type: none"> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning.</li> <li>• Design and implement distance learning opportunities that address the specific Individualized Education Plan goals of students on your caseload.</li> <li>• Conduct assessments at remote environments when appropriate.</li> <li>• Collaborate with classroom teachers to share differentiation strategies supportive of the specific students on your caseload.</li> <li>• Collaborate with classroom teachers to differentiate lessons and activities for the students on your caseload based on students' specific Individualized Education Plan goals.</li> <li>• Ensure that Individualized Education Plan goals are being communicated with classroom teachers.</li> <li>• Provide classroom teachers resources/lessons/activities to foster students' gross motor and fine motor abilities.</li> <li>• Service students remotely.</li> </ul>
<p>Board Certified Behavior Analyst (BCBA)</p>	<ul style="list-style-type: none"> <li>• Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning.</li> <li>• Consult with teachers to design and implement distance learning opportunities that address the specific Individualized Education Plan goals of students on your caseload.</li> <li>• Schedule and assign ABAA responsibilities.</li> <li>• Consult with staff and families on behavioral concerns at remote environments when appropriate or online and by phone.</li> <li>• Collaborate with multidisciplinary programs to create and monitor the implementation of comprehensive Applied Behavior Analysis Programs.</li> <li>• Collaborate with multidisciplinary teams to create and monitor the</li> </ul>

	<p>implementations of comprehensive Trauma Informed Programs.</p> <ul style="list-style-type: none"> <li>• Serve as a liaison for communication with students/families in crisis.</li> <li>• Provide classroom teachers resources/lessons/activities to foster students' social-emotional-behavioral development.</li> <li>• Service students remotely to meet Individualized Education Plan goals/objectives.</li> </ul>
5-12 School Counselors	<ul style="list-style-type: none"> <li>• Serve as a liaison for communication with students/families in crisis.</li> <li>• Collaborate on how to best support students given the typical activities at any time of the year (course selection, post-secondary planning process, application process etc.).</li> <li>• Facilitate student academic, social/emotional and career development through the comprehensive school counseling program.</li> <li>• Work with teachers, students and families regarding 504 case management and facilitate 504 meetings via phone conference as appropriate.</li> <li>• Tailor recommendations to the specific crisis: Does the time of year affect the planning? Do the events of the crisis require any special handling? What are talking points for teachers or advisors?</li> <li>• Host office hours at set times for students to access counseling sessions remotely; encourage students, parents, and guardians to schedule these meetings as needed.</li> <li>• Evaluate timeline for graduation requirements, class credit, and AP testing deadlines.</li> <li>• Update students and families on information for AP or SAT</li> <li>• Host office hours at set times for students to call in and access support remotely.</li> <li>• Encourage students, parents, and guardians to schedule these meetings as needed.</li> </ul>
Library Media Clerk	<ul style="list-style-type: none"> <li>• Support access and suggestions for curated text sets that support units of study</li> <li>• Find and share virtual read alouds that are aligned to classroom experiences and could be shared with classroom teachers.</li> <li>• Support educational technology needs.</li> <li>• Complete other duties as assigned by supervisor.</li> <li>• Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.</li> </ul>
Literacy Coach, Instructional Coach, Reading Specialist, Reading Consultant Secondary Math Coach	<ul style="list-style-type: none"> <li>• Assist in the implementation of BPS's Distance Learning Plan.</li> <li>• Support faculty's efforts to help students/families transition to a distance learning environment.</li> <li>• Share models and examples of outstanding distance learning units, lessons and activities.</li> <li>• Share new methods and techniques for providing feedback and the assessment of student learning.</li> <li>• Support teachers and teams in developing strategies to differentiate their</li> </ul>

	<p>instruction.</p> <ul style="list-style-type: none"> <li>• Provide direction to tutors to implement Tier II/Tier III interventions.</li> <li>• Support the teaching of students for a teacher with extended absences</li> <li>• Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.</li> </ul>
Math and Reading Interventionists, Certified Reading Tutors	<ul style="list-style-type: none"> <li>• Provide targeted, tiered intervention to students.</li> <li>• Develop and share targeted, tiered intervention resources with teachers for identified students.</li> <li>• Provide direction to tutors to implement Tier II/Tier III interventions.</li> <li>• Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.</li> </ul>
Technology Team	<ul style="list-style-type: none"> <li>• Support staff in transitioning to a distance learning environment.</li> <li>• Review and share how-to tutorials, ensuring teachers, students and families have the necessary manuals to excel in a distance learning environment.</li> </ul>
District Nursing Team Leader	<ul style="list-style-type: none"> <li>• Coordinate nurses and district health services.</li> <li>• Communicate regularly with Administrators and Director of Support Services.</li> <li>• Coordinate Policy and Procedure revision.</li> <li>• Participate in District Crisis Team.</li> </ul>
Nurses	<ul style="list-style-type: none"> <li>• Check in on students with medical needs.</li> <li>• Check in on families for wellness.</li> <li>• Manage 504 accommodations for medically related disabilities.</li> <li>• Review Student medical records.</li> <li>• Data collection for yearly reports.</li> </ul>
Security Staff	<ul style="list-style-type: none"> <li>• Tasks based on the administrator's direction.</li> </ul>
Food Service/Cafeteria Staff	<ul style="list-style-type: none"> <li>• Provide meals to Bloomfield families through the BPS cafeteria.</li> </ul>
Custodians/Maintenance	<ul style="list-style-type: none"> <li>• Tasks outlined by the Director of Facilities.</li> </ul>

## **Frequently Asked Questions Regarding BPS and Distance Learning**

### **1. What is Distance Learning**

Distance Learning is defined as a form of education in which instruction is delivered via the internet, or other forms of digital technologies.

### **2. Who can I contact for questions about the shared learning activities?**

Please contact your student's teacher.

### **3. Who can I contact if I need technology support?**

For hardware support with district-provided Chromebooks, please see the Chromebook information on [www.bloomfieldschools.org](http://www.bloomfieldschools.org). You will see general information, including a form for submitting a request to have someone contact you.

### **4. How should I prepare the home environment for school?**

We strongly suggest designating a space in the home as a learning area for your child. Consider using a learning schedule so there is a structure to your child's day. Make sure your child is engaging in the assignments.

### **5. Are there any internet providers offering free or discounted service during this health crisis?**

Yes, here are the company names and contact information:

Spectrum 1-844-488-8395

Optimum/Altice 1-866-200-9522

Comcast 1-855-846-8376 or [www.internetessentials.com](http://www.internetessentials.com)

### **6. Will my student participate in video-conference learning?**

No, unless the student has an Individual Education Plan that requires it.

### **7. How much time should I expect my student to engage in each distance learning day?**

It will vary, depending on the nature of assignments that need to be completed.

(Please review your school's Distance Learning plan on [www.bloomfieldschools.org](http://www.bloomfieldschools.org) under Coronavirus Updates)

### **8. How will juniors take ACT or SAT tests? Are colleges relaxing that requirement?**

Education Commissioner Dr. Miguel Cardona has received a waiver from the U.S. Department of Education for all federal standardized tests, including the Smarter Balanced and SAT, this year.

### **9. How does my child get a Chromebook?**

You can contact your child's teacher or principal and request to borrow a Chromebook. Please note, if your child has a laptop computer, desktop or tablet he/she will not need a Chromebook.

## **Best Practices and Resources**

### **[Bloomfield Public Schools Website](#)**

### **[BPS Remote Professional Technology Training](#)**

#### **Acknowledgments:**

Bloomfield Public Schools thanks all the Bloomfield administrators, teachers and staff who helped to author this document and school distance learning plans. We would also like to thank Newington, Wethersfield, and South Windsor Public Schools for sharing their plans.

Other important documents that were referenced:

1. Resources to Support Student Learning During School Closures Due to COVID-19
2. RESC Alliance, EdAdvance (Submitted on behalf of the CAPSS Technology Committee - Draft)
3. Urging States to Continue Educating Students with Disabilities, Secretary DeVos Publishes New Resource on Accessibility and Distance Learning Options, U.S. Department of Education
4. Considerations for School Closure, CDC
5. Preparing For Infectious Disease: Department of Education Recommendations to Ensure The Continuity of Teaching and Learning for Schools (K-12) During Extended Student Absence or School Dismissal, U.S. Department of Education

#### **Document authored by:**

James Thompson, Jr., Ed.D., Superintendent of Schools  
Bethany Silver, Ph.D., Assistant Superintendent of Accountability and Performance  
Stacey McCann, Chief Academic Officer  
William D. Guzman, J.D., Chief Operations Officer  
John Robinson, Director of Technology/Human Resources Coordinator  
Elisa Pierce, District Grant Specialist  
Anne Marie Cullinan, Curriculum Specialist  
Stan Simpson, Director of Strategic Communications and Planning  
Wendy Shepard-Bannish, Director of Student Support Services  
Krista Cherry, Administrative Assistant to the Superintendent

#### **Acknowledgements:**

Donald F. Harris, Jr. Chair  
Delores M. Bolton, Vice Chair  
Howard Frydman, Secretary  
Robert Ike  
Thomas Moore  
Lynette Easmon