



BLOOMFIELD BOARD OF EDUCATION - BOE REGULAR MEETING - ZOOM:
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BOE Regular Meeting - Zoom: <https://zoom.us/join> Meeting ID: 759 500 372 Password: 660604
Dial by AT Tuesday, April 7, 2020

Virtual Meeting Zoom - Join Zoom Meeting

<https://zoom.us/j/759500372?pwd=WnZ3NFllZVVVRTk1aQ2Jwam1oQnhKQT09> Meeting ID: 759
500 372 Password: 660604 Dial by your location 1-929-205-6099, 1133 Blue Hills Avenue ,
Bloomfield, CT 06002

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D. Harris
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BLOOMFIELD BOARD OF EDUCATION – SPECIAL MEETING

Tuesday, February 18, 2020 at 7:00 p.m.

Bloomfield Board of Education

1133 Blue Hills Avenue

Board Room

Attendance: D. Harris, Chair Present
D. Bolton, Vice Chair Present
P. Davis, Secretary Present
R. Ike Present
H. Frydman Present
L. Easmon Present
T. Moore Present

Also Present: J. Thompson, Superintendent
W. Guzman, Chief Operations Officer
S. McCann, Chief Academic Officer
B. Silver, Assistant Superintendent of Accountability and Performance
J. Robinson, Director of Technology/Human Resource Coordinator
E. Pierce, District Grant Specialist
D. Greco, Director of Accounting
D. Moleti, Principal, Bloomfield High School

1. Establishment of a Quorum and Call to Order

D. Harris determined a quorum was present and the Bloomfield Board of Education Regular meeting was called to order at 7:00 p.m.

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. Opening Statement

Patricia Davis, Secretary, welcomed all attendees. The purpose and process of the Board of Education meeting was stated.

4. Consent Agenda

A. Approval of Minutes – Regular Meeting – January 14, 2020

A motion was made by D. Bolton and seconded by R. Ike for the Bloomfield Board of Education to approve the minutes from the January 14, 2020 regular board meeting, as presented.

The motion passed unanimously.

5. Recognitions

A. Students – Rotary Student of the Month

Dr. James Thompson, Superintendent recognized and congratulated the January and February Rotary Students of the Month. The January Rotary Student of



Month is a 6th grade student at Carmen Arace Intermediate School and the February Rotary Student of Month is an 8th grade student at Carmen Arace Middle School.

B. Parents and Community – Lions Club Peace Poster Contest

Ms. Sue Stocker introduced the two winners of the Lions Club Peace Poster contest and presented an award.

The Lions Club is one the largest service organization in the world. The Peace Poster Contest is an initiative that encourages children worldwide to express their vision of “peace” in the art realm.

Theme of this year’s peace poster contest was “Journey of Peace”.

6. Presentations

A. Student Representative Report – Bloomfield High School

The student representatives from Bloomfield High School (BHS) shared a PowerPoint presentation with members of the Board with reports on academics and recent events at the high school.

Some recent highlights include the celebration of Black History Month with a performance on February 29th, SAT preparation for high school juniors, BHS Lecture Series exploring various career paths, and a showcase of the winter concert.

The student athletes has been very successful with the high school basketball teams heading to the playoffs, the boys and girls track teams winning the Class “S” Championship, and the first home game for the Unified Sports team.

Upcoming events include a performance by the Voices of Inspiration on March 6th at the First Cathedral Church and a field trip to Harlem on April 6th.

7. Public/PTO Comment

Kenneth McClary, 2 Wedgewood Drive

Kenneth McClary thanked Dr. Thompson for the response to his inquiry about the budget. He inquired if there was a copy of the proposed budget to follow along with this evening’s presentation. Mr. McClary asked about the data on the Next Generation Accountability report in EdSight (from the State Department of Education). He stated the district is trending downwards and asked if the district is focusing on Tier I instruction. He also noted the data showed a high number of suspensions at the high school and the trend causes him concern.

Mr. Harris noted for record that tonight is the first presentation of the budget to the Board of Education and the document will be available online to view following the meeting.



Marianne Stone, 12 Valley View Drive

Marianne Stone addressed concerns with the Middle School and her child being bullied. She further shared she has a good rapport with Dr. Ellis but is concerned about not being communicated with following an incident involving her son.

8. Superintendent's Report

A. Black History Month Activities

Dr. Thompson reported on upcoming events in observance of Black History Month. Bloomfield schools will be hosting a variety of activities focused on the culture and contributions of African Americans throughout US History.

9. Old Business

A. Policy for a Second Reading

1. Conduct and Discipline - 5131

Mr. William Guzman, Chief Operations Officer, presented a second reading of policy 5131 – Conduct and Discipline.

This policy was reviewed by the Policy Committee at meetings on October 29, 2019 and for a second reading on January 28, 2020. The initial reading of this policy was presented to the full Board on November 12, 2019.

The revisions to this policy are in compliance with Public Act 19-91, Section 9. The edits on page C of the policy show that an expellable offense must be both (1) a violation of Board policy; and (2) be either seriously disruptive of the education process or endangering persons or property.

A motion was made by D. Bolton and seconded by R. Ike for the Bloomfield Board of Education to approve the adoption of policy 5131 – Conduct and Discipline.

The motion passed unanimously.

B. Revision to the 2020-2021 Academic Calendar

Mr. William Guzman shared a revised 2020-2021 academic calendar with the Board. The revised calendar moved the June 9, 2021 teacher professional development day to two half days, October 21, 2020 and March 10, 2021. The June 2021 professional development date was moved as it was contrary to the Bloomfield Educational Education Association contract.

A motion was made by D. Bolton and seconded by R. Ike for the Bloomfield Board of Education to approve the revised 2020-2021 academic calendar, as presented.

The motion passed unanimously.



10. New Business

A. Presentation of Superintendent's Proposed 2020-2021 Budget

James Thompson, Jr., Superintendent presented the 2020-2021 Superintendent's Proposed Budget. Dr. Thompson shared that this spending plan is a correction year for the school district.

Dr. Thompson noted the budget addresses high needs issues identified Bloomfield classrooms and compliance with special education requirements that needs to be remedied.

The 2020-2021 budget proposal of \$47.67 million represents an overall increase of \$4.25 million, or 9.78% over the current-year budget.

The 2020-2021 key drivers are rising costs in tuition for students with special needs and magnet school students, health insurance, staff salaries, and transportation.

Dr. Thompson noted the budget provides resources to support student achievement.

Mr. Guzman introduced a summary of the Superintendent's proposed budget and reviewed the major cost drivers.

Over Dr. Thompson's ten year tenure, the average increase per year is 2.19%. The first four years, he requested a 0% increase.

Mr. Guzman reviewed the change (in dollars and percentages) on slide 8 of the presentation for all major accounts. He noted the major cost drivers as salaries (4.5%), employee benefits (2.53%), and tuition (1.38%) on slide 9.

The two major transportation providers will have contractual increases in 2020-2021 of 5.5% for Dattco and 2.5% for Access. The bus providers agreed to a 0% increase in 2019-2020 to provide relief to the budget. By contract, the certified staff Bargaining Units will also have salary increases (BEA 1.7% and BAA 2%). Also included in the proposed budget are the recommendations for thirty (30) new positions, as outlined in slide 10 that will address high needs and special education compliance.

Mr. Guzman noted page 7 with the Revenue Summary for 2020-2021. He also pointed out page 70, the Executive Summary that reports on the expenditures by the fourteen major accounts. In addition, Mr. Guzman shared information relative to the new certified and non-certified positions, as detailed on pages 71 and 73 of the proposed budget book.

Within the Executive Summary, each major account section has a description as to why the account has an anticipated increase or decrease for 2020-2021.



Mr. Guzman stated that the entire budget can be reviewed by line item starting on page 92 of the booklet.

There will be special meeting on February 27, 2020 for public comment.

Individual workshops will be scheduled for all Board of Education members to review the budget and ask questions.

B. Policy for an Initial Reading

1. Adult Education - 6200

Dr. Bethany Silver, Assistant Superintendent of Accountability and Performance shared an initial reading of Policy 6200 – Adult Education.

This policy was presented to the Policy Committee on January 18, 2020 and aligns with Connecticut General Statutes 10-221 (B).

This is a good practice policy and was recommended by the Connecticut Association of Boards of Education (CABE). The policy notes that no tuition shall be charged for residents who enroll in adult education classes for elementary and high school completion, Americanization and United States Citizenship, and English for adult with limited English proficiency.

11. CABE Updates

Don Harris reported that the Hartford Area Superintendents Association (HASA), Connecticut Association of Boards of Education (CABE), and Capitol Region Education Council (CREC) will be jointly hosting a Legislative Breakfast on February 20, 2020 at the State Capitol.

Mr. Harris attended the 2020 National School Board Association (NSBA) Advocacy Institute in Washington D.C. in early February. School board members from across the country gathered on Capitol Hill to influence the new legislative agenda. One central topic was special education costs.

CABE Day on the Hill will be held on March 11, 2020 at 8:30 a.m. at the Bushnell.

12. Board Comments

R. Ike noted he attended the Regional Legislative Breakfast on January 24, 2020. Informative issues, such as special education costs, were shared with local senators and representatives. Mr. Ike also noted several Black History Month events he attended.

H. Frydman congratulated the Lions Club Peace Poster contest winners and the Rotary Students of the Month. He encouraged members of the community to participate in the Board meetings.

L. Easmon thanked the audience for coming out. She noted she will be studying the proposed budget. She encouraged the community to review it as well. Ms. Easmon commended the Rotary Students of the Month and the student athletes on their successes.



T. Moore shared his appreciation of the teachers and principals for the number of events in observance of Black History Month.

P. Davis shared that an anonymous letter was received by the Board and stated it is important to not send letters anonymously. She noted that the district has to concentrate on the Kindergarten classroom and to catch students early. Ms. Davis stated the importance of early literacy and her desire to make sure young students are getting an appropriate head start. She stated an effort has to be made to ensure teachers are getting support, especially in Kindergarten. Ms. Davis referenced the anonymous letter and shared that it is important kids are getting a quality education and the curriculum should be comparable to districts in surrounding towns. Ms. Davis stated some elementary schools were in need of computers and she reached out to Senator Murphy's office through a program 15 computers were donated to Bloomfield. As Equity Chair of ABC Ms. Davis provided books to Bloomfield schools through Literacy Café with a grant.

D. Bolton congratulated the students who received recognitions. She also shared that she attended the opening of the professional development on February 18, 2020 and was very impressed with Dr. Foster's speech. Ms. Delores mentioned the budget process is very important of the Board and she takes it very seriously.

D. Harris noted the proposed budget will still need to go before the Town Council and stated money can only be stretched so far.

13. Adjournment

At 8:20 p.m. a motion to adjourn was made by R. Ike and seconded by T. Moore.

The motion passed unanimously.

P. Davis, Secretary

J. Thompson, Ed. D., Superintendent



BLOOMFIELD BOARD OF EDUCATION – SPECIAL MEETING

Thursday, February 27, 2020 at 7:00 p.m.

Bloomfield Board of Education

1133 Blue Hills Avenue

Board Room

Attendance: D. Harris, Chair	Present
D. Bolton, Vice Chair	Present
P. Davis, Secretary	Absent
R. Ike	Present
H. Frydman	Present
T. Moore	Present
L. Easmon	Present

Also Present: J. Thompson, Jr., Superintendent of Schools
B. Silver, Assistant Superintendent of Accountability and Performance
S. McCann, Chief Academic Officer
W. Guzman, Chief Operations Officer
J. Robinson, Director of Technology/Human Resource Coordinator
D. Greco, Director of Accounting

1. Establishment of a Quorum and Call to Order

D. Harris determined a quorum was present and the Bloomfield Board of Education Special Meeting was called to order at 7:00 p.m.

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. Public/PTO Comment

A. Public Comment on Superintendent's Proposed 2020-2021 Budget

Dr. Thompson requested Mr. William Guzman, Chief Operations Officer provide a recap of the 2020-2021 proposed budget. Mr. Guzman provided information regarding the addition of thirty (30) positions in the proposed budget. He noted the certified positions are located on page 71 and non-certified positions on page 73 of the budget book. He noted that no positions have been eliminated.

In reference to the budget process, Mr. Guzman stated the Board members attended various workshops and the school principals are presenting to their PTO and school community next week.

Vaugh Glanville, 543 Simsbury Road

Vaugh Glanville (student) addressed the Board of Education about the benefits of foreign language at Carmen Arace School. He shared that the world is interconnected and it is important to prepare Bloomfield students to compete in a global community. He noted that Carmen Arace Middle School would benefit from foreign language and it is a requirement in the high school. He asked the Board to give the students the best resources



by providing foreign language starting with younger learners at Carmen Arace Intermediate School.

Tiffany Glanville, 543 Simsbury Road

Tiffany Glanville shared she is encouraged by and supports the work of the Bloomfield Public Schools. She stated that high expectations for student achievement have been established in the schools. She appreciates the configuration of the schools and grades within the district. She shared that the students at Carmen Arace Intermediate School are in need of additional supports that would assist with student behavior and a restorative approach to discipline. Additionally, Ms. Glanville noted the need for additional math and reading tutors at Carmen Arace.

Kevin Gough, 5 Bear Ridge Drive

Kevin Gough shared three comments with the members of the Board. He noted the exhibit on page 6 of the 2020-2021 proposed budget book. He suggested showing the BOE Funding Requests for the last five years only, as years prior are not relevant. He also shared he would like to see comparisons with neighboring towns. Second, he noted the additional positions that were shared with the Town Council were included as new positions in the 2020-2021 proposed budget. He inquired what the actual amount would be, minus the positions added during the current academic year. His third comment addressed the performance matrix.

Kim Dunbar, 13 Walts Hills

Kim Dunbar noted she has two children who attend Bloomfield Public Schools. She stated there is a need for paraprofessionals in the Kindergarten classrooms at Laurel Elementary School. She noted the Kindergarten class sizes are larger since Wintonbury eliminated Kindergarten and the teachers are in need of additional help. She shared there are too many disruptions and behavioral issues. She also requested that the STEAM program be reconsidered for Metacomet Elementary School. The STEAM program concentrated on math and science and two students from Metacomet attended the Invention Convention.

Frank Merblum, 13 Butternut Drive

Frank Merblum addressed the Board of Education with concerns regarding the proposed budget which is over \$40 million dollars with a per pupil expenditure of about \$24,000. He stated the public schools are the backbone to the town. He noted that the surrounding towns of Simsbury and Farmington have a per pupil rate that is almost \$6,000 less than Bloomfield. Mr. Merblum stated he was very concerned.

4. Adjournment

At 7:25 p.m. a motion to adjourn was made by R. Ike and seconded by H. Frydman.

The motion passed unanimously.



D. Harris, Chair

J. Thompson, Jr., Ed.D., Superintendent

Bloomfield

BOE EXPENDITURE REPORT BY MAJOR OBJECT

Account Number / Description	Reclassified Budget 7/1/2019 - 6/30/2020	Expenses YTD 7/1/2019 - 6/30/2020	Encumbrances 7/1/2019 - 6/30/2020	Balance Before Req's Sub. 7/1/2019 - 6/30/2020	Submitted Requisitions 7/1/2019 - 6/30/2020	Balance After Req's Sub	Percent Remaining 7/1/2019 - 6/30/2020
01 CERTIFIED SALARIES	\$13,854,465.00	\$9,296,698.92	\$4,426,204.24	\$131,561.84	\$0.00	\$131,561.84	0.94%
02 NON-CERTIFIED SALARIES	\$6,932,221.00	\$5,347,483.58	\$1,895,887.85	\$(311,150.43)	\$0.00	\$(311,150.43)	(4.48)%
03 EMPLOYEE BENEFITS	\$10,722,052.00	\$8,372,723.90	\$2,334,893.30	\$14,434.80	\$1,000.00	\$13,434.80	0.13%
04 CONTRACTED SERVICES	\$2,262,213.00	\$1,657,964.18	\$479,792.99	\$124,455.83	\$0.00	\$124,455.83	5.50%
05 PUPIL TRANSPORTATION	\$2,891,906.00	\$1,766,404.28	\$1,090,477.35	\$35,024.37	\$0.00	\$35,024.37	1.21%
06 INSURANCE	\$208,410.00	\$208,009.00	\$0.00	\$401.00	\$0.00	\$401.00	0.19%
07 COMMUNICATIONS	\$130,311.00	\$80,713.21	\$24,520.49	\$25,077.30	\$0.00	\$25,077.30	19.24%
08 TUITION	\$3,909,783.00	\$2,306,812.19	\$1,971,219.18	\$(368,248.37)	\$0.00	\$(368,248.37)	(9.41)%
09 OTHER PURCHASED SERVICES	\$90,802.00	\$52,287.32	\$16,666.37	\$21,848.31	\$0.00	\$21,848.31	24.06%
10 SUPPLIES	\$439,484.00	\$274,953.02	\$63,298.31	\$101,232.67	\$1,995.00	\$99,237.67	23.03%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,504,520.00	\$958,806.49	\$413,153.40	\$132,560.11	\$0.00	\$132,560.11	8.81%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$146,050.00	\$91,847.49	\$704.70	\$53,497.81	\$0.00	\$53,497.81	36.62%
13 EQUIPMENT	\$170,229.00	\$110,294.09	\$6,600.00	\$53,334.91	\$0.00	\$53,334.91	31.33%
14 MISCELLANEOUS	\$164,584.00	\$117,861.35	\$16,634.44	\$30,088.21	\$0.00	\$30,088.21	18.28%
GRAND TOTAL	\$43,427,030.00	\$30,642,859.02	\$12,740,052.62	\$44,118.36	\$2,995.00	\$41,123.36	0.10%

STATE OF CONNECTICUT

BY HIS EXCELLENCY

NED LAMONT

EXECUTIVE ORDER NO. 7R

**PROTECTION OF PUBLIC HEALTH AND SAFETY DURING COVID-19 PANDEMIC
AND RESPONSE – EDUCATION WORKFORCE SUSTAINABILITY, STATE PARKS
CAPACITY CONTROL, AND CURBSIDE LIQUOR PICKUP**

WHEREAS, on March 10, 2020, I issued a declaration of public health and civil preparedness emergencies, proclaiming a state of emergency throughout the State of Connecticut as a result of the coronavirus disease 2019 (COVID-19) outbreak in the United States and confirmed spread in Connecticut; and

WHEREAS, pursuant to such declaration, I have issued seventeen (17) executive orders to suspend or modify statutes and to take other actions necessary to protect public health and safety and to mitigate the effects of the COVID-19 pandemic; and

WHEREAS, COVID-19 is a respiratory disease that spreads easily from person to person and may result in serious illness or death; and

WHEREAS, the World Health Organization has declared the COVID-19 outbreak a pandemic; and

WHEREAS, the risk of severe illness and death from COVID-19 appears to be higher for individuals who are 60 years of age or older and for those who have chronic health conditions; and

WHEREAS, to reduce the spread of COVID-19, the United States Centers for Disease Control and Prevention and the Connecticut Department of Public Health recommend implementation of community mitigation strategies to increase containment of the virus and to slow transmission of the virus, including cancellation of gatherings of ten people or more and social distancing in smaller gatherings; and

WHEREAS, Sec. 18006 of H.R. 748, the Coronavirus Aid, Relief, and Economic Security (CARES) Act, provides, in relevant part: "A local educational agency, State, institution of higher education, or other entity that receives funds under the 'Education Stabilization Fund', shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus"; and

WHEREAS, local and regional boards of education have existing approved budgets for the duration of the 2019-2020 school year that are supported by state and municipal funding, and these school communities are instrumental to furthering the educational interests of our state; and

WHEREAS, the budgets of local and regional boards of education did not anticipate costs associated with their response to the COVID-19 pandemic and are further strained by lost revenue from cafeteria and other operations due to the cancellation of all public school classes; and

WHEREAS, during the COVID-19 pandemic, school districts and many school staff continue to be essential resources for students' needs, and both public schools and providers of special education and student transportation will need to promptly and with short notice resume services and classes when public health and safety restrictions allow it; and

WHEREAS, during this public health emergency, state parks and state forest recreation areas can provide opportunities for solitary recreation for individuals or members of the same household to enjoy together and experience both mental and physical health benefits, so long as the number of visitors is within an acceptable level that can enable social distancing, and

WHEREAS, the Department of Energy and Environmental Protection (DEEP) is closely monitoring park visitorship and closing parks when parking lots are full, or where necessary, at lower parking thresholds in order to maintain social distancing among park visitors, and DEEP has observed additional visitors in some locations parking outside the entrances to parks that have closed at capacity and walking in, which increases the numbers of visitors beyond a level that can ensure safe social distancing; and

WHEREAS, limiting the spread of COVID-19 requires effective distancing measures even among people enjoying the outdoors, including measures to ensure that state parks and other lands under the Commissioner's control do not become, even briefly, over capacity; and

WHEREAS, social distancing goals can be more readily achieved if retail businesses can bring products to consumers at the curbside rather than requiring consumers to enter the store;

NOW, THEREFORE, I, NED LAMONT, Governor of the State of Connecticut, by virtue of the authority vested in me by the Constitution and the laws of the State of Connecticut, do hereby **ORDER AND DIRECT**:

1. **Continued Funding for Boards of Education.** The State Department of Education shall continue to process appropriated state grant funds intended to support boards of education through the fiscal year ending June 30, 2020, including, but not limited to, entitlement grants such as the Education Cost Sharing (ECS) grant pursuant to Section 10-262f, payments for special education excess costs pursuant to Sections 10-76d and 10-76g, and Choice programming pursuant to Sections 10-264i, 10-264l, 10-264o, and 10-266aa. Municipalities shall continue to provide funding to local boards of education as set forth in the approved annual school budgets for the fiscal year ending June 30, 2020.
2. **Continued Payment of Public School Staff.** In recognition of the fact that schools are required to provide a broad and constantly changing spectrum of services to students and families and will need to reengage students as quickly as possible upon resuming classes, school districts shall continue to employ or restore to employment if already laid off, and pay school staff who are directly employed by the local or regional board of education,

including but not limited to teachers, paraprofessionals and other support staff, cafeteria staff, clerical staff, and custodial workers, to the greatest extent practicable. Local and regional boards of education may require school staff to provide services during the period of closure to the extent consistent with state and federal laws, including any applicable Executive Orders, guidance, or public health recommendations, and shall not be required to continue such employment if the staff member secures other employment, or if the staff member would have been separated for reasons other than circumstances related to the COVID-19 pandemic. Nothing in this order shall affect the ability of the local or regional board of education to reduce the number of staff members prior to the start of the 2020-2021 school year due to budget reductions or as otherwise necessary outside of the circumstances of the COVID-19 pandemic, in compliance with current legal requirements.

3. Preservation of Student Transportation Services and Special Education Providers.

To the extent that a board of education, or in cases where the municipality holds the contract, the municipality with agreement from the board of education, determines that a contract related to student transportation or the provision of special education services by a public special education provider or an approved private special education provider requires amendment to more accurately reflect the actual costs incurred during the duration of the public health and civil preparedness emergencies, all parties shall promptly negotiate amendments to such contracts with student transportation providers and/or special education providers with terms that are consistent with the goals of: (1) sustaining continuity of service when school resumes; (2) continuing (a) to make tuition payments to special education providers so that they may compensate their active employees and provide them health insurance and (b) to make payments to transportation providers so that they may compensate their active employees and provide them health insurance; and (3) requiring the contracted company to attest and provide reasonable documentation of the fact that it is charging only the actual and reasonable cost of sustaining wage and health insurance payments for active employees and/or fleet while also engaging best efforts to avoid unnecessary costs. Such continued compensation and health insurance for staff or others providing special education and transportation services and employees shall be continued to the greatest extent practicable – whether full-time or part-time – at rates commensurate to those paid and provided immediately prior to the declaration of these public health and civil preparedness emergencies, whether or not services are actually or immediately rendered. Nothing in this provision shall allow for contracted companies to be enriched beyond the actual and reasonable costs incurred for the purposes set forth above.

4. Restrictions on Entrance to State Parks, Forests, and Other Lands. Notwithstanding the provisions of Section 23-4 of the Connecticut General Statutes or any related regulations, rules, policies or procedures, in order to limit close person-to-person contact and the formation of crowds, and thereby reduce the risk of transmission of COVID-19, the Commissioner of Energy and Environmental Protection may issue any orders she

deems necessary to restrict or prohibit entrance into state parks and other lands under her control, and may prohibit for the duration of this public health and civil preparedness emergency the entrance to such parks or lands by anyone who violates any such an order.

5. **Curbside Pickup of Alcoholic Beverages Permitted.** Sections 30-20 and 30-74(c) of the Connecticut General Statutes and Section 30-6-B55(b) of the Regulations of Connecticut State Agencies are modified to allow the holders of package store liquor permits and grocery store beer permits to extend their permit premises to provide for sale for curbside pickup of all alcoholic beverages allowed by their permit type in any space adjacent to their permit premise. Such curbside sales are permitted during the days and hours allowed for legal sale pursuant to Section 30-91(d), unless a more restrictive municipal ordinance limits the hours of alcoholic beverage sales. The Commissioner of Consumer Protection may issue any implementing orders and guidance that she deems necessary to implement this order. Nothing in this order shall relieve any permit holder from the responsibility to comply with existing law requiring verification of identification.

Unless otherwise specified herein, this order shall take effect immediately and shall remain in effect for the duration of the public health and civil preparedness emergency, unless earlier modified or terminated by me.

Dated at Hartford, Connecticut, this 31st day of March, 2020.



Ned Lamont
Governor



By His Excellency's Command



Denise W. Merrill
Secretary of the State



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

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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 9th, 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.

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 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"> • Create and distribute BPS’s Distance Learning Plan in collaboration with different stakeholders. • Establish clear channels of communication between all stakeholders (faculty, staff, families, students, and the Board of Education). • Support faculty and students/families in transitioning to a distance learning environment. • Support Administrators in implementing this Distance Learning Plan in order to ensure a high-quality learning experience for all students • Maintain essential district functions. • Monitor implementation of Curriculum, Instruction and Assessment. • Monitor Pre-K-12 student achievement. • Monitor enrichment and intervention support for students.
<p>Department Coordinators</p>	<ul style="list-style-type: none"> • Provide department-specific communication to support implementation of Distance Learning Plan. • Provide direction and guidance on lessons and assessment practices. • Provide department-specific communication to support implementation of Distance Learning Plan.
<p>Administrators/ School-based Administrators</p>	<ul style="list-style-type: none"> • Assist stakeholders in the implementation of BPS’s Distance Learning Plan. • Maintain clear channels of communication between all stakeholders (faculty, staff, families, students). • Create building-level office hours for staff to allow coordination between home and school, to encourage communication and prevent overlap of office hours. • Mobilize building based staff to support student learning (tutors, paraprofessionals, etc.). • Keep Central Office informed as to the implementation of the Distance Learning Plan in each of the schools.
<p>Classroom Teachers including:</p> <ul style="list-style-type: none"> • Art • Language Arts • Math • Music • Science • Social Studies • Physical Ed • World Language • EL Teachers • Long-Term 	<ul style="list-style-type: none"> • Utilize district curriculum and familiar instructional resources to plan daily learning activities that address all content areas and distance learning instructional materials. • 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. • All online platforms that teachers suggest for student use must be in compliance with student data privacy laws. • 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!

<p>Classroom Substitutes</p>	<ul style="list-style-type: none"> • 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. • Communicate frequently with your students and with their parents. • Provide timely feedback to support your students' learning. • Reflect on the 10 Guidelines for BPS's Teachers shared earlier in the Distance Learning Plan and consider how to best implement them. • Collaborate with Special Education case managers. • Encourage weekly team meetings and include support staff, tutors, coaches, etc. in order to coordinate the work.
<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"> • Under the guidance and supervision of a certified faculty member, staff will: <ul style="list-style-type: none"> ○ Collaborate with classroom teachers to provide support for students. ○ Create appropriate learning materials. • It is likely that Administrators/teachers will be assigning staff to student specific duties. • Utilize district curriculum and familiar instructional resources to plan daily learning activities that address all content areas and distance learning instructional materials. • Staff will communicate (email, Google Classroom, phone call, etc.) with EL and Classroom Teachers regularly Monday-Friday. • 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! • Provide timely feedback to support your students' learning. • Reflect on the 10 Guidelines for BPS's Teachers shared earlier in the Distance Learning Plan and consider how to best implement them.
<p>Special Education Teachers/Teacher of Hearing Impaired</p>	<ul style="list-style-type: none"> • Communicate regularly with the subject or classroom teachers who teach the students on your caseload. • Communicate regularly with students on your caseload and/or their parents to ensure they have success with distance learning. • 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. • Design and implement distance learning opportunities that address services and the specific Individualized Education Plan goals of students on your caseload. • Conduct academic assessments at remote environments when appropriate. • Collaborate with classroom teachers to differentiate lessons and activities for the students on your caseload based on students' specific Individualized Education Plan goals. • Ensure that Individualized Education Plan goals are being communicated

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

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

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

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

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. 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

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 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](#)

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

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