



FARMINGTON
PUBLIC SCHOOLS

Empowering Global Citizens

FARMINGTON PUBLIC SCHOOLS

FARMINGTON, CONNECTICUT

Return to School 2020-2021

HOW WE APPROACHED PLANNING FOR THE RETURN TO SCHOOL

Our overarching planning principles for all local planning included a focus on:




- *The **health and safety** of all members of our school district;*
- ***Social emotional well-being** of all members of our school district;*
- *A strong focus on **equity** as well as **academic excellence** for all students; and*
- ***Flexibility, adaptability and optimism** in all aspects of our planning as the pandemic requires us all to be nimble and shift quickly to meet the needs of all of our learners.*

In addition, Farmington approaches all improvement work, including our return to school planning, with our core strategic improvement documents in mind:

- **Core Beliefs (The Why);**
- **Vision of the Global Citizen (The What);**
- **Framework for Teaching and Learning--Student Centered Instructional Design (The How);** and
- **Theory of Action (Our Direction)--Mastery Based Learning/Grading**

FPS LEARNING MODELS: HIGH EXPECTATIONS

In accordance with state guidelines, the Farmington Public Schools has developed three models for the continuity of instruction which can be flexibly applied based on health guidance from the state and local health officials. The three models of learning are:

-  • **In-Person Model of Learning:** All students will be in school and follow a schedule. Some families may choose to keep students at home and participate in our FPS Interactive Learning option.
-  • **Hybrid Model of Learning:** In order to increase social distancing measures, half the students will be in a live classroom setting and half will be in our FPS Interactive Learning program. The groups will switch from in-person learning to FPS Interactive Learning on a **weekly basis**.
-  • **FPS Interactive Learning (Farmington's New Remote Learning Program):** Students will participate in their classes in real-time and follow the school's daily schedule. There will be times when students will be asked to work independently and check in with the class at specified times. This will be the model used in the case of extended absences or a second extended closure.

Students will experience a mix of synchronous (live instruction) and asynchronous (materials provided in an online platform) in all three models. All students are expected to attend class following their school's schedule.

SAMPLE IMPROVEMENT ROUTINES-

MONITOR, ADJUST, SUPPORT

- Teaming and Data Team Meetings (Instructional Planning and Analysis/Planning in the areas of Achievement, SEL, Attendance, Etc.)
- Self-Directed PD Days as well as PD on Health/Safety, Learning Models, Social Justice/Equity, Book Reads, etc.
- Consultancy Protocols (Virtual and In-Person)
- Coaching/Classroom Visits (Virtual and In-Person)
- Specialists Model Lessons and Support Faculty/Staff with Instructional Planning
- Modified Teacher and Administrator Evaluation Plan
- CARE Team Support -- SEL/Mental Health (Collaborative Problem Solving, Restorative Practices, RULER, etc.)
- Instructional Rounds (Virtual and In-Person)
- Leadership Development: Book Reads, Case Studies, Best Practice Sharing, Scenarios (safety/security, mental health, COVID-19), etc.
- Program and School Development Plans (VoGC/ToA, Equity, SEL)

FOCUS ON COMMUNICATION (ARTIFACTS/LINKS): INFORM, CONNECT AND PARTNER

- **FPS Return to School Website:**
- **Communications**
- **Family Resources**
- **Social Emotional Well-Being**
- **Health and Safety**
- **In-Person Learning, Hybrid Learning, Interactive Learning Only**