



***Seymour Middle School  
Re-Entry Plan for Families***

**Academic Schedule-** Students will follow a seven period, non rotating daily schedule during in school, hybrid and remote learning. Students will have four UA classes during Semester 1. They will meet for two periods that meet on A,C Days and two that meet on B,D Days.

**Sample Grade 6 Schedule**

	Monday (A) Group 1	Tuesday (B) Group 1	Distance times	Wednesday ALL DISTANCE	Thursday (C) Group 2	Friday (D) Group 2
8:00	Period 1	Period 1	8:00	HOMEROOM	Period 1	Period 1
8:50			8:30	Period 1		
8:51	Period 2	Period 2	9:00	Period 2	Period 2	Period 2
9:41			9:30	Period 3		

9:42	Period 3	Period 3	10:00	Period 4	Period 3	Period 3
10:32			10:30	Response/ Guidance/UA TEAM		
10:33	Period 4	Period 4	11:00	Period 6 (UA)/Team Time	Period 4	Period 4
11:23			11:30	Period 7 (UA)/Team Time		
11:25- 12:50	Period 5 and LUNCH	Period 5 and LUNCH	12:00	LUNCH	Period 5 and LUNCH	Period 5 and LUNCH
12:51	Period 6	Period 6	12:30	Green and Purple teacher office hours <i>12:30-1 Science/Math 1-1:30 LA/SS</i>	Period 6	Period 6
1:40			1:00			
1:41	Period 7	Period 7	1:30	UA office hours <i>1:30-2</i>	Period 7	Period 7
2:30			2:00	HOMEROOM/ submit assignments		

**Attendance-** As long as your child is healthy, attendance is mandatory for all students whether it is an “in school” day or remote learning day. He/she MUST sign into all live meets during any type of distance learning. Attendance will be taken daily in house and remotely (multiple times a day).

**Arrival by Bus-** Students must sit with siblings coming to and going home from school. Students must be prepared upon leaving the bus, to lower his/her mask and state his/her name to the staff member before entering the building. The

student must then enter the building by the entrance designated for his/her period 1 class. Signs will be posted.

**Breakfast-** Students who choose to eat breakfast will enter by the left entrance (if arriving by bus), or follow the hallway pattern (if arriving at parent drop off) to the cafeteria. Four students will sit at one table with a seat between each student.

**Chromebooks-** For the 2020-21 school year, SPS will begin a computer one-to-one device plan for all students. Students will be issued a chromebook to complete work in the classroom, and at home as well. It will be the responsibility of the student to ensure his/her chromebook is charged on a daily basis. This will allow him/her to participate in classes, as well as access all assigned work.

**Classroom Layout-** Desks will be spaced apart in each classroom. All desks are forward facing. Students will sit in the same desk daily upon entering the classroom.

**Class Rotations-** Students will rotate through their classes as supervised by staff. Before leaving the classroom, students will sanitize his/her assigned desk.

**Cohorts-** Students are cohorted throughout the day. They will travel from class to class with familiar students.

**Communication-** As in the past, communication from administration will be delivered in the form of phone calls, individual emails and group messages from Blackboard Connect. Weekly emails are sent on Thursday mornings for all families. Teachers will communicate with families via email, the REMIND app and phone calls.

**Continuity of Learning-** All middle school students will have access to instruction in person and remotely. Teachers will design their lessons to allow all students to

receive instruction based on the learning objective for that day. After the mini lesson is shared with students, teachers will be able to meet with smaller groups of students (in person and remotely) to assess their understanding of the material. Students learning remotely will have all lesson materials posted in their google classrooms for review, as well as be able to view materials from the Viewsonic board in the physical classroom via a document or web camera.

**Curriculum/Instruction/Assessment-** As we rebuild academic stamina over the first month, we will simultaneously assess the strengths and areas to build on with our bridge units. Utilizing previous MAP scores, Fall 2019 PSAT scores, and Smarter Balanced data, as well as new formative assessments, we will be able to plan, adjust, and inform instruction . We look forward to highlighting the “process” of students’ work as opposed to the finished product. Assessments exist for a variety of purposes, primarily to drive instruction of individual students. No decision has yet been made regarding state on-grade summative assessments for the 2020-21 school year.

**Curriculum/Instruction/Assessment in a Hybrid Model of Learning-** In the hybrid model, the Seymour Public School curriculum will be followed as much as possible with a focus on priority standards, big ideas and enduring understandings. During the first few weeks of instruction, through formal and informal assessments and tasks, teachers will continue to identify learning gaps that may exist for some students. Teachers will use targeted instruction, progress monitoring and team collaborative meetings to identify learning strategies and monitor impact on instruction.

All teachers will use a variety of synchronous and asynchronous learning in all three models (in-person; hybrid; remote) The instructional practices we have focused on the past few years will continue to help all students learn. Teachers will rely heavily on differentiated instructional strategies, individual goal setting, establishing clear learning targets and success and providing specific feedback, promoting “math talk” and inquiry, and developing tasks that foster student

engagement. These strategies can be utilized in live or on-line settings, and we are focusing our efforts on synchronous (live) learning experiences as much as possible.

**Dismissal by Bus-** Two buses will be called for dismissal. Students will walk quickly, without running, to the correct door for dismissal (same doors used in the morning at arrival-left and right of main entrance).

**Expectations-** all students are expected to follow and conform to PBIS Expectations related to behavior, academics and social distancing in every class and on the bus.

**Grading-** As of now, teachers plan on utilizing all grading procedures used in prior years. At SMS, traditional letter grades will be utilized. If the State of CT issues different guidance at some point that will be taken into consideration. There will be no perfect attendance recognitions for the 2020-21 school year. The status of the honor roll for the 2020-21 school year will be discussed by the administration.

**Hallways-** Hallways will have designated foot traffic patterns and signs to remind students to “stay in their single file lane” as well as follow social distancing guidelines.

**“I Forgot Table”-** Located in the front office vestibule, this table is the place parents and guardians will leave items for students they may have forgotten to bring to school. All items MUST be pre-labelled before being left on the table. Pens will not be available. Front office staff will retrieve items and ensure students receive them.

**Lavatory Use-** Students will have assigned bathroom times for each core class. Students are only to use his/her team bathroom. (see sample schedule)

10:04-10:14 Social Studies
10:15-10:25 Math
10:26-10:36 Science
10:37-10:47 ELA

**Lockers-** Lockers will not be used during the school day. Students will keep bookbags with them during the day. Please ensure your child's bookbag only contains what he/she needs for learning.

**Lunch-** There will be three lunch waves. Each wave will include approximately ninety students, sitting four to a table with a seat between each student. Students will be called to purchase lunch and are not allowed to congregate in line. Students may remove their face mask upon returning to their table and are ready to eat.

**Masks-** All students are required to wear a mask covering their mouth and nose while they are in the school building, loading and on a bus, as well as parent drop off/pick up. Students may remove masks when seated for lunch, or during PE. Students will be supplied with a paper bag to secure his/her mask during lunch and PE.

**Materials and Supplies-** While we will provide all necessary materials for students, we do want parents to feel comfortable knowing they can also purchase items for their individual student. If items are shared, they will be sanitized by the students and teacher.

**Nurse Visits-** Visits to the nurse for well visits will be limited. Teachers/staff will call the Nurse before sending a student to prevent/limit exposure. If a student is not feeling well, he/she will be isolated until a parent/guardian arrives to pick up the child. We ask that students that are ill be picked up within thirty minutes of receiving the call from the nurse.

**Parent Drop Off/Pick Up-** Parents will use the extended lot (please follow signs) to allow for greater traffic flow at arrival and dismissal. Students MUST remain in vehicles until 7:40. Students CANNOT be dropped off to congregate at the entrance.

When staff arrive and begin signalling for students to enter, the student must be prepared to lower his/her mask and state his/her name to the staff member before entering the building.

Students will be called for parent pick up in five waves according to alphabetical order. This will allow families to quickly exit the building at the same time.

**Social-Emotional Learning-** As we return together, we know there will be mixed emotions for our students and staff. We look forward to our staff building relationships with our individual students throughout the day, as well as the school as a whole. Our remote learning on Wednesdays will be a key time to have everyone join as one. We look towards our Guidance Team to support students with proactive lessons both in school and at home.

**Technology-** All staff and students are expected to follow the district acceptable use policies and follow all academic integrity expectations. Materials will be distributed through the Google Classroom. Google Meets will allow our remote learners to join the physical classroom on a daily basis. Materials and content will be distributed through the Google Classroom platform and any synchronous teaching will occur through Google Meet, which has enhanced features for the fall of 2020

**Unified Arts-** each area of unified arts will have unique protocols for safe participation in their work space.

**Water Fountains-** Water fountains will be disabled throughout the building. However, students will be able to refill water bottles after lunch from the water dispenser.



# Seymour Middle School Expectations for Fall Return 2020

*Demonstrate the kindness of Fred Rogers while upholding the expectations of General Patton*

## Social Emotional Strengthening

<p><b>Our administration will</b></p> <p>Be aware of their own self care.</p> <p>Be present throughout the building to assist with any questions/needs.</p> <p>Communicate daily with team leaders/members of support staff.</p> <p>Communicate regularly with staff.</p> <p>Communicate regularly with parents/guardians.</p> <p>Ensure levels of social emotional care are being met for all stakeholders, or seek more support.</p> <p>Follow up with "moral pals"</p>	<p><b>Our support services (mental, physical, and structural) will</b></p> <p>Be aware of their own self care.</p> <p>Assign a staff member to each grade level (as well as one school wide "back up")(m)</p> <p>Create a schedule to check in with each team leader.(m)</p> <p>Explicitly and consistently teach expectations, routines and procedures, as well as those related to masks, social distancing and others' levels of comfortability.</p> <p>Create a schedule to proactively address student concerns related</p>	<p><b>Our teachers and instructional staff will</b></p> <p>Be aware of their own self care.</p> <p>Check in with "moral pal" once a week. Regularly share concerns with administration.</p> <p>Explicitly and consistently teach expectations, routines and procedures (PBIS expectations, as well as those related to masks, social distancing and others' levels of comfortability)</p> <p>Team leaders will be the "intermediates" for addressing immediate concerns (when assigned member of guidance is occupied)</p>	<p><b>Our parents and guardians will</b></p> <p>Be aware of their own self care.</p> <p>Encourage his/her student to follow and meet school expectations regarding behavior, academics and social distancing.</p> <p>Communicate with the member of SMS staff which is most related to the concern or highlight.</p> <p>Regularly read emails sent from the school (team leaders and admin) to receive the most up to date information.</p> <p>Utilize the strategies provided by SMS support services.</p>	<p><b>Our students will</b></p> <p>Be aware of their own self care.</p> <p>Rise up to and meet school expectations related to behavior, academics and social distancing.</p> <p>Respect others' requests regarding levels of comfortability related to social distancing.</p> <p>Appropriately vocalize discomfort regarding breaches in social distancing scenarios.</p> <p>Appropriately advocate for oneself with peers in a social situation.</p> <p>Measure the size of the problem</p>
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<p>Explicitly and consistently teach expectations, routines and procedures, as well as those related to masks, social distancing and others' levels of comfortability.</p> <p>Establish school-wide recognitions and shout outs for both staff and students (i.e. Friday phone calls)</p> <p>Establish a protocol for communication so staff, students, and families know how to get additional help or access necessary resources</p>	<p>to safety in school, anxiety, health.(m)</p> <p>Communicate with necessary staff in a prompt manner.</p> <p>Communicate with admin on a daily basis to recap concerns and areas of be vigilant.</p> <p>Communicate with parents consistently and proactively sharing strategies employed within the school.(m)</p> <p>Encouraging parents to allow students to advocate for their own needs, as well as to correspond with the most impactful person.(m)</p>	<p>Listen fully to student concerns, as well ask questions to determine level of immediate need (guidance/ team leader, administration, self)</p> <p>Based on complete understanding of the concern:recognize their feelings and provide a strategy to support student</p> <p>Team leaders will communicate in a proactive/consistent manner with parents.</p> <p>Utilize distance learning Wednesday homerooms to build and maintain relationships with all students.</p> <p>Incorporate rituals of building relationships within daily class interactions (openings, closings unrelated to academic objective).</p>		<p>and who can assist you the best at that moment.</p>
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### **Building Wide Support:**

- Team leaders will be “intermediates”
- UA teachers will be assigned to teams

### **Purple (Kerry and Dan)**

- KathyLee → Arkadiusz → Kathleen and/or Jen Sev
- Dina → Arkadiusz → Kathleen and/or Jen Sev
- Chris → Arkadiusz → Kathleen and/or Jen Sev
- Arkadiusz → Karen

### **Green (Craig and Nick)**

- Jes → Steve → Kathleen and/or Trish
- Jen → Steve → Kathleen and/or Trish
- Ashley → Steve → Kathleen and/or Trish
- Steve → Karen

### **Red (Amanda)**

- Carol → Deb Espo → Kathleen and/or Kristi
- Allison → Deb Espo → Kathleen and/or Kristi
- Deirdre → Deb Espo → Kathleen and/or Kristi
- Deb Espo → Kathleen and/or Kristi

### **Blue (Meagan)**

- Kelley → Brian → Kathleen and/or Trish
- Lee (?) → Brian → Kathleen and/or Trish
- Roxy → Brian → Kathleen and/or Trish
- Brian → Kathleen and/or Trish
- Katelyn → Brian → Kathleen and/or Trish

### **Gold (Sarah)**

- Harvey → Mike N. → Jodie and/or Jen Sev
- NEW MATH → Mike N. → Jodie and/or Jen Sev
- Michele S. → Mike N. → Jodie and/or Jen Sev
- Mike N. → Jodie and/or Jen Sev

### **White (Nate)**

- Mike O. → Jen P. → Jodie and/or Jen Sev
- Jen B. → Jen P. → Jodie and/or Jen Sev
- Joe Carf → Jen P. → Jodie and/or Jen Sev
- Jen P. → Jodie and/or Jen Sev

## Physical Health and Safety (Building and Transportation)

Our administration will	Our custodial team will	Our support services (mental, physical, and structural) will	Our teachers and instructional staff will	Our parents and guardians will	Our students will
<p>Wear a mask in school.</p> <p>Frequently wash/sanitize hands.</p> <p>Follow safe social distancing standards</p> <p>Follow signs to allow all foot traffic in school to move in one direction.</p> <p>Communicate and collaborate with custodial team on a daily basis.</p> <p>Assign bus seats.</p> <p>Supervise lunchtime social distancing routines.</p> <p>Increase number of staff during arrival and dismissal.</p>	<p>Wear a mask in school.</p> <p>Ensure soap, hand sanitizer dispensers, and paper towel dispensers are full on a daily basis.</p> <p>Follow safe social distancing standards.</p> <p>Create signs to allow all foot traffic in school to move in one direction.</p> <p>Open classroom windows daily to increase fresh air flow.</p> <p>Regularly sanitize railings, doorknobs, bathroom facilities throughout the day.</p> <p>Prepare lunchroom tables to accommodate</p>	<p>Wear a mask in school.</p> <p>Frequently wash/sanitize hands.</p> <p>Follow safe social distancing standards.</p> <p>Follow signs to allow all foot traffic in school to move in one direction.</p> <p>Utilize the isolation trailer for any student with suspected COVID-19 symptoms.</p> <p>Update principal each morning of number of current absences, number of visits to the nurse from the previous day, parent concerns.(s)(p )</p>	<p>Wear a mask in school.</p> <p>Frequently wash/sanitize hands.</p> <p>Follow safe social distancing standards.</p> <p>Follow signs to allow all foot traffic in school to move in one direction.</p> <p>Open and close classroom doors.</p> <p>Keep classroom windows open when inside the room.</p> <p>Communicate any breaches of sanitation with administration immediately.</p> <p>Assign seats for each cohort of</p>	<p>Ensure student is healthy/feeling well before sending him/her to school.</p> <p>Ensure student has mask(s) each day before leaving for school</p> <p>Ensure student arrives on time and leaves at the end of the school day to prevent, loss of instruction and number of people in the office.</p> <p>Parents who drive their children to school will utilize entire loop in drop off area to increase traffic flow.</p> <p>Complete and return beginning of</p>	<p>Notify an adult if not feeling well.</p> <p>Ensure an extra mask is packed in his/her bookbag.</p> <p>Wear a mask on the bus.</p> <p>Sit with his/her sibling on the bus.</p> <p>Face forward on the bus at all times.</p> <p>Load the bus from back to front.</p> <p>Be prepared to answer for attendance before getting off the bus at school.</p> <p>Increase number of utilized entrances and exits.</p> <p>Wear a mask in school.</p> <p>Frequently</p>

	<p>two teams of students eating in two different locations (cafe and outside or cafe and foyer)</p>	<p>Maintain the isolation room log (p)</p>	<p>students.</p> <p>Supervise students' cleaning of desks.</p> <p>Ensure desks will be forward facing.</p> <p>Supervise the rotation of students between classes. The first team classroom on right will go into the mail hallway allowing the other three classes to rotate with our congregation.</p> <p>Ensure students are following bathroom use schedules.</p> <p>Avoid congregation of students in hallways (no locker use)</p> <p>Minimize number of minor students' trips to the nurse's office.</p> <p>Utilize larger classroom spaces for groups such as chorus,</p>	<p>the year paperwork to ensure all emergency information is correct.</p> <p>Utilize the new "I Forgot Tablet" located in the main entrance vestibule.</p> <p>Promptly respond to phone calls from the Nurse.</p> <p>Promptly pick up a child who is ill.</p> <p>Wear a mask entering the building.</p>	<p>wash/sanitize hands.</p> <p>Travel by cohort.</p> <p>Use materials that only belong to that individual (i.e. not share pencils)</p> <p>Have all materials with them (no locker use)</p> <p>Sit with cohort of students in the lunchroom.</p> <p>Sit in his/her assigned seat in each class.</p> <p>Sanitize your desk before leaving the classroom.</p> <p>Social distance in all school settings (classrooms, cafe, auditorium, hallways, stairwells, outdoors).</p> <p>Keep your mask safe in a bag during lunch and PE.</p> <p>Follow signs to allow all foot traffic in school to move in one direction.</p>
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			<p>band, and PE.</p> <p>Monitor bus dismissal to avoid crowding.</p> <p>Take attendance of students entering parent drop off door (when on duty).</p> <p>Take attendance while students disembark from buses (when on duty).</p> <p>Take attendance immediately period 1 and submit to office by 8:10.</p> <p>Monitor students to prevent gatherings in the hallway.</p>		<p>Use only your team bathroom during your assigned time.</p> <p>Walk to assigned dismissal area by grade level team.</p> <p>Wear appropriate PE attire and sneakers on PE days. (no changing in locker rooms)</p> <p>Use appropriate doors to enter and exit the building.</p>
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## Curriculum, Instruction and Assessment

Our administration will	Our support services (mental, physical, and structural) will	Our teachers and instructional staff will	Our parents will	Our students will
<p>Keep what is best for our students as our priority.</p> <p>Provide opportunities for staff to meet vertically to review materials covered (and student understanding) during quarter 4.</p> <p>Provide opportunities for staff to plan for integration of quarter 4 materials into this year's instruction.</p> <p>Provide opportunities and guidance for staff to assess student skills and plan instruction.</p> <p>Provide professional learning to staff surrounding data and small group instruction.</p> <p>Provide expectations for small group instruction based on data.</p> <p>Provide opportunities for teachers to meet</p>	<p>Keep what is best for our students as our priority.</p> <p>Explicitly and consistently teach and adhere to academic related expectations (work completion, honesty)</p>	<p>Keep what is best for our students as our priority.</p> <p>Rebuild students' academic stamina over the first month by assessing students, reviewing strengths and building on areas of growth (whole class and small group then re-evaluate).</p> <p>Explicitly and consistently teach and adhere to academic related expectations (work completion, honesty).</p> <p>Incorporate daily conversations into each lesson for relationship building, as well as assessing.</p> <p>Refrain from assigning homework the first month.</p> <p>Provide formative assessments (week 2/3) to gauge student understanding.</p>	<p>Keep what is best for our students as our priority.</p> <p>Explicitly and consistently teach and adhere to academic related expectations (work completion, honesty).</p> <p>Communicate with the member of SMS staff which is most related to the concern or highlight.</p> <p>Support students' responsibility with their chromebooks.</p>	<p>Keep what is best for our peers as our priority.</p> <p>Keep up with academic assignments (hand in work on time).</p> <p>Utilize resources and materials provided by their teachers to be successful.</p> <p>Reach out to teachers when there are questions or you need additional support.</p> <p>Focus on what you are learning, not what your grade.</p> <p>Ensure your chromebook is charged for school every morning.</p> <p>Bring your chromebook back and forth to school every day.</p>

<p>with admin to review student progress.</p> <p>Allow for flexibility in the scope and sequence of units/lessons. Have open conversations with teachers and staff about what is being taught and when.</p> <p>Revisit the honor roll system the 20-21 school year.</p>		<p>Participate in professional learning for differentiation and small group instruction.</p> <p>Implement small group instructional practices in all classes.</p> <p>Incorporate a hybrid of synchronous and asynchronous learning daily.</p> <p>Focus and highlight the “process” of student work instead of the finished product.</p>		
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## Sample Grade 6 Schedule

	Monday (A) Group 1	Tuesday (B) Group 1	REMOTE times	Wednesday ALL REMOTE	Thursday (C) Group 2	Friday (D) Group 2
8:00	Period 1	Period 1	8:00	HOMEROOM	Period 1	Period 1
8:50			8:30	Period 1		
8:51	Period 2	Period 2	9:00	Period 2	Period 2	Period 2
9:41			9:30	Period 3		
9:42	Period 3	Period 3	10:00	Period 4	Period 3	Period 3
10:32			10:30	Response/ Guidance/UA TEAM		
10:33	Period 4	Period 4	11:00	Period 6 (UA)/Team Time	Period 4	Period 4
11:23			11:30	Period 7 (UA)/Team Time		
11:25- 12:50	Period 5 and LUNCH	Period 5 and LUNCH	12:00	LUNCH	Period 5 and LUNCH	Period 5 and LUNCH
12:51	Period 6	Period 6	12:30	Green and Purple teacher office hours <i>12:30-1 Science/Math 1-1:30 LA/SS</i>	Period 6	Period 6
1:40			1:00			
1:41	Period 7	Period 7	1:30	UA office hours <i>1:30-2</i>	Period 7	Period 7
2:30			2:00	HOMEROOM /submit assignments		

## Sample Student Schedule: Grade 8

	Monday/ Thursday (A/C) <b>Group 1</b>	Tuesday / Friday (B/D) <b>Group 1</b>	Rem ote times	Wednesday ALL REMOTE <b>Week 1 (A/C)</b>	Wednesda y ALL REMOTE <b>Week 2 (B/D)</b>
8:00	Band	Comput er Science	8:00	HOMEROO M	HOMEROO M
8:50			8:30	Band	Computer Science
8:51	STEM	P.E.	9:00	STEM	P.E.
9:41			9:30	Period 3	Period 3
9:42	Period 3	Period 3	10:00	Period 4	Period 4
10:32			10:30	Period 5/UA TEAM	Period 5/UA TEAM
10:33	Period 4	Period 4	11:00	Period 6	Period 6
11:23			11:30	Period 7	Period 7
11:25- 12:50	Period 5 and LUNCH	Period 5 and LUNCH	12:00	LUNCH	LUNCH
12:51	Period 6	Period 6	12:30	UA office hours <i>12:30-1:00</i>	UA office hours <i>12:30-1:00</i>
1:40			1:00	HOMEROO M/submit assignment s	HOMEROO M/submit assignment s
1:41	Period 7	Period 7	1:30	White and Gold teacher office hours/ Guidance <i>1:30-2</i>	White and Gold teacher office hours/ Guidance <i>1:30-2</i>
2:30					

				<i>Science/Math</i> <i>h</i> <i>2-2:30</i> <i>LA/SS</i>	<i>Science/Math</i> <i>ath</i> <i>2-2:30</i> <i>LA/SS</i>
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