

Lebanon Public Schools
Annual Report
2019-2020



Robert J. Angeli
Superintendent of Schools

Board of Education Members

Sarah Haynes – Chairman John Konow
Alexis Margerelli-Hussey– Vice Chairman Nicole McGillicuddy
Maureen McCall– Secretary Matthew Smith
Mark DeCaprio Dawn Witcher
AniRose Johnson – Student Representative

District Administration

Robert Angeli – Superintendent
Cheryl Biekert – Director of Pupil Services
Kathleen Mozak-Pezza – Director of Curriculum and Instruction+++
Robert Sirpenski – Business Manager
Jacques Dulac – IT Director
Kevin French – Facilities Director, EMCOR
Carlos Veracruz – Chef Manager, Chartwells

School Administration

Lyman Memorial High school

James Apicelli – Principal
Samantha McCarthy – Assistant Principal

Lebanon Middle School

Robert Laskarzewski – Principal

Lebanon Elementary School

Rita Quiles-Glover – Principal

Athletics

Scott Elliott – Athletic Director, Lyman Memorial High School
Chris Fabry – Assistant Athletic Director, Lebanon Middle School

Introduction

The 2019-2020 School year was disrupted by the COVID-19 Pandemic that had the superintendent announce on March 14th that the Lebanon Public Schools would be closed to students beginning March 16th. Subsequently, Governor Lamont announced that all schools would close. In the days leading up to my decision to close schools, the superintendent worked with the Administrative Team and messaged the district staff about the impending school closure and preparing to provide distancing learning for all students. Our distance learning program got off to a rolling start on March 16th, had an announced launch on March 18th, and was continually improved upon throughout the closure. Initially, we relied upon links and documents posted to each of the school websites, as well as direct communication for the teachers, administrators and the superintendent. In May, we published the Lebanon Public Schools Distance Learning Plan. During the COVID-19 school closure, the district applied for school meal waivers to provide meals to all school age children for 7 days/week through the end of June. We continued to provide distance learning through June 17th, the last day of school.

The budget for 2019-2020 school year was a 2% increase over the 2018-2019 budget. The 2019-2020 budget was approved prior to special education enrollment and program changes that added unanticipated expenses to both the 2018-2019 and 2019-2020 budgets. The district ended the 2018-2019 year with a deficit and we anticipated that 2019-2020 could also end in a deficit. As we have done in previous years, spending was closely monitored from the beginning of the school year. Changes in personnel, special education enrollment and a few other budget lines allowed the amount of the projected deficit to be decreased throughout the first half of the school year to the point that we were predicting to break even at the end of the year. We were forced to close schools to students starting March 16 due to the COVID-19 pandemic, the district released savings due to the cancelation of field trips and spring sports and the cessation of transportation. Current end of the year projections are for a surplus in the range of \$320,000-\$340,000.

The 2019-2020 school year was the first year of the 2019-2024 Lebanon Public Schools Strategic Plan. This plan was developed along with the Portrait of the Graduate. Together, the Strategic Plan and Portrait of the Graduate guide the district in the work of education our students and how to support this work. During the first half of the year, the principals led the staff and other committee members, which included parents and students, of each school in the developed of school strategic plans. Additionally, work had begun on developing benchmarks to measure student progress on attaining the skills and dispositions included in the Portrait of the graduate. Unfortunately, the COVID-19 closure and quick transition to distance learning became the necessary priority for the remainder of the year. Both the Federal and State governments waived many aspects of the traditional school year, including most of the accountability measures. What follows in this report are excerpts from the Strategic Plan and Portrait of the graduate. The principals and central office administration report on progress made during the year. A copy of the 2019-2020 Lebanon Public Schools District Learning Plan is included at the end of the report.

Lebanon Public Schools Strategic Plan 2019-2024

Mission Statement: The Lebanon Public Schools, in partnership with families and the community, will prepare students to be contributing members of a diverse global society. We will provide a safe, nurturing, rigorous, and student-centered learning environment.

2019-2024 Strategic Plan Goals

ACADEMICS

The Lebanon Public Schools are committed to offering college and career oriented courses and programs to ensure students develop life skills and explore their interests, while employing the latest technology and encouraging students to become lifelong learners.

Strategic Priorities	High-Leverage Activities
Provide an academic program designed around student interests, which engages learners in rigorous activities leading to self-discovery, knowledge attainment, and skill development in an information and technology rich environment, to increase career awareness, leadership ability and life success.	<ol style="list-style-type: none">1. Career Interest Exploration2. Effective Intervention Strategies<ol style="list-style-type: none">a. Scientific Research-Based Interventions3. Personalized Learning4. Student Choice5. Project-Based Learning6. Educational Technology

CLIMATE AND CULTURE

The Lebanon Public Schools will ensure a culture that supports emotional, intellectual, and physical well-being, in order to create engaged and resilient learners.

Strategic Priorities	High-Leverage Activities
Foster an educational climate and culture that honors and respects student individuality, and promotes positive interpersonal interactions, safe and healthy conflict resolution, and discipline strategies that support constructive behavioral change and emotional growth.	<ol style="list-style-type: none">1. Mentoring Programs2. Restorative Practices<ol style="list-style-type: none">a. Peer Mediationb. Juvenile Review Board3. Developmental School Counseling4. Wraparound Services5. PBIS6. Bully Awareness Programs7. Parent Programs8. Student Social Activities9. Suicide Prevention and Awareness10. Social-Emotional Learning

COMMUNICATION AND COMMUNITY ENGAGEMENT

The Lebanon Public Schools values communication between students, teachers, home and community. We will collaborate with educational stakeholders throughout the local and regional communities to ensure opportunities to participate in school and district initiatives.

Strategic Priorities	High-Leverage Activities
<p>Promote clear and informative communication between the district, schools and all stakeholders to create engagement and opportunities for participation in district planning and initiatives.</p>	<ol style="list-style-type: none"> 1. Partnerships <ol style="list-style-type: none"> a. Home <ol style="list-style-type: none"> i. Family engagement b. Schools c. Higher Education d. Business e. Career Preparation Programs f. Community <ol style="list-style-type: none"> i. Service Learning 2. Communication Plan

TEACHING AND LEARNING

The Lebanon Public Schools will provide opportunities to ensure professional growth through appropriate, meaningful and engaging professional learning which will address targeted needs to increase student growth across all areas.

Strategic Priorities	High-Leverage Activities
<p>Facilitate the professional growth of educators through activities and experiences designed to increase and enhance professional knowledge, skills, leadership and dispositions in order to continuously improve the educational achievement of all students.</p>	<ol style="list-style-type: none"> 1. Align Professional Development to district and school goals <ol style="list-style-type: none"> a. Individualized professional development b. Curriculum c. Pedagogy d. Mental Health and Well-being <ol style="list-style-type: none"> i. Trauma-Based e. Restorative Practices 2. Efficient and effective collection and use of data 3. Leadership

FINANCE AND OPERATIONS

The Lebanon Public Schools will budget strategically to ensure efficient and effective systems to support curricular and extracurricular programs and well-maintained facilities.

Strategic Priorities	High-Leverage Activities
<p>Ensure system development and implementation to guarantee sufficient funding levels and operational protocols and procedures are in place to support students and educators in all aspects of teaching and learning.</p>	<ol style="list-style-type: none"> 1. Budget to responsibly support Strategic Plan 2. Maintain clean and safe buildings and grounds 3. Utilize facilities to support education program implementation 4. Provide transportation to facilitate student access and participation in all aspects of student programming 5. Human Resources <ol style="list-style-type: none"> a. Negotiate staff contracts that attract and retain staff b. Maintain staffing levels to meet the needs of students c. Maintain adequate substitute staff levels

Portrait of a Graduate

To ensure that students have the necessary skills and dispositions to accomplish our mission, the school community has identified six qualities that each student should develop over their Pre-K-12 experience and demonstrate prior to graduation. These six qualities and their attributes will focus and anchor the work of the district as we move towards a mastery-based and student centered learning framework for students at all levels.

Responsible Citizen

A responsible citizen collaborates with diverse people to accomplish community goals through democratic processes. They manage themselves and their resources in a way that is beneficial to their community. A student who demonstrates the qualities of a responsible citizen:

- Respects diverse people, cultures, and viewpoints when addressing a variety of issues;
- Contributes to the betterment of their community;
- Applies their understanding of democratic processes to participate in community decisions;
- Advocates for themselves and others;
- Manages time and materials appropriately; and
- Makes ethical and responsible decisions.

Effective Communicator

An effective communicator clearly conveys their ideas using the appropriate medium. They adjust their presentation of ideas as needed to better reach their audience. A student who demonstrates the qualities of an effective communicator:

- Uses a multitude of platforms (digital and analog) to meaningfully express ideas;
- Articulates and defends their viewpoint clearly in writing, in media and orally;
- Applies the conventions of their chosen communication medium appropriately; and
- Adapts their communication to the needs of a particular audience.

Critical Thinker

A critical thinker asks thought provoking questions and seeks out accurate information to answer those questions. They assess the validity of ideas and opinions by drawing on their experiences and on data.

A student who demonstrates the qualities of a critical thinker:

- Asks appropriate and insightful questions;
- Supports an argument with accurate, relevant, and compelling evidence;
- Seeks out a range of information to inform their opinion and evaluates it critically;
- Recognizes bias and differences in perspective in self and others; and
- Connects new learning to prior knowledge.

Innovative Problem Solver

An innovative problem solver thinks flexibly when analyzing and reflecting on their work. They attempt challenging problems and persevere in solving them. A student who demonstrates the qualities of an innovative problem solver:

- Engages in challenging work by developing plans to accomplish it;
- Develops flexible and/or creative solutions;
- Analyzes and evaluates situations to draw conclusions and troubleshoot issues; and
- Reflects on successes and failures and persists in improving their work.

Lifelong Learner

A lifelong learner builds knowledge and skill through practice and the application of appropriate learning strategies. They possess a well-rounded pool of background knowledge and skills, which they can leverage to address their areas for growth. A student who demonstrates the qualities of a lifelong learner:

- Articulates their current strengths and weaknesses as a learner;
- Develops healthy coping strategies to compensate for areas of personal difficulty;
- Applies their understanding of growth mindset to the learning of new skills/knowledge;
- Demonstrates an understanding of the fundamental concepts within a discipline; and
- Identifies community organizations that offer assistance and learning opportunities beyond those available in their school.

Engaged Collaborator

An engaged collaborator actively participates in and makes beneficial contributions to group endeavors regardless of their role. They can switch between leadership and supporting roles easily, as well as give and act on appropriate feedback. A student who demonstrates the qualities of an engaged collaborator:

- Listens to and values the contributions of others;
- Accepts feedback and adapts ideas;
- Contributes to a group goal both independently and interdependently; and
 - Works effectively in both leading and supporting roles.

Annual Report

The following sections are provided by the various district level departments and our schools to provide additional information on the current school year as well as perspective on strategic plan guided activities.

2019-2020 Curriculum Department Strategic Plan Annual Report

Academics:

- **Successes:**

Curriculum

The unit development at LES is progressing, with only three units left to complete for reading. ELA teachers at LMS started a transition from a focus on Writer's Workshop to Reader's Workshop halfway through this year. They have begun to inventory their classroom libraries and develop priorities for additional book purchases to supplement what they have. ELA teachers at Lyman have begun to consolidate their novel-based units to create time for choice units. They have also started to build a list of additional texts to be used in those choice units. The Lyman math teacher began a curriculum audit in February, so that they can transition away from the State's model curricula towards a curricula that better meets our students' needs. The Science teachers at Lyman have completed 80-90% of the units for the core classes and approximately 50% of the units for the electives. They've been piloting new activities throughout the year as they build the units. The Lyman Tech. Ed. department completed the approval process to become a Youth Manufacturing Pipeline site.

Instruction

ELA teachers at LES completed their first full year in the Reader's Workshop model. Math teachers at LMS have continued to work on instructional strategies and classroom activities that engage students in the math practice standards. Over the course of the year, they have developed aligned lessons and received feedback on them. Teachers at LMS and Lyman had an opportunity to work with staff developers from LEARN to build instructional resources and strategies to support English Learners. Teachers at LMS took a close look at the elements of a Mastery Based Learning system and identified which elements they were going to address in the 2020-2021 school year. Teachers at Lyman developed a first draft of their rubrics for the Portrait of the Graduate.

Assessment

The district convened an Assessment Committee this winter to look at the assessments used across the district. They completed an inventory of the assessments used in each school prior to the closing.

- **Challenges:**

The movement of all staff and students to a distance-learning, online platform halted most of the curriculum, instructional development, and assessment work that had been occurring earlier in the year. Most of the curriculum development groups had been scheduled to meet at least once, if not twice, during the last three months of the year and that didn't happen. As a result,

this work is stalled until things stabilize and with no end-of-year assessments, it will be difficult to gauge the effectiveness of this year's work. In addition, having long term subs teaching in three of the four middle school science positions for either part or all of this year has slowed the completion of the middle school science units down considerably. The teachers at LMS will need to continue their work through next year.

Climate and Culture:

- **Successes:** Staff in all three buildings worked on the implementation of PBIS and restorative practices. At the middle and high schools, the staffs completed a PBIS audit and set goals and priorities for next year's work. At all three buildings, teachers looked at resilience and trauma-informed classroom practices as part of their implementation of restorative practices. The Lyman staff also worked with a consultant to improve the use of their PLC time, with a specific focus on school climate.
- **Challenges:** The work with the high school PLCs didn't come to a conclusion due to the COVID-19 shut down. In addition, without data from the end-of-year school climate surveys, it will be difficult to evaluate which portions of this year's school climate work had the biggest impact.

Community Engagement:

- **Successes:** The School Readiness Council met three times this year, to support the work of the NAEYC accreditation and ensure that the grant requirements were met. We have continued our partnerships with area universities, hosting six student teachers/interns this year and numerous clinical students.
- **Challenges:** The change in the NAEYC accreditation standards required a complete revision of the classroom and program portfolios, which was very time consuming.

Teaching and Learning:

- **Successes:**
School Climate

All three schools have participated in the introductory two-day training for restorative practices. In addition, all three schools did a half day workshop on trauma-informed practices/resilience, and the middle school and high school had an additional day on restorative practices and building relationships with students in conjunction with an audit of their PBIS systems. The high school teachers also worked with a staff developer once a month, through their PLCs, on restorative practices and building positive relationships with students.

Differentiated Instruction

Teachers completed a three part series of workshops at LMS and Lyman on strategies to support English Learners in preparation for meeting the needs of the increasing numbers of ELs in the district. The middle school staff looked at the various facets of Mastery Based learning and determined which ones they wanted to tackle in the short-term and which ones they felt needed more time and training to accomplish.

English-Language Arts

The teachers at LES spent two PD days working on reading topics, including Reader's Workshop, and had an additional eight days of coaching. The ELA teachers at LMS and Lyman also worked with a staff developer for several days during the year to build more choice and flexibility into the curriculum. At LMS, they had six days of coaching and curriculum development support, and at Lyman, they had three.

Mathematics and Science

The math teachers at LMS worked with a staff developer for three days, some of which involved coaching and others involved lesson building. The Science teachers at Lyman completed 3 days of curriculum writing.

Preschool

The PreK staff at LES attended a full day conference on effective preschool practices and spent two PD days and three half days working on their accreditation portfolio for NAEYC.

Technology

In the area of technology, the teachers at LMS learned how to use Google Read/Write and the Lyman staff learned how to access assessment data on the College Board site.

Instructional Assistants

When the schools closed for the COVID-19 emergency, it provided a unique opportunity to work with the IAs on PD. A Google Classroom was created and the IAs now have a 3 hour PD session every day. By the end of the closure, they will have participated in 175 hours of PD which will include: special education law, growth mindset, Habits of Mind, motivation and engagement, PBIS, resilience, trauma-informed practices, restorative practices, elements of social-emotional learning, learning design, scaffolding, questioning techniques, organizers, study skills, the elements of reading instruction, language development, the elements of math instruction, the elements of science instruction, the elements of social studies instruction, supporting students in specials/exploratories/electives, the basics of English language learning, and supporting students with unique behavior or academic needs.

- **Challenges:** Many PD workshops, both in district and out of district had to be cancelled due to COVID-19. For the in-district workshops, some of that support was provided through an online collaboration, but for the majority, it will be deferred until next school year. There were also some curriculum writing activities that were scheduled for the second half of the year - like Lyman math, LMS/Lyman music, and district-wide health, that either didn't meet, or met once prior to us closing and therefore barely got started. As is always the case with curriculum writing, a challenge is that it takes a long time to complete, especially at the middle/high school, when one person has to write the entire course, or in some cases two or three courses.

Finance and Operations:

- **Successes:** We secured grant funding to support our programs through the Title grants and the School Readiness grant. The Title grants funded part of a reading intervention position, the Readers Workshop professional development at LES and LMS, professional development for the teachers working with English Learners, and our PBIS and restorative practice work at LMS and LES. We continued our partnership with the Office of Early Childhood through this year's School Readiness grant, which funds roughly half of our preschool program.
- **Challenges:** Several of the activities that were supposed to be grant funded were cancelled due to COVID-19. As a result, we are working with the guidelines provided by the State to reallocate the money for other materials or activities. The cut in our Title 1 funding in the fall resulted in the loss of a math intervention tutor at LES.

2019-2020 Annual Report for Dept. of Pupil Services

Academics

- On-going special education teacher training in Orton Gillingham and Wilson reading programs.
- Individualized Distance Learning Support Plans for special education students
- Oct. 1st Child Count: 157 special education students PreK- age 21
- Special education students from sending districts: 19 students
- Completed 16 comprehensive evaluations to determine eligibility for special education services of which 9 students were found eligible, at time of school closure. There are still evaluations pending due to school closure.
- Participated in instructional rounds
- Implementation of transition curriculum developed last year during special education classes

Social/Emotional

- Hired full time Board Certified Behavior Analyst who completes Functional Behavior Assessments, develops Behavior Intervention Plans, provides direct services to students as documented on IEPs, consults special and general education teachers, works closely with SCALES classrooms.
- SCALES special education teachers professional development: "Foundations of Social-Emotional Learning (SEL) & Character Development and "The Leader's Guide to Systemic Social-Emotional Learning (SEL) Implementation, build an understanding of the importance of SEL competencies and learn how to create organizational and school infrastructures in order to implement and sustain positive SEL changes. This 2-day workshop will provided the foundation for providing direct instruction on social-emotional learning and character development (SECD) competencies in classrooms. Participants opted to continue on to complete an online,18-week practicum to earn their SECD certificate.
- Second Step Curriculum being implemented in PreK-8
- Mental Health universal screen given to all K-4 students at LES
- Peace at Home Parenting classes coordinated by district social worker

- Wellness Fair was planned for May but canceled due to school closure

Integration of Technology

- Supported professional development conferences for related services personnel
- Funded assistive technology evaluations & equipment for special education students
- Contract with EASTCONN for assistive technology and augmentative communication evaluations and consultation services
- Distance learning has increased support staff and students ability to use technology efficiently.

Student Activities & Athletics

- N/A

Climate and Culture

- Restorative Practices - on-going support throughout the district

Challenges/On-Going Needs

- Universal mental health screens for all students in district K-Grade 12
- Increasing mental health needs and the number of students requiring increased social/emotional/behavioral supports and services.
- Increase social worker days at LES & LMS to provide supports to students identified with mental health issues
- Unable to offer transition class at Lyman due to master schedule conflicts.
- Engaging students with significant needs in multiple areas of development in distance learning.

Lebanon Public Schools' IT Department 2019-2020

During the 2019-2020 fiscal year the IT department accomplished the following:

1. Upgraded Laptops and Desktops to Windows 10
2. Supported a 1:1 computing environment for LES, LMS and LHMS (Grades 2 -12)
3. Replaced (refresh) Student Chromebooks (over 200) this year
4. Continued self-insured model for student Chromebooks at LMS and LHMS
5. Fixed Chromebooks district wide as needed (broken screens, broken keyboards, etc.)
6. Managed Google Admin and Active Directory accounts for all Students and Teachers
7. Supported VOIP phone system (phones, voicemail and call handlers) with Cisco Call Manager
8. Continued replacement of older phones with new Cisco phones
9. Reconnected all district desktops after summer cleaning. All computers were ready for the start of school
10. Setup Study Island with new students
11. Performed all State Reporting to PSIS thru PowerSchool
12. Coordinated with teachers to handle Speech to text software for 504 accommodations in testing

13. Reviewed and made changed to software subscriptions
14. Secured \$90,000 of grant funding for 2018-2019
15. Submitted the budget for the 2018-2019 school year
16. In process of securing E-Rate Funding for Wireless Technology Refresh
17. June CT Reporting / ED166
18. Rolled over PowerSchool
19. Rolled over Horizon
20. Continued desktop upgrades for teachers, as well as hardware repairs & upgrades on existing desktops (RAM upgrades, optical drive replacement, hard drive replacement)
21. CAPT testing on Chromebooks using AIRSecureTest kiosk app
22. NWEA testing on Chromebooks using NWEA kiosk app
23. Manage a mobile deployment server for the districts ~140 iPads and managing the licenses for the hundreds of apps
24. Attended all Board of Ed. Meetings including Communication Subcommittee meetings
25. Assist with streaming morning news at LMS
26. Recorded board meeting with LMS live stream equipment
27. Continue support of Thrillshare for Secretaries and Central office
28. Continue support of Thrillshare for the Districts Website
29. Continued process of moving all virtual servers to new Dell D640 (Five Servers completed)
30. Schedule/program the lobby television to reflect LES news/morning activity schedules daily.
31. Review logs from GoGuardian on a daily basis for student safety
32. Manage backup cloud solution
33. Ordered material with Tech Teacher and Principal to begin TV studio class at LMHS
34. Supported Apple iMacs for use in the new Music Technology class
35. Assist with during school A/V
36. Support Aruba district wide WIFI system
37. Upgraded CAD lab at LMHS with new computers and installed new Solid Works Software
38. Assisted Mr. Klosowski in preparing a Chromebook cart for Chromebook loan system.
39. Assisted LMHS Cafeteria Staff with meal surveys (set up and implementation)
40. Upgraded security cameras and migrated the security system to cloud management
41. Currently transitioning iPads from a mac MDM Server to a web based MDM Manager (Jamf)
42. Installed and Support of the Raptor Security System at all three schools
43. Installed live feed camera at Lyman for baby lambs
44. Created a single sign on for PreK-4th grade students using QR codes through Clever
45. Configured and added all LES students/teachers to Renaissance Accelerated Learning
46. Setup and deployed PTA Donated iPad for morning announcements
47. Configured Google Voice for all LPS Staff to use during distant learning
48. Configured multiple laptops for Admin staff with VPN for distant learning/working
49. Distributed LES Chromebooks to students 2nd - 4th grade at LES for Distance Learning.
50. Added GoGuardian Teacher module for 2nd – 12th grade teachers
51. Added 2nd thru 4th grade to GoGuardian Admin
52. Scheduled pickups for replacement Chromebooks as requested by parents or teachers during distance learning

53. Attended all Town of Lebanon BOF virtual meetings for discussion of BOE budget and Capital
54. Attended Faculty virtual meetings during distance learning time period
55. Attended Virtual Meetings with CT Listserv IT Director Group every week during closer
56. Setup and attended all Board of Ed. Subcommittee Virtual Meetings
57. Purchased and placed mobile hotspots for families in need for distance learning
58. Gave out over 20 Chromebooks/iPads to K and 1st grade for families without technology to support our distance learning
59. Opened TicketTracking system to Parents/students during distance learning to resolve technical issues presented during distance learning.
60. Configured Google admin to allow Google meets, Zoom, applications to better meet distance learning
61. Configured GoGuardian for distance learning - new applications, extensions, and websites

Facilities Accomplishments

Lebanon Elementary School

Painting miscellaneous classrooms
 Air conditioning 1st grade and upper 66 wing in classrooms
 Welding of steamer in kitchen café
 Separate booster pumps installed on domestic water system
 Replacement Arsenic filter media
 Substantial roof repairs to gym and library not warrantied
 Removal of large tree main entrance, grind stumps front and rear

Lebanon Middle School

Rebuild cafeteria main air handler
 Traffic control signals installed
 Roof repairs in math room, central office and library
 Cleared fence line up and around tennis court
 Rebuild catch basins and drain line towards cul de sac
 Math classroom painting and flooring replacement
 Stump grinding various areas around the school

Lyman Memorial High School

Domestic water well pump replacement, alarming of control panel
 Traffic control signals installed
 Replaced rotting sprinkler line on water storage tank # 1
 Installation of blinds, main offices, media center and cafeteria seating
 Rebuild air conditioning units for media center and business lab
 Irrigation study and soccer field drain inspections completed
 Roof inspections and report for potential replacement

District

Security camera upgrade, installed numerous new 2 mega pixel cameras and head end control units in each school. Can remotely view all schools
 Upgrades to handheld radios, installation of a repeater for clarity
 Installation of Raptor system for background checks

Fire Marshal inspections completed, repairs ongoing

2019-2020 Lebanon Elementary School Strategic Report/Annual Report

Academics: Strategy 1: Progress monitoring, increasing stamina, alignment in reading

- Successes: Teachers are implementing Readers Workshop at all grade levels and gaining confidence and comfort with the model. Readers workshop units are 90% complete. Grades 3 and 4 have developed common assessments for many of their reading units to determine proficiency with reading standards. The volume of independent reading and stamina has steadily increased throughout the year. During the Covid-19, teachers continued to discuss their reading units through virtual team meetings with Greta Skiles and administration. Jen Scoggin, Reading Consultant, will complete her work by adding mentor texts to the units developed. The reading intervention team met with Greta Skiles biweekly communicating with teachers to ensure that students receiving intervention continue to progress during the closure. The reading team also had google meetings with their groups and provided paper/pencil work as well as live lessons.
- Challenges: Due to Covid-19, we were unable to complete March BAS assessment of kindergarteners. (Kindergarten BAS assessments take place in January, March, and May.) Increased instructional time used for Readers Workshop has led to a decrease in the amount of time available for foundational skills (phonics/word study) in grade 1; this explains the decrease in their data as the phonics skills and word difficulty increase. We will be addressing this next year through schedule changes that allow protected time for phonics/word study and ongoing work during START and PLC to align instruction to the most current research.

Data:

Benchmark Reading Assessments 2019-2020:

- **K-1: BAS, NWEA, ESGI**
- **Grades 2-4: BAS and NWEA**

BAS Data

Grade 1920	BOY	T1	T2
K (Jan)*		85%	<i>unable to complete March update due to Covid closure</i>
1	71%	68%	61%
2	62%	67%	75%

3	80%	76%	75%
4	83%	83%	84%
School	75%	76%	74%

ESGI Data: Note that there are different subtests administered during each part of the year that are increasingly more difficult.

% of students mastering at least 80% of the foundational skills (phonological awareness in K, QPS phonics, high frequency words)

K	BOY 1920	T1	T2
PA 80%+	34%	61%	75%
QPS 80%+	61%	62%	85%
HF 80%+		23%	62%

1	BOY 1920	T1	T2
QPS 80%+	45%	86%	77%
HF 80%+	70%	71%	80%

NWEA Reading

Kindergarten	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	9%	17%	41%	23%	10%
Winter 20	21%	29%	22%	22%	6%
Grade 1	Lo	LoAvg	Avg	HiAvg	Hi

Fall 19	30%	21%	11%	19%	19%
Winter 20	32%	27%	11%	20%	11%
Grade 2	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	15%	13%	20%	28%	24%
Winter 20	14%	18%	18%	25%	25%
Grade 3	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	16%	24%	13%	27%	19%
Winter 20	6%	20%	27%	20%	27%
Grade 4	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	16%	21%	19%	13%	31%
Winter 20	7%	20%	20%	20%	32%

Stamina 2019-2020:

Grade level	Ave. minutes September	Ave. minutes mid- year January	Ave. minutes at end of T2 March	Goal minutes for June
Kindergarten	2	10	15	20
1	7	20	25	25

2	10	21	25	30
3	20	30	30	35
4	25	35	40	45

Academics: Strategy 2 - Progress monitoring and unit revision

- Successes: Teachers have extensive familiarity on the math common core standards and how to best utilize Envision. Units for all grade levels were rearranged based on previous SBAC target areas and scheduling. IAB math assessments were infused into the math calendar in grades 3-4 to align with these changes and supplemental materials and hands-on learning activities were incorporated in the lower grades to provide students with additional practice in target areas from the previous school year.
- Challenges: Due to Covid-19, teachers were unable to complete their IAB math assessments and Envision’s platform was difficult for teachers to utilize in a remote setting. During Covid-19, teachers discussed priority standards both as a team and with administration and the most effective ways to teach it virtually. Without SBAC scores or completing NWEA assessments, a school document was created of the priority standards addressed to allow for planning for the 2020-2021 school year.

NWEA Math

Kindergarten	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	6%	25%	39%	21%	9%
Winter 20	21%	26%	27%	17%	9%
Grade 1	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	25%	16%	23%	18%	19%
Winter 20	22%	22%	22%	19%	14%
Grade 2	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	9%	16%	18%	22%	35%

Winter 20	13%	16%	9%	20%	42%
Grade 3	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	15%	31%	29%	13%	13%
Winter 20	22%	28%	16%	19%	16%
Grade 4	Lo	LoAvg	Avg	HiAvg	Hi
Fall 19	20%	23%	21%	20%	16%
Winter 20	19%	23%	28%	22%	9%

Climate and Culture: Strategy 1: Social Emotional Learning

- Successes: The staff has a solid understanding of Restorative Practices as a result of Professional development on February 13-14, 2020. On February 19, following PLC training, teachers brought in talking sticks and shared the rationale behind their choice; restorative practice cards were purchased to be hung on individual lanyards and restorative practice handbooks were purchased to be raffled at a faculty meeting. Restorative practices are visible in all classrooms as ways to begin their day, social emotional check-ins, integrated with Second Step, or as exit meetings. Administration and support staff observed various circles in classrooms throughout the day and for different purposes. It has been an incredible addition to our already strong PBIS program.
- Challenges: During Covid-19, Restorative circles and Second Step has had to be implemented virtually. The PBIS matrix was revised to meet the needs of distance learning. The social emotional component has been a focus of team and staff meetings in order to address the best ways of meeting the social-emotional needs of our students.

Climate and Culture: Strategy 2: Climate to address cultural and emotional differences

- Successes: In collaboration with PTA, there were a variety of diverse assemblies such as the Puppetry Show, Mime-Joy of Laughter, Mindfulness activities, and Spirit Days. The universal SE screening used by our School Psychologist also allows us to address emotional differences among our students. A follow-up team meeting occurs on methods to best address any concerns.
- Challenges: Due to Covid-19, we had to cancel our last PTA cultural assembly, but we have continued team meetings on our students' social emotional needs through utilization of a

shared document and weekly team meetings. We also provided multiple virtual pre-recorded presentations that were focused on social emotional differences. The support staff provided weekly newsletters specific to social emotional concerns.

Communication and Community Engagement: Strategy 1 and 2: PTA partnership, communication with families

- Successes: We had many opportunities and events that fostered our school community such as Goodies with Grandparents, Veteran's Day, September/December - PTA dinner/meetings, Scholastic Book Fair, Movie Nights, Winter Wonderland, and the Family Dance. Communication occurred on a weekly basis through Thrillshare and Facebook. All notices were updated on the school website.
- Challenges: During Covid-19, the PTA board and administration met to see how PTA activities could continue virtually. Two PTA/Principal virtual nights were scheduled, virtual Scholastic book fair scheduled, and a teacher appreciation drive-thru, as well as constant collaboration in communicating spirit days and other events through social media. With distance learning, the need for more eye-catching and visual media was fostered through videos, visually appealing newsletters, and Morning News with Mrs.QG. Teachers have daily/weekly communication with their students and families through Google classroom/emails and other virtual platforms such as Bloomz or Classtag.

Communication and Community Engagement: Strategy 3: Service Learning Projects

- Successes: Grades 1-3 all offered a service learning project to all: First Grade: Pennies for Patients (February); Second Grade: Lebanon Services (February); Third Grade: Mitten Collection (December). The entire school also participated in service learning projects such as collection for veterans in collaboration with the bus company and PJ's for Patients for the Connecticut Children's Hospital. We also had school wide community events such as Veteran's Day, PBIS assemblies (bi-monthly), music events, and grade level family events in prek-grade 2 classes..
- Challenges: Due to Covid-19, we were unable to do a few of our annual community/grade level events such as our Coins for Cancer with our fourth grade classes or schedule a pre/k event which was scheduled to be centered around Earth Day. However, we were able to offer our students with a virtual field day experience and art show.

Teaching and Learning: Strategy 1: Increase on or above grade level by 5% from the baseline, as measured by BAS scores; coaching in the area of reading

- Successes: All teachers in grades K-4 have been working with Greta Skiles, Coach and Jen Scoggin, Reading Consultant. The following include the varied opportunities professional and coaching opportunities by Greta Skiles, consultant:
 - ❖ Phonological Awareness workshop (3 hours) for K-2 teachers on October 15, 2019.
 - ❖ Fluency workshop (1.5 hours) for 3-4 teachers on October 15, 2019.

- ❖ Kindergarten and Grade 1 START meetings: professional reading/discussion from Letter Lessons and First Words (Mesmer), Heggerty Phonemic Awareness training
- ❖ Coaching: Implementation of Heggerty Phonemic Awareness program
- ❖ Reading interventionists: PLC meetings about the science of reading and coaching on instructional practices for implementation
- ❖ PLC grades K-2 on orthographic mapping with follow-up START meeting about instructional practices to support
- Challenges - We continue to work on ways to find more time for our teachers to meet with the Reading Consultant. We will look at release times or full PD day for the upcoming school year. Due to Covid-19, we were not able to complete administration of BAS data, but will be looking closely at this data and the Fall data to plan appropriate reading instruction. Best practices were topics of conversation at the biweekly virtual meetings with reading consultants and administration.

Data - BAS Data

Grade 1920	BOY	T1	T2
K (Jan)		85%	unable to complete March update due to Covid closure
1	71%	68%	61%
2	62%	67%	75%
3	80%	76%	75%
4	83%	83%	84%
School	75%	76%	74%

ESGI Data: Note that there are different subtests administered during each part of the year that are increasingly more difficult.

% of students mastering at least 80% of the foundational skills (phonological awareness in K, QPS phonics, high frequency words)

K	BOY 1920	T1	T2
PA 80%+	34%	61%	75%
QPS 80%+	61%	62%	85%
HF 80%+		23%	62%

1	BOY 1920	T1	T2
QPS 80%+	45%	86%	77%
HF 80%+	70%	71%	80%

Teaching and Learning: Strategy 2: Instruction in SE learning

- Successes: Professional development on restorative practices occurred on February 13 and 14 for all staff. Staff evaluations indicated teachers found it to be effective training and important to incorporate it into daily classroom practices. Resiliency training also occurred on November 5 and the staff evaluations were also positive on this training. These topics remain at the forefront of our faculty and team meetings, even during the Covid-19 closure. Our support team and administration have engaged in various professional development centered around this topic.

Teaching and Learning: Strategy 3: NYAEC preschool accreditation

- Successes: We have completed our NYAEC Program Portfolio and Classroom Portfolio, and it is currently under review by EastConn. In addition, we completed and passed our Spring Annual report. Due to the Covid-19 closure, NYAEC accreditation is on hold and will more than likely resume in the Fall of 2020 with the school visit and accreditation process.
- Challenges: Due to Covid-19, we were unable to complete some staff CPR training that was scheduled for late March. Much of the work with teachers and administration occurred virtually, but we were able to complete it. We worked closely with EastConn to have their staff review it and the NYAEC accreditation process has been pushed to the new school year.

Finance and Operations: Strategy 1 and Strategy 2: *Safe and clean playground area and grounds*

- Successes: There were weekly discussions of cleanliness with administration and Director of Facilities. Areas of concern were addressed and followed-up through the ticket tracker. We conducted a tools for schools observation on February 25 and summaries were provided and shared with all staff. Due to Covid-19, maintenance requests were addressed and completed. An update was provided to administration/nurse from the custodial staff/maintenance. Mulch was also purchased for the new school year.

2019-2020 Lebanon Middle School Strategic Report/Annual Report

- * Obtained Category 2 rating on CSDE Accountability Rating
 - * Participation rates improved
 - * No sub group gap between SPED/Reg Ed
- * Conducted Instructional Rounds and identified areas of practice to focus on to increase rigor of student assignments. Included new staff on the instructional rounds team.
- * Continued with PBIS program that also included School Climate and Connections activities. continued the Second Step Program during the Connections block.
- * Physical Education activities and preparation aligned and scheduled to coincide with mandated state assessments.
- * Developmental guidance was provided in all grades with relevant topics along with state mandated initiatives.
- * All staff participated in QPR (Question, Persuade, Refer) training which is utilized with suicide prevention practices.
- * Successful career exploration and goal work with Student Success plans and Job Shadow program. Job Shadow experience was conducted via virtual presentations that were submitted by each student.
- * Social Media presence with an LMS Facebook page and PTO Facebook Page posts. Vast increase in website usage during distance learning.
- * Fall and winter NWEA and classroom assessments were utilized to identify student tier 2 and 3 interventions
- * Digital technology became a focus during distance learning with the majority of assignments and tasks utilizing Chromebooks and Google classroom. Many new technology platforms were explored, learned and then utilized by all staff in remarkably quick timing.
- * Special Education classroom for students with behavioral challenges moved to the “green house classroom” this move provided a great opportunity for students to get the greenhouse started and utilized.
- * Professional Learning Communities continued to work together. Teachers from each grade level met on a rotating basis

Strategic Plan cross-walk, wins/challenges:

Academics: - Design tasks requiring 21st century critical thinking skills

* Wins – we implemented our distance learning plan immediately. Teachers used existing google platform and supplemented with a plethora of additional resources that they quickly obtained and learned how to utilize. Our Instructional Rounds initiative has also helped to provide feedback to the staff on the rigor observed in classrooms.

* Challenges - during distance learning some students level of participation is lacking, quite a bit of prompting and individual contact is needed to get them to complete work.

Academics:- Utilize Tier 2 and 3 interventions in literacy and mathematics

* Wins- Teachers have extensive familiarity with NWEA, Study Island and in-class assessments that work. Students are placed into intervention groups based on data from these assessments. NWEA reports are used extensively by teachers and for parents at PPT’s , conferences, reports.

* Challenges – tracking the student interventions school wide with ease. Each grade does an excellent job tracking student performance with spreadsheets, charts, forms etc. but there is no data collection software (data warehouse) for the school, or district to easily look up large scale trends etc.

Academics:- Create a comprehensive writing curriculum aligned with Common Core standards

* Wins: Teachers have had professional development to learn how to use the workshop model. They have also used PLC time extensively to align how they assess and evaluate reading and writing.

Teachers have utilized the workshop model and had a consultant present to critique their lesson and provide valuable feedback as they use this new practice.

* Challenges – teachers can always use more time to meet as a vertical team, more time with consultants and feedback from consultants as they try the workshop model.

Academics:- Utilize targeted instruction to meet Next Generation Accountability target scores

*Wins – Increased use of the SBAC IAB’s (practice SBAC assessments) to expose students to the vocabulary and “jargon” that they will experience during SBAC testing. It has been very informative for both teachers and students as students have often reported that they find the questions posed on SBAC to be difficult to understand and then answer.

Increase in feedback and constructive criticism for response to literature. Individualized student conferencing to support editing and revising.

Increase in mastery objectives in math. Students need to show mastery in various content strands rather than just move on after taking assessments. Teachers conference with students after taking assessments and then revisit areas of need until satisfactory understanding is reached.

NWEA scores (see attachment 1) were on track to meet all school wide goals.

* Challenges – fluctuations in growth scores continue to occur. While cohorts change over time, good instructional strategies and interventions should yield more consistent results.

Students who made NWEA Winter Goal with Winter Score			
Grade-Subject	No	Yes	% Who Made Goal
5 ELA	24	42	63.64%
5 Math	25	41	62.12%
5 Reading	32	34	51.52%
All 5th Grade	81	117	59.09%
6 ELA	26	35	57.38%
6 Math	32	29	47.54%
6 Reading	35	26	42.62%
All 6th Grade	93	90	49.18%
7 ELA	31	55	63.95%
7 Math	38	48	55.81%
7 Reading	37	44	54.32%
All 7th Grade	106	147	58.10%

8 ELA	10	66	86.84%
8 Math	31	45	59.21%
8 Reading	54	22	28.95%
All 8th Grade	95	133	58.33%
All ELA	91	198	68.51%
All Math	126	163	56.40%
All Reading	158	126	44.37%
All Students	375	487	56.50%

Students who made NWEA End of Year Goal with Winter Score			
Grade-Subject	No	Yes	% Who Made Goal
5 ELA	32	34	51.52%
5 Math	41	25	37.88%
5 Reading	38	28	42.42%
All 5th Grade	111	87	43.94%
6 ELA	30	31	50.82%
6 Math	42	19	31.15%
6 Reading	36	25	40.98%
All 6th Grade	108	75	40.98%
7 ELA	35	51	59.30%
7 Math	52	34	39.53%
7 Reading	47	34	41.98%
All 7th Grade	134	119	47.04%
8 ELA	15	61	80.26%
8 Math	38	38	50.00%
8 Reading	59	17	22.37%
All 8th Grade	112	116	50.88%
All ELA	112	177	61.25%
All Math	173	116	40.14%
All Reading	180	104	36.62%
All Students	465	397	46.06%

Climate and Culture:- Revise and Improve the current Positive Behavior Support Program

* Wins- LMS utilizes a Positive Behavior Support system. Students have classes regarding this program at the beginning of the year whereby the program and its goals are explained to all students.

Teachers have used restorative practices extensively throughout the school year.

LMS connections program continues to pair students with a staff member that they can have a connection with throughout their four years at LMS.

LMS staff had excellent PD on PBIS and restorative practices.

* Challenges – The PBIS program utilized by LMS was created many years ago by the climate committee. Our current program needs to be evaluated and updated with assistance from outside consultants. Exploring ideas that get more/all students to buy-in to positive behavior systems is crucial.

Climate and Culture:- Expand support services to include clinical mental health services

* Wins- the support staff (counselor, psychologist, social worker) have done a great deal of work and coordination with outside agencies. A meeting was held with hospital administrators, nurses, town EMS and district personnel to discuss protocols/information flow for situations that occur when students are temporarily hospitalized.

* Challenges- we still need to research and work on contracting with outside agencies to discuss in-school counseling and related services that would assist students in need of these services.

Climate and Culture:- finalize a multi-tiered system of support plan for LMS and adopt a universal screening tool

* Wins – the school counselor, school psychologist and school social worker continue to fine tune processes and procedures in providing a circle of supports for students. This creation of an MTSS is a continuous work in progress.

* Challenges- we need to continue to research universal screening tools so that we can implement an effective tool for all students to assess social emotional needs. Due to Covid-19 there may be an increased need to speed up our time table on selecting a tool sooner rather than later.

Communication and Community Engagement: - foster outreach to parents and the community

* Wins – Many opportunities and events were conducted to foster parent and community outreach; Open House, parent meetings, concerts, PTO meetings and events, movie trips, field trips, arts night, senior lunches program, parent conferences, and sporting events.

Communication and Community Engagement: - use technology to communicate more effectively

* Wins- Distance learning has created an overwhelming use of technology to communicate more effectively. Currently we use; google classroom, web pages, email, virtual meetings, google voice calls, Go Guardian checks.

During the “regular” school year we utilized the LMS webpage, homework web pages, Powerschool, Newsletters, Thrillshare messaging, Facebook, and teacher webpages.

* Challenges- staff have varying degrees of expertise with webpage creation

Communication and Community Engagement: - provide opportunities for parents to meet with school staff

* Wins – Many opportunities are provided to meet with staff. We hold team meetings, IEP and 504 meetings, conferences, individual meetings, and open house.

*Challenges - we continue to work on ways to improve the conference process for parents and students. We have been discussing moving to a student led conference model and an alternate conference schedule.

Teaching and Learning:- Support development of rigorous academic, climate/culture and technology programming

* Wins – Math and ELA teachers have been working with consultants and during their PLC sessions to develop assessments and curriculum that is aligned to the Common Core.

Social studies teachers have been able to align curriculum work via their PLC meetings

Science teachers have been able to work on unpacking NGSS standards and creating lessons for their grade level. They can collaborate during their PLC sessions.

Instructional Rounds were completed (two times with 18 observations each time) teachers and admin were able to observe lessons and analyze the level of rigor observed. The information was then compiled on a school wide basis and reported out to staff.

*Challenges: - there are always more topics to visit than time available for professional development. It is critical to supplement professional learning days by using faculty meetings and afterschool meetings to facilitate professional learning on all the topics we should explore to ensure success.

Finance and Operations:- Needs based budgeting, Building cleanliness, Building Safety

*Wins – LMS budget is built from ground up – based on requisitions for items needed during school year. All timelines for budget submissions were met.

Walkthroughs were conducted daily to check for cleanliness and egress. Custodial staff has done an excellent job maintaining the building.

All fire and crisis drills were completed (prior to distance learning). SRO and Town Trooper took part in crisis drills. Valuable feedback was provided on all occasions.

Additional security cameras were installed along with new viewing software. The surveillance of the building is greatly improved and video footage is more easily watched and recorded.

2019-2020 Lyman Memorial Annual Report/Strategic Plan Report

- ★ Began the year with the first freshmen/new student orientation cookout which included tours, music, games and Lyman Administrators on the grill.
- ★ Lyman Administrators and Administrative secretary hosted a barbecue for faculty on August 27th.
- ★ Instituted new pass system for hallway supervision.
- ★ Lyman Administration met with IA's to have a beginning of the year meeting.
- ★ Lyman Administrators met with all students by class 9-12 during the first week of school to discuss expectations for the year.
- ★ Began a monthly discussion around mental health challenges students face utilizing the First Aid for Mental book. Each PLC was given a chapter and presented at a faculty meeting. Covering the topics of depression (including bi-polar), anxiety, eating disorders, psychosis, substance abuse, and Attention Deficit and Disruptive Behavior Disorders.
- ★ Lyman held its open house on Tuesday, September 10 for parents and students
- ★ Utilized the second meeting of the month the first half of the year to finalize the strategic plan. We also involved the IA's in the discussion. We began the second half of the year meetings discussing benchmark ideas for the PoG.
- ★ Monthly PD for staff on Mondays with EASTCONN centered around the strategic plan then was shifting to PoG benchmark creation in January.
- ★ QPR refresher training completed in faculty meeting.
- ★ Drama production this year was highlighted by a student written performance Brian's Mirror. 28 students total involved in the production.
- ★ 91 total students participated in our Fall Sports Program (44 males and 47 females).
- ★ Hosted three 8th grade tours, Lebanon, Bozrah and Franklin.
- ★ Homecoming Dance attended by 217 students.
- ★ Began meeting on revising the Senior Project. Staff went out and visited Chariho High School in Rhode Island to observe.

- ★ The National Honors Society inducted 14 new members. NHS total is now 30 students.
- ★ Pep Rally celebrating cumulative academic and student/team achievements in November.
- ★ Winter Band and Chorus concert on December 5, 2019. 42 students total participated in the concert.
- ★ 91 total students participated in our Fall Sports Program (44 males and 47 females).
- ★ Model UN Conference at the University of Hartford. 8 Students participated in the two day conference.
- ★ Hosted a very well attended Open House for incoming 9th graders in November with door prizes of Lyman gear.
- ★ Spirit Week, Hallway Decorating and Pep Rally in March
- ★ ASTE Spirit week in February
- ★ Performed 2 lockdown drills and 1 hold the bells students remain in classroom
- ★ Lyman English department met with EASTCONN for monthly PD on class texts
- ★ Lyman held Instructional Rounds with a faculty debrief lead by the rounds team. We included 3 new members this year.
- ★ Lyman Chorus went to Disney World to complete a workshop and perform. 18 students attended.
- ★ Lyman's Semi-formal SnowBall attended by 110 students. This was the first mid-winter dance in years and was held due to student interest.
- ★ Lyman Musical "The Little Shop of Horrors" was the last district event held before the shutdown. The performance was moved up one week in anticipation of the upcoming closure. Students performed 3 shows over Friday and Saturday evening.
- ★ District Art and Music teachers put on An Evening with the Arts at Lyman in February that showcased artists from all three district schools. It was well attended with very positive feedback!
- ★ 152 students made the Honor Roll for Semester 1

Strategic Plan Crosswalk

Academics - Increase course offerings based on student interest

- Students continue to utilize our Virtual High School online offerings to take courses that we do not currently offer. During the 2019-2020 school year we had numerous students sign up courses like American Sign Language or Game Design.

Academics - Enhancing current technology education

- Teacher spotlight re-incorporated in the Faculty Meeting Agendas, which allowed for teachers and administration to show useful tools. Majority relating to technological resources.
- Professional development done for Instructional Assistants on the Google Platform by the Assistant Principal.
- As a result of COVID-19 implementation of the Distance Learning Plan was done immediately because of planning and we are a one-to-one school and also the faculty and staffs familiarity with the Google platform. The librarian at the high school provided two training videos on setting up Google Meets and utilizing the different features on Meets. In addition teachers,

support staff, and administration have been updating a list of online resources on the LMHS Alternative Learning Website.

Increase the number of students who embrace challenging academic experiences (i.e. enrolled in advanced classes (AP, ECE,CCP))

- Weighting for ECE and CCP courses adjusted to match AP course weights. Anyone taking a college level or equivalent course receives the same weighting for quality points.

Academics - Provide opportunities for career education

- Last year Lyman held their first Career Day, where individuals across a variety of schools did presentations for students. This was done by the School Improvement Team. This event will take place every other year at Lyman and is slated to happen in 2021.
- School counselors did lessons utilizing the career cluster finder and do you what you are career and personality type assessment.

Academics - Implement guidelines for students in VHS classes

- Administration, librarian and VHS Teacher began reviewing school guidelines and processes for students taking VHS classes. Began to design Lyman's documents. This work has currently paused due to COVID-19.

Academics - Start the development of Applied Mathematics Course

- Discussions began in the Math department during professional development time. This was also a topic of discussion with Three Rivers Community College as part of the Youth Manufacturing Initiative.

Academics - Continue to develop benchmarks for Portrait of a Graduate

- Work on the Benchmarks for Portrait of a Graduate began at the second faculty meeting of the month in February. Teachers began looking at the Pillars and began creating statements relating to the attributes. This work was slated to continue at PLC's and at the second faculty meeting of the month; however, as a result of Covid-19 the work has been paused.

Academics - 5% increase in number of students who meet the benchmark on Language Arts portion of the SAT's over the course of 5 years

- We had a representative from Collegeboard come to Lyman and present to faculty during the February PD days on how to utilize PSAT data and how the SAT was designed. Teachers could "see" how students responded to questions and the types of questions students got incorrect.
- Due to COVID-19 no data for 2020 SAT's as Spring test date was cancelled.

Academics - 5 % increase in the number of students who meet the benchmark on Math portion of the SAT's over the course of 5 years

- See above response

Academics - Increase our Next Generation Accountability score.

- Due to a persistent achievement gap, we continue to be a level 3 school. We are trying to focus energy into moving students who are near their goal on PSAT to SAT goal by targeting question types they answered incorrectly. Our school overall index score has risen over the past several years by changes in the scheduling of PE for 10th graders and through increased attendance in Fine Arts classes. We also have had perfect participation rates in the testing in the areas of ELA, Math and Science in our High Needs subgroup (100% on the 2019 test). No data will be available this year.

Climate and Culture - Increase opportunities for individual and group counseling sessions

- School Counselors did lessons in classrooms regarding; college essay writing, college admissions review, learning style inventory, career cluster finder, do you what you are career and personality type assessment, college admissions process and resume writing.

Climate and Culture - Continue professional development for mental health training.

- We began a monthly discussion around mental health challenges students face utilizing the First Aid for Mental book. Each PLC was given a chapter and presented at a faculty meeting. Covering the topics of depression (including bi-polar), anxiety, eating disorders, psychosis, substance abuse, and Attention Deficit and Disruptive Behavior Disorders. As a result of Covid-19 we were able to get through the topic of psychosis and did not complete substance abuse and Attention Deficit and Disruptive Behavior Disorders.
- QPR refresher training completed at October Faculty Meeting by District Social Worker.

Climate and Culture - Develop and implement a social emotional learning program/Awareness & reduce student isolation.

- Increase in extracurricular activities such as a cookout for the ninth graders before the start of the school year. Also Lyman's Semi-formal SnowBall attended by 110 students. This was the first mid-winter dance in years and was held due to student interest.
- Due to COVID-19 some extracurricular events had to be cancelled; however, teachers have been holding virtual movie and game nights with students.

Climate and Culture - Make education a priority & recognize scholastic achievements.

- Announcements of scholastic achievements added to the morning announcements and television screen in the atrium. Also scholastic achievements posted on LMHS Official Facebook Page, this continues to happen while we are doing Distance Learning.
- A Pep Rally celebrating cumulative academic and student/team achievements in November took place.
- Honor Roll posted on the television in the Atrium for Quarter 1 and Quarter 2. Ice Cream Social planned for March 17 for all students who made the honor roll semester 1 was cancelled due to COVID-19.

Climate and Culture - Begin to develop a Peer Mentoring Program

- Some discussion began around the Lebanon Middle School model for peer mentoring; however, this work was paused as a result of COVID-19.

Communication and Community Engagement - Maintain and promote effective communication with families.

- Thrillshare used consistently to communicate with families.
- Official LMHS Facebook Page, LMHS Music, and LMHS Athletics Instagram are utilized to communicate with families.
- Lyman continues to utilize Guardian Feature on Google Classroom.
- Variety of evening events to maintain and promote the engagement of families; Open House, 8th Grade Open House, An Evening with the Arts, monthly FFA Parent and Alumni Association Meeting, AG Open House and Holiday Bizarre, etc.
- The Guidance Department held two evening workshops for parents, one on Paying for College which included the financial aid application process and Junior College Planning for parents of juniors to layout steps that they should be taking as the college visitation and application process begins in earnest.

Communication and Community Engagement - Implement effective communication with educational stakeholders in sending communities.

- Lyman hosted a very well attended Open House for incoming 9th graders in November with door prizes of Lyman gear. This was attended by Lebanon residents and residents from sending towns.
- Sending Communities were invited to *An Evening with the Arts* which showcased, art, chorus, band, foods, graphic design, photography, and television media. The event was well attended and received a lot of positive feedback.
- Lyman hosted three 8th grade tours, Lebanon, Bozrah and Franklin. Tours included meeting administration, school counselors, and tours by Lyman students. Students got the opportunity to learn about the academics, athletics and extracurricular activities Lyman has to offer. In addition they got to see some classes throughout their tours around the school and meet some of the teachers.

Communication and Community Engagement - Community engagement through service projects

- Administration met with the Senior Project coordinator at Lyman to discuss the conversations that had been had the previous year with the former assistant principal; established the first meeting of the Senior Project Committee to begin in January.
- The Senior Project Committee consisting of administration, support staff and teachers began meeting to discuss the Senior Project in January. Members of the Committee visited Chariho Regional High School in Rhode Island in February to observe and interview members of the Chariho community regarding their senior project model, including the community service portion of their project. That data and information was shared out to the rest of the Senior Project Committee. The Senior Project Committee had discussions about changes to be made to

Lyman's Senior Project including the incorporation of service projects and community service throughout the students' high school careers. The next scheduled meeting was scheduled prior to the pandemic. The conversations have been paused at this time and will resume in the Fall.

Teaching and Learning - Provide more discipline specific professional development

- Kathleen Mozak-Pezza has brought in an outside consultant to work with the Lyman English department on text sets. Kathleen also led an initial discussion with the Math department around updating the Math curriculum and course sequencing. The Science department has had ongoing release time to plan curriculum relating to NGSS standards.

Teaching and Learning - Extend opportunities for interdisciplinary collaboration

- Teachers are placed into interdisciplinary Professional Learning Communities (PLC) at the start of the year and meet two times a week to discuss topics and collaborate. This year teachers also completed Assessment Analysis forms monthly and shared with their PLC's to review data and strategies to improve student's performance across disciplines.

Teaching and Learning - Identify and implement effective measures of student growth and achievement (data) to provide direction for educator Professional Development

- See above work relating to PSAT Professional Development..
- Teachers also met monthly with Jim Collin from Eastconn to discuss district and school initiatives such as Restorative Practice, Portrait of a Graduate, and Lyman's Strategic Plan.

Teaching and Learning - Develop a comprehensive SRBI plan to meet the academic and behavioral needs of all students

- SRBI Team, consisting of administration, support staff, school nurse and two teachers met monthly identifying students. Identified students have check-ins with school counselors and letters sent home to parents/guardians.
- CORE utilized for identified students.
- SAM Team, consisting of administration, school nurse and support staff met monthly to discuss behavioral concerns of students. Discussion of supports in place within Lyman and outside of Lyman as well as any recent updates on the student.
- Due to COVID-19 the SRBI Team and SAM Team do not meet as a whole, currently meetings take place based on the individual students' needs and happen more frequently.

Teaching and Learning - Increase professional development and opportunities for more teacher leaders within the building

- At Lyman we currently have one teacher in the middle of an administrator preparation program and they are helping us with projects. If school was in session they would have been the admin designee when both administrators were out of the building.

Finance and Operations - Maintain a safe, clean and functional school environment

- Raptor system introduced and utilized this year. Front office secretaries and administration trained on device.
- Lyman Bulldog pass system put into place for student accountability.
- New Go-Guardian feature added to student chromebooks. Teachers and administration giving access to watch students activity in “real time”
- New IT/Facilities Ticket request form created and utilized.
- Prior to COVID-19 lockdown drills, fire-drills and a shelter in place occurred.

Finance and Operations - Maintain a safe building

- Work identified by the Fire Marshal in his inspection report has been addressed by district maintenance personnel.

Finance and Operations - Develop a needs based budget

- Lyman has always developed a school budget by soliciting budget requests from each department. Everyone has a say in what goes into the budget. Department head meetings establish the theme (needs based) of the budget. From there items that are topics of discussion (potential or actual line cuts) are addressed with individual department heads.

Lebanon Public Schools 2019-2020 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 student's 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/UCxNsQ1aQ1cCkws0Q0dE7NQ/>
- LES PTA Facebook page: <https://www.facebook.com/groups/200614269995738/>
- 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.
 - o Generally, a MAXIMUM of 30 minutes of graded work per subject area/teacher per day.
 - o This time includes both any teacher instruction and all graded work for that day/week.
 - o 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.

Lyman will not be having Final Exams for the 2019-2020 school year.

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