

Lebanon Public Schools

Distance Learning Plan

Distance learning days are a means for the Lebanon Public Schools to facilitate student learning during a temporary closure of schools due to weather, environmental, facility, illness, or other factors. Educators will predominantly use online platforms to facilitate learning, however some materials may be sent home as paper copies. The choice of electronic versus paper copies will be based on the grade of the student, the subject matter, the reason for the closure, and the duration of the closure.

On-line Learning

During closures, the majority of students will access learning activities on-line through Google Classroom or similar platform. Teachers will post assignments in their Classrooms and students will be able to view and download materials as needed to complete their work.

To facilitate this, all students must have access to an internet capable device and an internet connection.

- Students in grades 5-12 will take their chromebooks home and they will be expected to use them to complete their school work.
- Students in grades 2-4 will be given access to the device they use in the classroom if the duration of the closing warrants a shift to exclusively on-line work. For short duration closings, they will be notified by their teachers/building principal if there is a need for them to have their device.
- For students in grades PreK-1, the district will provide devices to families in need if the closure is expected to be long and learning will need to move to an online format. For shorter duration closings, students will receive work as paper copies.

Any school-owned devices in need of repair should be reported to the IT Department. We are providing access to our ticket tracking system to request service for a district provided device.

Directions:

1. Click this link, <http://support.lebanonct.org/tickettracker/> or type support.lebanonct.org into the address bar or search field on your internet browser
2. Click the blue Open a New Ticket button
3. Fill out the information, making sure that you have selected IT (Support) as the Help Topic
4. Pick your child's school
5. Fill in child's homeroom number if known, otherwise any room number will work
6. Leave your phone number with the explanation of the problem

To ensure equal access, any families that do not have internet access at home will be encouraged to contact their building principal. The school district will work with families to find available internet providers and/or alternate locations with internet access.

To the extent possible, the online instructional and communication applications will be those students use regularly. Teachers will identify the apps for their students and/or students' parents and verify that students have their login credentials prior to a closure. In the event that a prolonged closure results in the need to introduce a new application or web program, instructions and support information will be provided to students and families so that they can successfully navigate the new program or application.

If items like textbooks, workbooks or other hard copy items will be needed for learning during a closure, teachers will notify students prior to their departure. If students were unable to get a required book or instructional item prior to the closure, they or their parents should contact the school to arrange a time to do so.

Daily Schedule, Attendance and Illness

The daily schedule during a closure will be as follows:

Lyman Memorial High School – 7:30 - 11:55 a.m.
Lebanon Middle School – 7:45 - 12:10 p.m.
Lebanon Elementary School – 8:35 - 1:05 p.m.
AM Pre-K – 8:35 a.m. – 10:45 a.m.; PM Pre-K – 10:45 a.m. – 1:05 p.m.

Teachers will be available to students and parents during the designated times above and they will be engaging in a variety of professional responsibilities during the latter part of the day, including grade level/team/department meetings, PLCs, faculty meetings, PPTs, professional development, etc. For students at Lebanon Middle School and Lyman Memorial High School, more detailed schedules may be drawn up to ensure that students do not have too many classes to manage at one time.

Student attendance will not be tracked during a closure due to the asynchronous nature of online learning, however, if a child does get sick, they or their parents will be encouraged to contact their teachers, so that their teachers know to expect a delay in the completion of their assignments. Likewise, if a staff member is ill, they will contact their students, or the parents of their students, to let them know they will not be available that day.

Teachers, administrators, and support staff will be keeping track of student participation in online learning and will reach out to the families of students who are chronically non-participatory. Families will be encouraged to assist their children in engaging in online or remote learning, and they will be provided support to do so where possible. The well-being of our students is of primary importance to district staff and non-participatory situations that stem from an unsafe environment will be handled in accordance with district policy and state guidance.

Curriculum

To the extent practicable, teachers will continue to implement the approved curriculum in their content area and/or grade level. For short duration closings, teachers will provide learning

experiences that follow the established curriculum with little or no change. For longer duration closings, larger changes may be necessary to accommodate the need for shorter days and the lack of real-time feedback. In situations such as these, teachers will prioritize curriculum objectives that are the most vital for students to accomplish in order to continue to progress in that grade level/discipline. To ensure continuity within and between grade levels, their online grade level/team/department meetings will include discussions of priority standards, pacing, and adjustments made, so that when on-site classes resume, there will be a clear record of what was taught and what was deferred for later instruction.

Instruction

Instruction during a closure will be adapted to fit a remote and/or online learning situation. For short duration closures, students will receive either paper or online tasks that can be accomplished with less teacher support. For long duration closures, students will have online tasks with instructional support through video demos, screencasting, text chats, video conferencing and other apps/tools that allow teachers and students to interact in real time or through collaboration features.

Teachers will build learning experiences with the understanding that hard deadlines may not be achievable for all students. Learning will be asynchronous for some students so that they can receive assistance from parents, older siblings, or other adults who have commitments during the designated school day. Parents and students will be encouraged to reach out to their teachers if they need assistance with a lesson or assignment, regardless of when they are physically online working. Teachers will check-in periodically with students who have not been participating, to ensure that they are able to access and complete the work.

In the case of closures due to infectious disease, no work will be assigned that requires students to physically gather in small or large groups. In the case of closure due to inclement weather, no work will be assigned that requires students to travel during unsafe conditions.

Assessment

Assessment during a short duration school closure will be infrequent. Due to the difficulty in ensuring that student work is solely representative of their personal understanding of the material in an online environment, it is preferable to defer assessments until they are on-site again.

Assessment in long duration school closures will be necessary to determine if students are ready to move to the next topic, but may look different than traditional assessments due to the online format. While online quizzes through Google Forms or other survey platforms will be used, students may also be assessed through more open-ended, longer term activities that include analysis, evaluation and/or synthesis of information. They may also be assessed through real time discussions with their teachers.

Standardized assessments will not be administered during any closure, regardless of its duration. Students may voluntarily participate in national assessments, like the Advanced Placement testing, but the district will not do any mandatory testing when students are working off-site.

Intervention

Students receiving intervention services will continue to receive those services to the extent possible during a school closure. During a short duration closure, it may not be necessary to provide services, because they may not participate in an intervention group every day. However, during long duration closures, students will be provided with an opportunity to build the knowledge and skills they were working on through the intervention process. Depending on the age of the student and the nature of the intervention group - academic or behavioral - students may work either in a paper or an online format. Services that require interaction with other people will be held through online video conferencing tools. Some academic services may also be provided through video conferencing, but they may also involve hours logged in online programs like IXL, Lexia, Epic, Study Island, and others.

Special Education Services

During any type of school closure, students who receive special education services will continue to receive those services to the greatest extent possible given the nature of the closure.

Academic services will be provided by the student's classroom teachers through Google Classroom or similar district approved platforms, using the various applications to connect with students and support learning if the closure is a long-duration closure. For short-term closures, students may be provided paper copies of work and/or documents to support their learning. Related services will also continue during long-term closures. The method of providing those supports will be arranged on a case by case basis and could include teletherapy.

For long-duration closures, every student with an Individualized Education Plan (IEP) will have an Individualized Distance Learning Support Plan (IDLSP) developed by his/her case manager that aligns with the students IEP. Case managers and related services providers will document all communications between students, parents & guardians, and will also document all how services are being implemented including the frequency of these services.

Planning and Placement Team (PPT) and 504 Accommodation Plan meetings will not be scheduled during a long-duration closure that involves a safety hazard in the building or unsafe travel conditions. During closures that do not involve hazardous conditions, the decision to hold PPTs will be based on the duration of the closure, the feasibility of meeting remotely, legal guidance from the Connecticut State Department of Education, and input from PPT participants.

For additional information regarding the specific needs of their child, parents will be encouraged to contact their child's case manager.

Grading

Student work will be evaluated regardless of whether it is completed onsite or remotely. However, the asynchronous nature of the learning, the difficulty in providing real-time feedback to students, and the lag in adjusting instruction in response to student needs requires a different perspective on grading and grades.

To ensure that students are not penalized for the asynchronous nature of online learning, students will not be penalized for “late work” so long as it is completed.

Food Assistance

During a short term closure, students who receive meals at no cost or reduced cost, may have the opportunity to bring a meal home with them, depending on the timing of the closure and the amount of advanced notice.

During a long-term closure, pending approval by the State, the district will provide breakfast and lunch to students in need. Meal pick-up will occur on Mondays, Wednesdays, and Fridays from 9-10 am at Lyman Memorial High School, unless otherwise stated.

After-School Activities and Athletics

After-school activities and athletics are cancelled when school is closed for an emergency.

Activity advisors and coaches may engage students in online exercises or activities, but students must participate remotely.

Twelve Month Staff Availability

Twelve month staff will report to their schools and offices as permitted by the nature of the closure. If the district closes or is closed by action of the Governor, twelve month staff members may work from home at the discretion of the Superintendent.

Central Office Contacts

Superintendent, Robert Angeli: 860-642-3560, robert.angeli@lebanonct.org

Director of Pupil Services, Cheryl Biekert: 860-642-5764, cheryl.biekert@lebanonct.org

Director of Curriculum and Instruction, Kathleen Mozak-Pezza: 860-642-5628, kathleen.mozak-pezza@lebanonct.org

Admin. Asst. to the Superintendent, Chelsea Williams: 860-642-5637, chelsea.williams@lebanonct.org

Admin. Asst. of Pupil Services, Jennifer Thompson: 860-642-5636, jennifer.thompson@lebanonct.org

Lebanon Elementary School

Contact Information

Principal, Rita Quiles-Glover: 860-642-5634, rita.quiles-glover@lebanonct.org
Administrative Assistant, Sonia Hartnett: 860-642-7593, sonia.hartnett@lebanonct.org
Attendance Administrative Assistant, Cynthia Bourassa: 860-642-7593,
cynthia.bourassa@lebanonct.org
School Psychologist, Jessica Scorso: 642-7593, jessica.scorso@lebanonct.org
Nurse, Joanne Sczurek: 860-642-5765, joanne.sczurek@lebanonct.org
School Social Worker: Sabena Escott: 860-642-5684, Sabena.Escott@lebanonct.org

Opening Statement

Lebanon Elementary school is committed to providing optimal learning experiences and a healthy learning environment to all learners. In order to ensure students' learning and emotional needs are met, we will provide teaching and learning aligned to the appropriate standards and flexible access. Students and families will connect and learn through district supported digital platforms, tools, and other resources. Our staff is committed to working closely with our families to provide support and individualized learning, while still addressing the social-emotional concerns of our students.

Contact Time with Teachers

Contact time for students is available from 8:35-1:05 through email and various online platforms such as seesaw, google/zoom classroom, and bloomz. Google/zoom meetings are scheduled at least 1x a week at varied times. These times are scheduled in advance with the students/parents. Related arts and support staff teachers will join into classroom meeting times and/or schedule individual/small group times. These meetings can be whole class, individually, or in small groups and vary in purpose to include academics and/or social emotional curriculum needs.

Time Spent on Schoolwork

The recommendation is 1-2 hours at the elementary level when utilizing devices, keeping in mind; this does not need to be done in one setting. Additional time during the day would be used to complete the hands-on and experiential learning assignments. Students can do their assignments at any time during the day and submit them, thus due dates are flexible. Fridays will be used to focus on smaller group interventions, completion of related arts assignments, and other work for the school week. This will allow for flexibility if a student wants to work on intervention assignments and/or related arts more on one day than another.

Grading Specifics

During a long-duration closure, Lebanon Elementary School will focus their assessment and reporting efforts on the grade level standards that are most critical for success in each content area. Teachers will collect data using on-line tools and activities and use the results to populate the sections of the report card pertaining to those standards. For the remaining standards, the students will not receive a mark indicating their level of mastery. If data on those standards are

collected during the distance learning time period, that information will be held until onsite school resumes and it will be used to plan appropriately. If the student does not participate during the closure in related arts and/or particular subjects, this would be indicated as N/A with a narrative statement stating this.

For preschool students, report cards will be in narrative form describing their engagement during the closure. They will be centered on the Connecticut Early Learning and Development Standards and include things such as observations during google meetings and activities shared with the teacher.

PBIS

Positive Behavioral Intervention and Supports will continue during distance learning. Virtual paws, highlighting students' distance learning work, will be issued weekly through the morning news with Mrs. QG. Teachers will continue to reinforce the expected behaviors and positive reinforcements. Spirit days and virtual special events/staff presentations will be shared and celebrated through social media, thrillshare and the morning news. The details of the revised PBIS system for distance learning can be found [here](#).

SRBI

The SST team will continue to meet during a school closure to discuss students' needs, plans, and supports during that time. Communication and data logs will be kept for each student.

In addition to interventions provided by the classroom teacher, reading interventionists will work with their students through a variety of media including paper/pencil assignments, google classroom, google meetings, and/or emails. Various platforms, such as Lexia, will be made available to students to provide support and additional practice. The intervention staff will also work in collaboration with the classroom teacher to support their regular classroom assignments as well.

Communication

Due to the varied home situations, LES will provide communication updates through various platforms to meet the needs of families. The ways to access information or ask questions would be through the following:

- Contact with the teachers that would include reading emails and/or their virtual platforms/google classrooms
- Thrillshare updates from the main office - these go out on Mondays and Fridays
- LES website for Covid-19 updates, flyers, letters:
<https://www.lebanonct.org/o/les/browse/128442>
- LES Facebook page (<https://www.facebook.com/LebanonElementary/>): fun happenings, including the Morning News with Mrs.QG that goes out Mondays and Fridays:
<https://www.youtube.com/channel/UCxNsQ1aQ1cCkwfs0Q0dE7NQ/>
- LES PTA Facebook page: <https://www.facebook.com/groups/20061426995738/>

- Calling or emailing the office for any further questions - phone calls are being answered Monday through Friday from 7:00AM-3:00PM: Administrative Assistant, Sonia Hartnett, 860-642-7593; sonia.hartnett@lebanonct.org
- For attendance purposes: Attendance Administrative Assistant, Cynthia Bourassa: 860-642-7593, cynthia.bourassa@lebanonct.org

Grade Level On-line Classrooms

Prek: ClassTag

Kindergarten: Bloomz and Weekly Home Learning Plan

Grade 1-4: Google Classroom

Related Arts: <https://sites.google.com/lebanonct.org/les-related-arts/home>

Lebanon Middle School

Contact Information

Principal, Robert Laskarzewski: 860-642-5625, robert.Laskarzewski@lebanonct.org

Admin Assistant, Taryn Olin, 860-642-5632, Taryn.Olin@lebanonct.org

Attendance Secretary, Robin Novotny, 860-642-5626, Robin.Novotny@lebanonct.org

Nurse, Holly Parker, 860-642-5630, Holly.Parker@lebanonct.org

School Counselor, Virginia DeLong, 860-642-5627, Virginia.Delong@lebanonct.org

School Psychologist, Dawn Pagliarini, 860-642-2005, Dawn.Pagliarini@lebanonct.org

School Social Worker, Sabena Escott, 860-642-5684, Sabena.Escott@lebanonct.org

Online Learning Home Page: the following link along with Google classroom provides the necessary information for all classes.

<https://www.lebanonct.org/o/lms/page/distance-learning-new-page>

Opening statement

The goal for instructional remote learning is to allow for continued instruction while acknowledging the additional challenges that come without traditional, face-to-face classroom learning. While new instruction will take place, the instructors take into account the needs of middle schoolers and their ability to learn independently.

Additionally, school staff should be mindful that they do not exacerbate the gaps between students, make sure that IEP accommodations are met, and reach out to all families to help them support their children as much as possible.

During closures, students will access learning activities on-line through Google Classroom. Teachers will post assignments in their Classrooms and students will be able to view and download materials as needed to complete their work.

General Recommendations

Office hours: Teachers should have availability/check-ins between 7:35 and 12:10 daily.

- Communicate with students first with the tools teachers are already utilizing and students are familiar with.
- Keep variables in mind when you plan your lessons considering students have:
 - o Multiple classes
 - o Other responsibilities
 - o Personal or family illness
 - o Limited access to devices, internet, and supplies
- Focus on student progress and learning, not assignment completion and due dates.
- Create learning opportunities that resemble classroom content using familiar wording.
- Create cross-curricular work when possible to maximize efficiency. Read a science or history article, use English language arts-based questions for comprehension, discussion, and/or writing.

Planning and Preparation

- Combined daily instructional task(s) should not exceed three hours a day in total.
 - Generally, a MAXIMUM of 30 minutes of graded work per subject area/teacher per day.
 - This time includes both any teacher instruction and all graded work for that day/week.
 - Teachers are encouraged to provide enrichment opportunities beyond the minimum recommended instruction tasks, but they must make clear to students that these are optional activities and do not count as assignments.

Contact Time with Teachers

Teachers will meet entire class sections via online meetings for a minimum of one class session per week. Office hours, activity times, intervention sessions, etc. will be in addition to the class section requirement. Teachers are available for contact within the prescribed early closing schedule. Further contact time beyond those time constraints can be arranged by contacting individual teachers to discuss their availability.

Grading Specifics

Students' grades from when they left school and started distance learning, will not be adversely impacted. With that, grades received during distance learning periods will be weighted at a lower percentage than the grades received while physically in school at LMS. Doing this ensures there is no adverse impact to final grades for the year. Students will continue to be graded with traditional letter grades. However, a great deal of flexibility will be provided. In the case of missing work, students will receive "incomplete" grades for as long as possible. Teachers are required to use all communication means to check in with students and determine the cause for work not being turned in or lack of participation etc.

Lyman Memorial High School

Contact Information

Principal, James Apicelli: 860-642-3547, James.apicelli@lebanonct.org
Assistant Principal, Samantha McCarthy: 860-642-3568, Samantha.mccarthy@lebanonct.org
Athletic Director, Scott Elliott: 860-642-3567, Scott.Elliott@lebanonct.org
Administrative Secretary, Kristy Michele: 860-642-5688 , Kristy.Michele@lebanonct.org
Attendance Secretary, Monica Wallace: 860-642-5746 , Monica.Wallace@lebanonct.org
ASTE Secretary, Brittany Guinan: 860-642-7759, Brittany.Guinan@lebanonct.org
Guidance Secretary, Christine Chalifoux: 860-642-5687 , Christine.Chalifoux@lebanonct.org
School Counselor, Dave Tedesco: 860-642-5682 , Dave.tedesco@lebanonct.org
School Counselor, Darlene Loukides: 860-642-5685 , Darlene.loukides@lebanonct.org
District Social Worker, Sabena Escott: 860-642-5684 , Sabena.escott@lebanonct.org
School Psychologist, Melanie Dunphy: 860-642-3031 , Melanie.dunphy@lebanonct.org
Nurse, Cristyn Franson: 860-642-7673 , Cristyn.Franson@lebanonct.org

Contact information for faculty/staff: <https://www.lebanonct.org/o/lmhs/staff>

Opening statement

At Lyman Memorial High School, we are confident in our faculty and staff to be able to provide distance learning opportunities for our students. The district has made a commitment to technology and our school community has embraced this potential to continue to learn outside the walls of our school. We feel this collaborative effort between teachers, instructional assistants and students will foster growth and successful opportunities even if we cannot be physically together. We understand that this distance learning model can never fully replace classroom instruction; however it can serve to promote new learning and student growth in our students.

More details can be found on Lyman's Alternative Learning Website:
<https://sites.google.com/lebanonct.org/lmhs-virtuallearning/home>

Teacher Needs

- Access to Internet
- Access to students
- Personal Home Computer/Chromebook with camera and microphone
- VPN connection to access school drive
- Classroom materials (textbooks, online materials/websites)
- Schedule for classes
- Instructional Assistant support (in classes where support has been previously provided)

Student Needs

- Chromebook and charger with camera and microphone
- Internet access
- Access to teacher
- Access to case manager (where appropriate)

Materials for class (notebook, textbook, online textbook, access to websites)
Quiet place to work
Contact Time with Teachers:

All faculty members will have contact time once a week per class. This can be in the form of "office hours" during your scheduled class times where you are available on Google Meet, Zoom, etc. Teachers will schedule it like an assignment or calendar invite that goes on the students' calendar.

Time Spent on Schoolwork

30-45 minutes of work per scheduled class time. The rationale behind this is that there is no one there to assist students while they are working. This is an incredibly stressful time for families and students. All work needs to be accessible asynchronously.

Scheduled Meeting Times

Teachers will follow the half day schedule for the periods and times that correspond with their classes. Please contact time for the requirement of frequency. Students are not required to be present during these meeting times as they should be accessible asynchronously.

Grading Specifics

During the closure Lyman Memorial High School will continue with traditional grading with increased flexibility on deadlines, more student retakes, and increased use of open ended and project type assessment and assignments.

Faculty, staff and students will utilize some of the following for distance learning:

Google Suite of Applications

- Docs
- Slides
- Sheets
- Forms
- Classroom
- Meet
- Youtube
- Calendar
- Mail
- other Google apps as necessary

Zoom

PowerSchool

- Parent/Student Portal

Thrillshare

Other resources as needed