

Madison Public Schools
2020-2021 Reopening Plan



Date of Submission: July 24, 2020

LEA Name: Madison Public Schools

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***NOTE:** The contents of this plan are proposed and could be impacted based on various factors and conditions such as: the CT State Department of Education acceptance and feedback; CDC guidelines, impact of supply chains; responses to state and national conditions; and/or changes in available staffing.*



MADISON PUBLIC SCHOOLS

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To our Madison families,

There could be no greater challenge in education than the one we face this year. This immense challenge was met with the unwavering commitment to create safe conditions for students and teachers as we prepare to respond to changing conditions. Although schools will not look the same- we are. We will welcome our students back to learn from us, and with us, as we engage in this new school year.

The Steering Committee and Task Force Teams came from their summer vacation plans to assist us in creating this thoughtful approach. Our work takes all systems into consideration as we seek to create stability in education despite changing global, state, local and personal conditions. We are so honored to do this work with all of you. This plan is the result of countless hours of distance meetings, in-person meetings, drafts and redrafts, feedback and more feedback. We thank each and every individual for their contributions.

Although this plan is responding to requirements and guidelines from the State of Connecticut, it was built from local feedback as well. This plan is informed by surveys sent to parents, students and teachers. This plan is informed by building teams of administrators, staff members and parents examining the use of space and working to meet distance requirements. This plan was informed by working with our partners in each and every area of the system. We are grateful for the continued expertise of town officials such as Health Director, Trent Joseph, as we respond to the needs of our community.

This plan was the result of struggling with what was, and now what is. It is a great privilege to meet this moment with a commitment to educate our students with a safe and professional approach. We appreciate the supportive emails from our community and encouragement from our Board of Education as we respond to the needs of our school community.

In appreciation from the Madison Steering Committee Co-chairs,

Gail Dahling-Hench
Assistant Superintendent

Heather Dobson
Director of Resources

Thank you to the following people for their time and collaboration on putting this plan together.

District Steering Response Committee Members:

Interim Superintendent: JeanAnn C. Paddyfote Ph.D.
Assistant Superintendent: Gail Dahling-Hench,
BOE Communications Chair: Emily Rosenthal
Town Health Director: Trent Joseph
Building Administrators:
TJ Salutari, Brian Bodner, Melanie Whitcher, Kathryn Hart, Martha Curran, Frank
Henderson, Becky Frost and Kelly Spooner
Director of Special Education: Dr. Liz Battaglia
Director of Human Resources: Heather Dobson,
Director of Administrative Services: Arthur Sickle
Director of Finance: Stacey Nobitz
Director of Athletics: Craig Semple
Supervisor of Nursing: Stephanie Lesnik, RN
Parent Representatives: Tina Walde and Tracey Hardy
District Communications: Zoe Roos
MEA Representative: Mike Ginsburg
MAESS Representative: Sue Evans

Task Force Committee Members:

| | | |
|---|---|---|
| Angela Ahern, MYFA Assistant Director | Sherry Farmer, SPED Teacher | Donna Peck, Executive Secretary |
| Val Alberti, School Nurse | Liz Fortsch, School Nurse | Renee Pardo, Elementary School Teacher |
| Joe Barraco, Director of Food Services | Michelle Fortuna, SPED Coordinator | Crystal Procaccini, ELA Teacher |
| Rita Boland, District WebMaster | Stephen Fuest, Assistant Technology Manager | Renee Poulter, Administrative Assistant |
| Christine Buchetto, Executive Secretary | Sheila Judge, Administrative Assistant | Qin Qin, Administrative Assistant |
| Julia Buonfiglio, Executive Secretary | Dan Gaewski, Math Specialist | Joan Risner, Network Specialist |
| Tom Bull, School Resource Officer | CJ. Gladstone, SPED Coordinator | Deb Rossi, PE Teacher |
| Bob Burr, Manager of Custodial Operations | Magda Grayson, Durham School Bus Services | MaryBeth Sarr, ESOL Teacher |
| Ella Cinquino, Elementary School Teacher | Dan Grenier, CTE Coordinator | Lisa Seales, Brown School Teacher |
| Charlene Connelly, Occupational Therapist | Jen Hawley, Guidance Coordinator | Drew Sellitti, Elementary School Teacher |
| Martha Curran, Assistant Principal | Stephanie Jarvi, PE Teacher | Lizzie Sharp, Elementary School Teacher |
| Maura Cutler, School Nurse | Mike Kiefer, Instructional Tech. Specialist | Doreen Shirley, Reading Specialist |
| Teresa Davis, School Psychologist | Dashana Kyttle, School Nurse | Alisha Signore, Elementary School Teacher |
| Sam DeBurra, Emergency Mngmt. Director | Lynn Lindahl, General Secretary | Liz Solin, Executive Secretary |
| Charlene Doane, Guidance Counselor | Marc Mastriano, Manager of Operations | Linda Tuzzio, SPED Coordinator |
| Trish Docker, SPED Teacher | Cassie Morrison, Senior Network Specialist | Dawn Vece, Durham School Bus Services |
| | Karen Owen, School Nurse | Lauren Warner, Brown School Teacher |

Building & Space Committee Members:

| Daniel Hand High School | Polson Middle School | Brown Intermediate School |
|---|---|--|
| T.J. Salutari (Principal) | Kathryn Hart (Principal) | Frank Henderson (Principal) |
| Brian Bodner (Assistant Principal) | Martha Curran (Assistant Principal) | |
| Melanie Whitcher (Assistant Principal) | Ilena Andrich (Spanish) | <u>Team Leaders:</u> |
| Celina DaSilva (ELA Coach) | Chris Gabriele (Sped) | Ashley Lunn (Gr. 4 Teacher) |
| David Buller (Math Teacher) | Michelle Freund (Para) | Lisa Seales (Gr. 4 Teacher) |
| Keiler Snow (Parent) | Donna Peck (Secretary) | Lauren Warner (Gr. 5 Teacher) |
| | John Leonard (Music) | Tracey McGinley (SPED Teacher) |
| | Leah Stillman (Music Coordinator) | |
| | Crystal Procaccini (Gr. 7 LA) | Val Alberti (School Nurse) |
| | Karen Owen (Nurse) | Eliza Hayes (Guidance Counselor) |
| | Lisa Lee (Parent Rep) | |
| | Erin Bickelhaupt (Gr. 6 Math/Sci) | Tina Phelan (PTO President) |
| | Peter Bizier (Gr. 6 LA/SS) | |
| | Melissa Arms (Gr. 7 Math) | |
| | Chris Perras (Counselor) | |
| | Brian Courtmanche (Gr. 7 Math) | |
| | Rick Potter (Gr. 8 Math) | |
| | Sarah Sandora (Science Coordinator) | |
| | Chris Pagliuco (SS Coordinator) | |
| | Carol Sullivan (Math Coordinator) | |
| | Dawn Fiorelli (LMS Coordinator) | |
| | Stephanie Jarvis (PE) | |
| | Maude Moore (Grade 7 Science) | |
| | Kevin Potter (Security officer) | |
| Becky Frost- Principal Jeffrey Elementary School | Ryerson Elementary School | Town Campus Learning Center |
| Becky Frost (Principal) | Kelly Spooner (Principal) | Dr. Liz Battaglia(Principal/Director of Special Education) |
| Ella Cinquino- (Gr. 2 Teacher) | Jennifer Soja (Kindergarten Teacher & Grade Level Team Leader) | Maria Hainer (PreK Team Leader/School Psychologist) |
| Maura Cutler- (School Nurse) | Drew Sellitti (First Grade Teacher - Grade Level Team Leader) | Lynn Hadad (Preschool Teacher) |
| Alicia Dunbar- (Gr. K. Teacher) | Jennifer Figurelli (Second Grade Teacher - Grade Level Team Leader) | Angela Milone (Preschool Teacher) |
| Sherry Farmer (SPED Teacher) | | Lisa Miceli (Preschool Teacher) |
| Kathy LeBlanc (Para-Educator) | | Dashana Kytte (School Nurse/Parent) |
| Megan Hogarth (PTO Co-President) | Peggy Bell (Third Grade Teacher - Grade Level Team Leader) | |
| Leslie Lopez (Related Arts) | Christine Piteo (Parent Representative - Ryerson PTO President) | |
| Renee Pardo (Gr. 1 Teacher) | | |
| Michelle Rindfleisch (Gr. 3 Teacher) | | |
| Lizzie Sharp- (Gr. 1 Teacher) | | |
| Liz Tucker-Plasky (PTO Co-President) | | |

Thanks to our colleagues in East Hampton Public Schools for the inspirational framework!

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Introduction

School Liaison, Communications Plans, and Data Collection

School Liaison:

The district has identified Principal Frank Henderson and Coordinator of Nursing Services Stephanie Lesnik as the COVID-19 Health and Safety Compliance Liaisons. The Liaisons, along with the Superintendent of Schools, will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance. The Liaisons, along with the Superintendent of Schools, will support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Madison Health department.

Communication Plans:

Keeping the MPS community informed is critical to a successful reopening. Parents, staff, and students can expect to receive timely updates from the Superintendent of Schools and/or building principal throughout the school year regarding the most up to date policies and protocols. Throughout the year the district administration will:

- Post updated information related to reopening and the current learning model on the district website at www.madison.k12.ct.us/reopening
- Continue to communicate with parents/guardians via the District E-Notify system and MPS App.
- Continue building level parent communication via District E-Notify system.
- Continue to use the dedicated email address (MPSreopening@madison.k12.ct.us) for parents/guardians to submit questions, ideas and concerns on an ongoing basis.
- Student orientations and Open House nights will be developed in compliance with current guidelines and respond to the conditions that are present at that time.
- In addition to the student population, measures for the control and prevention of disease will be communicated to the school community
- Develop a mini-series for parents on a variety of topics throughout the school year.
- Updated policies will be posted after the Board of Education adoption.

Data Collection:

The district is using a series of surveys to collect information from families prior to reopening and after reopening. Surveys were sent in March and June 2020. A final survey prior to reopening will be sent to all families in August 2020. Surveys will be administered to families, students and teachers in the 2020/2021 school year. In addition, student focus groups will be conducted for younger student populations.

Reopening our Schools – Fall 2020

Madison Public Schools is preparing to have *all students* return for full-time instruction at the beginning of the 2020–2021 school year. Additionally, plans have been crafted to support a partial reopening and full distance learning at a future date if the public health data changes.

Madison Fall Reopening Guiding Principles

The plan was guided by three basic principles:

- To attend to the safety of students, faculty and staff,
- To promote emotional well-being, and
- To provide a responsive educational model to meet current conditions.



The priorities and requirements identified in the Connecticut State Department of Education’s Plan [*Adapt, Advance Achieve: Connecticut’s Plan to Learn and Grow Together*](#) also serve as the basis for the Madison Public School - “Reopening our Schools” planning guide.

Madison established a steering committee of community stakeholders to oversee the fall reopening plans. The steering committee identified two divisions:

- Activities/Academics
- Infection Control

Additional task forces were established within each division.

Activities/Academics:

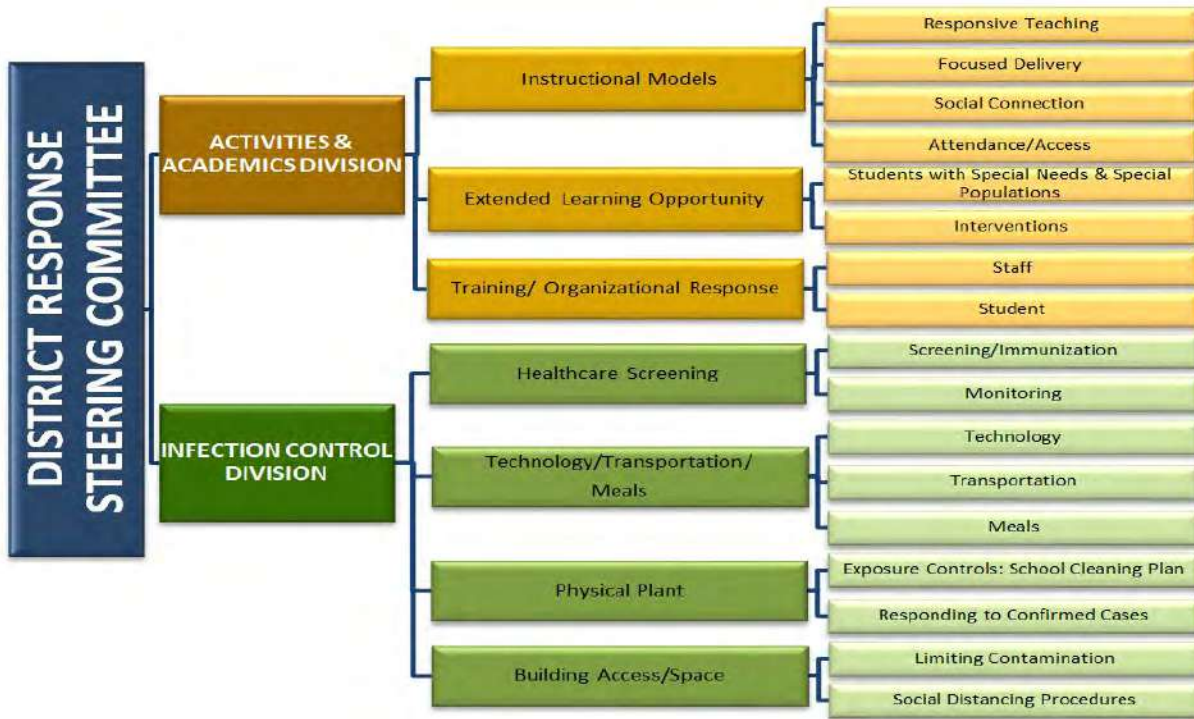
- Instructional Model,
- Extended Learning Opportunity, and
- Training/Organizational Response.

Infection Control:

- Health Care Screening
- Technology/Transportation/Meals
- Physical Plant, and
- Building Access/Space.

The steering committee was charged with the following tasks:

- To disseminate information to appropriate task force teams,
- To vet protocols and processes from task forces teams, and
- To coordinate district response and communicate to stakeholders and agencies.



Activities and Academics Division

Terminology

Synchronous Learning: Classes occur on set schedules and time frames. Students and instructors are online at the same time in synchronous classes since lectures, discussions, and presentations take place at specific hours. When blended or remote, all students must be online at that exact time in order to participate in the class. Group size can vary for synchronous learning sessions.

Asynchronous Learning: Classes let students complete their work assigned on their own time. Students are given a time frame — usually a one-week window — during which they need to connect to their class daily or as determined by the teacher. When asynchronous, students can access assignments and content at any time of the day.

Cohorts: A cohort is defined as a group or team of students and educators with consistent members that stay together throughout certain periods of the day. The purpose of a cohort model is to limit the number of students and teachers who are exposed to the virus and assist with contact tracing. While there is no recommended size for cohorts, membership is most effective when kept as stable as possible. **There are times when cohorts are not possible to maintain (buses, before-school and after -school programs), but the method is still recommended to mitigate exposures.**

Instructional Models

Responsive Teaching

Madison is dedicated to providing a high quality education for Madison students despite challenging conditions that currently exist. We are prepared to meet the potential for moving in and out of in-person instruction as we anticipate changing conditions in the State and in the nation. We also respect that our students and staff will be responding to the direction of the State and Madison Health Department in order to maintain a safe learning environment. To that end, we have engaged with our school communities to examine building space and create models for instruction that are responsive to the changing conditions. We see the need to differentiate for students attending school in-person, as well as, outside of our buildings as a challenge for our entire educational system. We design our teaching to maximize impact and support as we make plans for a seamless continuum of teaching and learning that provides stability and equity across environments.

As educators plan for students to engage in-person, they must also be prepared to differentiate for those students who need to attend class from home. For that reason, cameras will be provided to teachers to stream instruction during parts of the school day from their classrooms and provide synchronous learning. This will provide opportunities for direct instruction as well as time for students to be off-camera (asynchronous learning) as they are learning new concepts.

Google Classrooms will be organized in a uniform fashion across grade levels, content and disciplines. The classrooms will reflect the same content across the week for a selected course or grade level. Teachers will use common modules to assure equity and continuity in the instructional content as each week is planned to address standards. Schedules will reflect in-time learning blocks when a student will need to access live sessions during the school day when learning remotely. Students who attend in-person have the same model of instruction. If the class, school, or district needs to go into the most restrictive model of distance learning, the teaching and learning model is established and learning continues despite the change of physical plant. Expectations and routines will be consistent.

Focused Delivery

Madison Schools are committed to an in-person learning model, through a full reopening. However, if there is a surge of COVID-19, an increase of local cases, or the occurrence of in-school cases, the learning models will maintain health standards that are in accordance with the State and Madison Health Department.

Participation in assessments is an ongoing expectation for our students whether teachers are teaching remotely or in person. Assessments inform instruction and allow a teacher to identify when students have demonstrated mastery of content and when re-teaching is necessary. To

assist in this endeavor, the district has purchased Go Formative to ensure that assessment information is readily available and actionable for all teachers and students. This will allow teachers to collect and use information quickly regardless of the learning environment. It is responsive to in-district assessment design as well as a more standard collection of information. Teachers and students will be using this assessment tool in the fall to establish a comfort level with the technology regardless of which model the district is practicing.

Currently the state summative assessments in grades 3-8 (Smarter Balanced Assessment) and the SAT for Grade 11 students will be administered per the guidelines established in the state reopening document.

The following marking/grading systems will be in place this year:

- Grades K-5 Standards Based Report Cards
- Grades 6-8 Both traditional grades and comments based on standards
- Grades 9-12 Traditional grading

Social Connection

Madison continues to engage in a thoughtful and systemic approach to social-emotional learning and wellness. The task force for social connections was developed to create connectedness during a time of social distancing. As a K-12 committee, staff members are actively working to create lessons for each level. The first week of school will include these lessons and activities for all students to engage in a meaningful way with peers and staff. The lessons will be delivered in the classroom or in structures like Advisory (PAW groups at the high school level).

The CT State Department of Education (CSDE) had established social and emotional well-being as a priority before COVID-19 as it recognized that these are key elements for learning and ultimately improving students' school and life outcomes. The COVID-19 related trauma, anxiety, and distance from the relationships formed at school during the long period of class cancellation have intensified the need for quality social-emotional support for students as well as educators.

The Madison Public Schools is committed to supporting our students and their families through the process of reopening schools in the fall as well as through any shifts in the learning model throughout the school year. Supports will be focused on the whole child and in direct alignment with the requirements and guidance from the CSDE.

Attendance and Access

Policies and regulations will be reviewed and revised as needed to provide appropriate response to attendance in light of the pandemic. State and legal guidance will provide an

additional framework for students who temporarily choose to learn at home and attend school as a distance learner.

Students with health concerns, illness, or quarantine recommendations from a healthcare provider or local health official will participate in Distance Learning in which the student learns at home. This track aids in a return to school at the appropriate point after illness, quarantine, or when re-entry is deemed appropriate. In order to assure a fluid return to school, students will be provided access to both synchronous and asynchronous learning in Google Classroom. Students enrolled in Madison Public Schools will be held accountable to the Student Code of Conduct and standards for class completion and grading.

Additional materials may be found on the [Connecticut Learning Hub](#) (currently under development).

Flexibility between Three Learning Models



| |
|---------------------------------|
| IN-PERSON LEARNING |
| Fall 2020 Model for Learning |

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|---|
| HYBRID MODEL |
| Alternate "Surge" Model for Learning |

| |
|---|
| DISTANCE LEARNING |
| Alternate "Surge" Model for Learning |

| |
|--|
| Minimal/No Spread of Virus or Virus Contained |
| Student Attendance In School |
| Based on the current lower levels of transmission of COVID-19, all students return |

| |
|--|
| Moderate Spread of Virus (requires adjusted schedule) |
| 50% Capacity Cohort Attendance- 2 days in person, 3 days distance learning |
| Based on higher transmission levels of COVID-19, the number of students in the school is |

| |
|--|
| High Spread of Virus or Cohort exposure to Virus (requires quarantine) |
| 0% Student and Teacher Attendance All Distance Learning |
| Based on a widespread increase in transmission levels of COVID-19, <u>or</u> |

IN-PERSON LEARNING

to school in person as part of a full reopening...

- Cohort Model for Grades K-8
- High School Cohorts 1 and 2 model is proposed in order to honor course offerings while limiting exposure
- In-person teaching provided to all students to the extent possible
- 6' Distancing, when feasible
- Staggered drop off and pick up times
- Masks will be required for students and staff
- Heightened health & safety protocols will be in place
- Students with underlying medical conditions may consider remote learning
- Students with special needs serviced as in IEP
- Parents encouraged to transport students to and from school
- Bus routes will run up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders
- Limited menu for bagged lunches and cohort eating
- Identification/isolation of sick students/staff
- Restrictions on group activities
- Athletics per CIAC,
- Maximize spacing of seating, as feasible
- Increased cleaning and sanitization protocols

HYBRID MODEL

reduced by 50%...

- Students attend on A or B days, A days are for students with last name beginning A-L, B Days are for students with last name beginning M-Z, when possible for all schools.
- Buses run as scheduled at 50% reduced capacity with protocols.
- In-person teaching provided to all students to the extent possible
- Distance Learning takes place on days when students are not in school
- Wednesday –full distance learning and small group breakouts for teaching and learning.
- Face coverings/masks for students and staff while inside school buildings
- Limited menu for bagged lunches and cohort eating
- Identification/isolation of sick students/staff
- Students who receive special education services may have adjustments to their service delivery based on their Individual Education Plans.
- Google Classrooms are all organized with the same expectations and design
- Restrictions on group activities
- Maximize spacing of seating as feasible
- Increased cleaning and sanitization protocols

DISTANCE LEARNING

Upon consultation with the Madison Health Director and district medical advisor...

- Learning takes place at home for all students as a result of a classroom, school or district closure
- Length of closures can vary
- Synchronous and asynchronous teaching as scheduled
- Breakfast and lunch bags are available for pick up at DHHS under the bridge
- Bus transportation suspended
- Schedules are adjusted so all students are “in-school” during the same hours.
- Google Classrooms are all organized with the same expectations and design.
- All extracurricular activities, including sports suspended
- Students with special needs serviced as in IEP as amended per state guidance for distance learning.

In Person Learning Cohort Design

Proposed and pending feedback from CT State Department of Education: submission date 7.24-2020

Grades K-3

Students in Grades K-3 will cohort with students from their general education, grade-level classroom. Students will stay with their cohort throughout the day- in class, for lunch, at recess, for dismissal, etc. All related arts subjects will be taught in the general education classroom setting. PE instruction will take place outdoors on the field (weather permitting).

- PE instruction will take place outdoors on the field (weather permitting).
- PE will be held in the general education classroom if there is “bad weather.”
- Spanish, Art, Music and Health will take place in the general education classroom.
- Library will also be push-in, as the LMC will be closed to students.

K-3 will use a 36-day rotation plan where each student will engage in one related arts subject at a time.

2020-2021 Grade K-3 Related Arts Scheduling Wheel



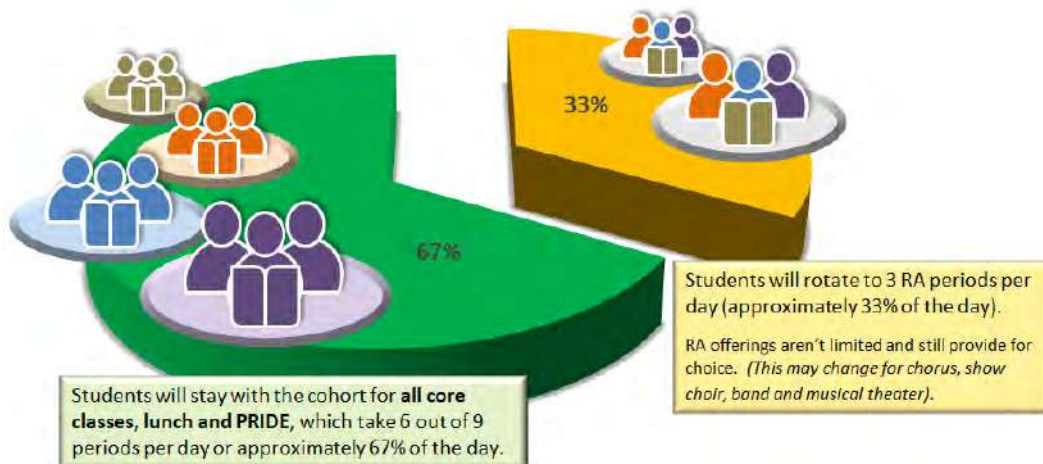
2020-2021 Grade 4-5 Related Arts Scheduling Wheel



Each team is divided into two cohorts - LA cohort & Math cohort.

Rotate the outer circle one segment at a time to start with a different content area to create the Related Arts schedule for a different cohort of students.

Grades 6-8



Grades 9-12

DHHS Cohorting: The best option to accomplish cohorting is the proposal explained below.

Current model at Daniel Hand High School is as follows:

- Students attend school 6 periods per day in a trimester schedule
- Class periods meet for just over 60 minutes
- Student choice drives scheduling and student earns an average of 29 credits upon graduation

Without the proposal as a consideration, the following conditions would be in place at the high school:

- spacing in the building would require some instructional spaces to have students 3' feet apart and provisions would be put in place to address proximity
- revision of student schedules
- limiting student elective choice
- limiting contact with specific locations in the building
- limiting student transitions over the course of the school day

High School Cohort Proposal:

Subject to change based on transportation needs and State feedback

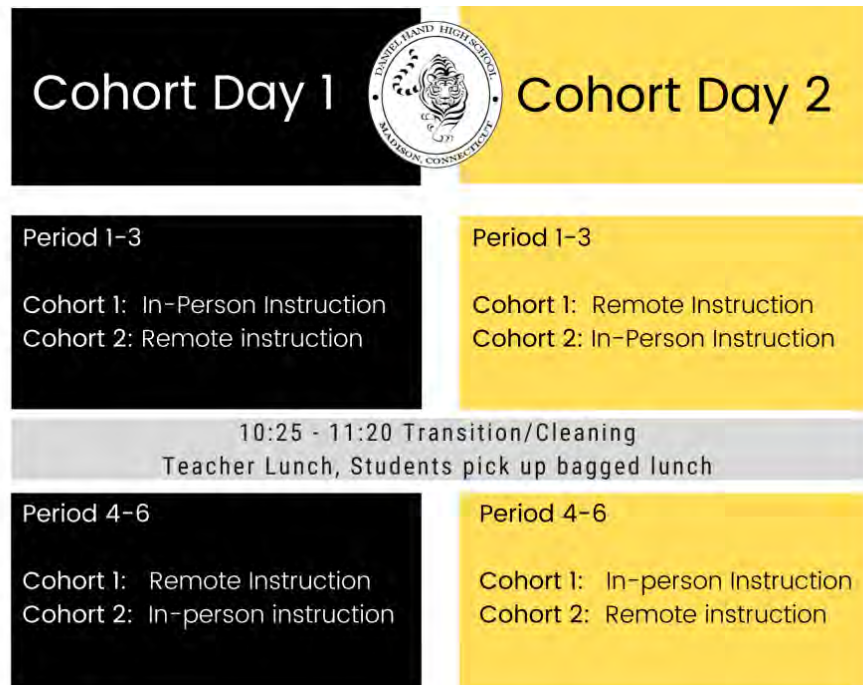
This proposal was developed with a team of more than 20 educators from DHHS to address guidance from the state to “encourage where feasible” high schools to establish cohorts of students.

CT Reopening Schools document:

Cohorts: • Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. • Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K–8, and encouraged where feasible for grades 9–12.

- **100% of students attend school in person each day.**
- The proposed model creates two cohorts of students identified as Cohort 1 and Cohort 2.
- Each cohort of students **will attend school in person EACH DAY**
- The entire student body will attend “in person” school for 3 of the 6 periods every day.
 - 100 percent of the student body attend “in person” school each day.
 - Day 1:
 - Cohort 1 attends periods 1-3 in school and 4-6 virtually.
 - Cohort 2 attends periods 1-3 virtually and 4-6 in school.
 - Day 2:
 - Cohort 1 attends periods 1-3 virtually and 4-6 in person.
 - Cohort 2 attends periods 1-3 in person and 4-6 virtually.
 - Instructional hours are not diminished in this cohort model.
 - The result of this cohort model will reduce that total daily student enrollment from just under 1000 students to under 500.
 - Students who are at risk for being disengaged are seen personally every day

- Space could be provided for students who need additional supervision
- Due to lower enrollment, social distancing is achievable in classroom settings, during transitions, and during lunch periods. Faculty and staff will be able to achieve 6 ft. of social distancing with half of the student body on-site at any given time.
- Total number of students transported on buses will be reduced by half on any given bus wave.
- Per student transitions will be reduced to three per day as opposed to the typical 6 that occur in the traditional schedule.
- Model reduces the contact for both teachers and students without losing in-person daily instruction
- Additional classroom space will be available, if needed, to further reduce students - teacher ratio (Class size)



How the DHHS model would respond if the need for Hybrid conditions exist:

Cohort 1 and Cohort 2 would be assigned to Hybrid Teaching in the AA/BB model described in the district. In this model, 50% of students will attend “in person” instruction on a daily basis for 2 sequential days/3 sequential days in distance.

Throughout the year, the Madison Public Schools will be prepared to adjust plans based on health indicators and guidance from state and local health official (see chart below).

HYBRID MODEL SPECIFICS

Alternate school schedules that could be used if the State of Connecticut and/or local health official place limits on student access to schools/busses due to surge of COVID-19 are listed below. When students are not in school, they are working at home with materials provided from the teacher and school. This schedule reflects consensus from most schools in the region in an effort to limit contagions, provide additional cleaning time, and continue to keep our students connected with in-person instruction to the extent possible.

AA / Distance Learning/BB Days

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| <p>Student Group A 50% of Students in school</p> <p>Components Livestreamed for group B at home.</p> | <p>Student Group A 50% of Students in school</p> <p>Components Livestreamed for group B at home.</p> | <p>A & B Groups blended for Distance Learning with Teachers</p> <p>Small Group breakout day</p> | <p>Student Group B 50% of Students in school</p> <p>Components Livestreamed for group A at home.</p> | <p>Student Group B 50% of Students in school</p> <p>Components Livestreamed for group A at home.</p> |

Students are in Group A if their last name begins with A-L; students with last names beginning with M-Z are in Group B

Assignments to Cohorts A and B: Cohorts were determined by identifying a consistent population to attend schools on A days and on B days. Groups were identified through examination of data to create an attendance that would keep households attending schools on the same days while balancing the school communities within the 50% guidelines. Students learning from home would access learning through a schedule of synchronous lessons and asynchronous learning. This approach would keep classrooms with consistent cohorts and ongoing contact with teachers and classmates while honoring the importance of increasing social distancing.

Wednesdays would be established days for distance learning and small group breakout groups informed by assessments and responding to all students’ needs. Wednesdays will be designed to specifically address the needs of students in both synchronous and asynchronous distance learning. Guidance is expected from the state regarding how to provide small group instruction during in-person and distance settings.

While A and B cohort days offer additional separation of school communities and breaks in direct person to person contact for five sequential days, Wednesdays can also provide opportunities for additional cleaning as buildings are not primary locations for instruction.

Extended Learning Opportunity

Students with Special Needs and Special Populations

Madison Public Schools developed its reopening plan with the understanding that there has been no waiver of requirements under the Individual with Disabilities Education Act (IDEA). The plan addresses implementation of the Individual Education Plans (IEP) to assure a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) while focusing on health and safety precautions.

The District has prioritized providing in-person instruction for students with disabilities in the reopening plan based on a student's IEP. If changes to the IEP are needed due service hours or goals, changes will be made by the Planning and Placement Team (PPT) process which includes a file review and assessments.

Madison Public Schools was proud to offer Extended School Year (ESY) summer services to students who qualified through either in-person or virtual learning. During the 2020-2021 school year families will continue to have the option of in-person or virtual services when buildings are open. Planning and Placement Teams (PPT) will meet to review the student's current performance and adjust the IEP if appropriate. The plan will be adjusted as new guidance is provided to the district from the State Department of Education.

For students with IEPs, services provided include but are not limited to:

- Co Taught instruction
- Push-in services
- Pull out services for small groups
- Pull out individual services
- When feasible, students will receive small group special education and related services with other students from their cohort.

Students with IEPs and 504 Plans will be able to access the general education classes through:

- For students who are deaf or hard of hearing, teachers will have clear masks so they can see the teachers face during instruction. (These will also be available to all teachers)
- Based on student's needs, the district has purchased programs such as Otter, Reading Ally, Grammarly, Google Read and Write, and Type Snap Pro for access to online material.
- The district has obtained licenses for a variety of programs to assist with providing accessible skills appropriate instruction including Raz-Kids, Nessy Reading, IXL Language Arts and Math, Lexia, Read Naturally, and the Unique Curriculum.

Each student who has an IEP is assigned a special education case manager who collaborates with general educators to implement the IEP. For students with 504 Plans, their case manager is the guidance counselor. The case managers will communicate with parents about their students' program through phone calls and emails.

For **English Learners (EL)**, a variety of services can be provided:

- Outreach to families to determine Wi-Fi need and to encourage the pick-up of Chromebooks for their students.
- Initial confirmation that parents of younger students were able to access Google Classroom and when needed support parents to get them started .
- Ongoing daily 1x1 or 1x2 EL support for a cohort of identified students
- Ongoing biweekly EL support for a cohort of identified students
- Ongoing Parent Outreach, Communication and Support
- Translation and Interpretation of Parent Communication
- Direct Delivery of curriculum or resources and pick up of completed work for “turn in”
- Teacher outreach and communication

In addition to the above supports, English Learner’s Summer Support is being provided to all EL students through access to a Google Classroom where a certified EL staff member is fielding questions and posting summer opportunities for learning. In addition, some students identified at most risk are receiving direct teaching within the Google Classroom from July 6th - August 6th.

The district has also obtained subscriptions for ELs in Lexia, IXL Read Live, Raz Kids and “Off 2 Class” ESL instruction platforms.

For the fall, these additional materials are on order:

- Headphones with microphones for all EL students for EL direct instruction
- Individual and personal manipulative and instructional materials for K-3 ELs
- Continued subscriptions to additional resources.

We are not required to offer bilingual education. In Madison, we have a small number of students requiring EL services and the spoken languages are varied.

The district will communicate with parents and guardians that have limited proficiency in English in a language they understand. To help achieve this, the following steps will be taken:

- A flag will be placed on our EL student profile sheet in our SIS (Infinite Campus). The flag will indicate to educators those students whose families have a home primary language other than English.
- We will inquire about the language EL families would choose for home/school communication;
- We will contract with a translation company to translate e-notifies (or an app) into primary languages that are requested.

To better provide for our EL students with disabilities, our district EL teacher has attended a two day virtual PD about supporting ELs with disabilities.

General education teachers and special education teachers were in communication during Distance Learning. The English Language teacher attends virtual SST meetings and PPTs as indicated. Interpreters or a service is provided as needed.

Interventions

In the event students become disengaged from learning, or struggling as a learner (as demonstrated by a lack of participation online or in-person), Madison is currently in development of an approach that is consistent with academic intervention in order to provide support for students experiencing trauma or difficulty attending school.

Please see [APPENDIX 4](#) for the Complete MPS K-12 SRBI for COVID-Related Traumas and

Disengaged Learners

Each building will hold regular Intervention meetings to discuss individual student concerns, plans, and growth. See [Appendix 12](#) for the individuals who serve on the building Student Study Teams.

Training/Organizational Response

Staff

During professional development dates provided prior to the opening of the schools, our staff will be trained on social distancing, cleaning protocols and good hygiene practices that include:

- Covid-19 signs and symptoms
- Use of face covering
- Social Distancing
- Hygiene practices (handwashing)
- Respiratory & Coughing Etiquette
- Cleaning Protocols
- Non-Sharing of Materials
- Traffic flow (i.e. one way walking, separate entrances/exits, etc.)
- Health Guidelines / Contact Tracing

Staff will be assigned video course trainings or in-person training on these safety measures that include assessments using the SafeSchools platform. SafeSchools tracks completion of courses to ensure all staff is compliant with the expectations. School nurses will be assisting and available to answer staff questions. The district will provide additional training as recommendations and public health data dictate.

Our P.D.E.C. (Professional Development Educator Committee) will meet virtually in August and make recommendations about professional learning beyond the scope of health and safety to include trainings on:

- Effective student engagement within on-line/hybrid learning environments
- Technology Platforms (GoFormative, Google Classroom)
- Accessibility needs of students with disabilities
- Professional learning to support students' SEL and staff mental health and wellness

The PDEC Committee will address other training considerations as the public health data changes.

Student


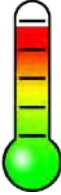
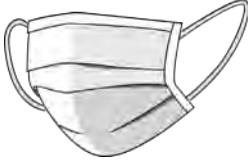
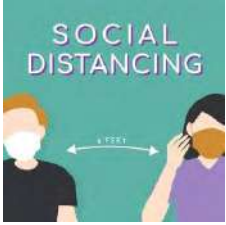

Prior to school opening, families and students will be provided with instructional videos and handouts on safety protocols including how to wear a mask, hand washing, social distancing, and pick-up/drop off protocols.

In addition, student orientation across the district will include an in-person meeting (or virtual if current conditions dictate) based on staggered times and cohorts to orient students and parents to the expectations of the school community.

Students will watch a video on safety protocols and student travel on the first day of school in their classrooms. A list of teacher instructional resources (books and videos) related to COVID topics have been compiled for use with students throughout the year.

Madison students will be educated in the new expectations related to all public health policies and protocols to prevent the spread of disease upon arrival to school in their classrooms. Frequent verbal reminders will be in place and signage will be posted to help reinforce the new expectations.

District Expectations

| | |
|---|---|
|  | <p>Stay home if you feel ill. Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19. (see APPENDIX 2)</p> |
|  | <p>Morning health check by parents required. In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID-19 outlined by the Centers for Disease Control and Prevention (CDC). <i>A Health Agreement Form</i> will be sent home in advance of the school year requesting parent/guardian signatures that they have read and will comply with these expectations. (see APPENDIX 2)</p> |
|  | <p>Face coverings or masks required. Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. Parents will be responsible for providing students with face coverings or masks. We also encourage students to bring an extra mask to school daily. Schools will have backup disposable masks available for students who forget them. (see APPENDIX 3) “Mask Breaks” will be provided during the day. Schools will provide a break away lanyard for students to remove masks without the need to place them on a surface. This allows for greater opportunities to use outside and large spaces for mask breaks.</p> |
|  | <p>Social distancing required. Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school. Schools will have visible markers around the building for spacing and travel pathways. Schedules are being developed to stagger traffic and address areas of congregation.</p> |
|  | <p>Frequent hand washing or hand sanitizing expected. Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing. Hand sanitizers have been provided for use in classrooms and hallways.</p> |



Students may not change buses.

Students will be expected to ride the assigned bus route to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus.

Parents are strongly urged to drive their children to school each day.

Infection Control Division:

Healthcare Screenings

Screening/Immunizations

Prior to the start of the school year, parents will be tasked with reading and agreeing to the Health Office-Parent Agreement Student Screening Form (see [Appendix 2](#)) This form defines the possible symptoms of COVID-19 and the parent is agreeing that they will do daily symptom checks prior to sending their student to school.

Our school health offices are responsible for ensuring that students' required immunizations are up-to-date. Immunizations are essential for protecting students and communities from vaccine-preventable diseases and outbreaks.

The District has made parents/guardians aware of the strong recommendation that children be vaccinated against influenza and of the State Immunization Program that will be providing influenza vaccine to all children at no cost regardless of insurance status through age 18. This message was communicated to the district community via an e-notify message dated July 10th. The information is also posted on the district website health page.

The Madison Board of Education has determined the state mandated Health Assessment requirement will not be waived during this pandemic. The [HAR 3 Form](#) must be completed for entry into the public school system, Grade 7 and Grade 11. This requirement along with specific immunization requirements was reiterated to the community via an e-notify from the Interim Superintendent dated July 10th. The district website health page posts the memo from our Coordinator of Nursing Services which states the immunization and health assessment form requirements

See [APPENDIX 1](#) for more details regarding symptoms to trigger flow chart response

When a Student/Staff member displays Symptoms Consistent with COVID-19 While in School:.

**STUDENT-FACULTY-STAFF
SYMPTOMS CONSISTENT WITH
COVID-19
WHILE IN SCHOOL**

SCHOOL ASSESSMENT

- POTENTIAL COVID EXPOSURE?
- OTHER CONSIDERATIONS:
- EXISTING CONDITION
- MEDICATION
- HISTORY OF SYMPTOMS

**SEND HOME
ENCOURAGE TESTING**

NO TEST

POSITIVE TEST

NEGATIVE TEST

ASSUME COVID19

RETURN TO SCHOOL
AFTER CDC
CLEARANCE CRITERIA
MET:

24 HRS FEVER FREE
AND
NO FEVER REDUCING
MEDICATIONS
AND
SYMPTOM
IMPROVED
AND
10 DAYS FROM
SYMPTOM ONSET
AND
MADISON CRITERIA
MET:
MD NOTE

MD Note
Documenting Pre-
Existing Condition

School receives a note
from licensed MD/DO/NP
who manages child
attesting chronic medical
condition unrelated to
COVID-19, providing
confirmation of
diagnosis, labs, date-of-
record when diagnosed,
other pertinent
information. Note
must include
MD/DO/NP's contact
information and be
accompanied by
signed parent consent
to school to interact
with MD/DO/NP

**+ STUDENT/STAFF
EXCLUDED FROM
SCHOOL UNTIL CDC
CLEARANCE CRITERIA
ARE MET:**

24 HRS FEVER FREE
AND
NO FEVER REDUCING
MEDICATIONS
AND
SYMPTOM IMPROVED
AND
10 DAYS FROM
SYMPTOM ONSET

CONTACT TRACING
INITIATED

ID CLOSE
CONTACTS 48
HRS PRIOR TO
SYMPTOM
ONSET




14-DAY
QUARANTINE
FOR CLOSE
CONTACTS
SCHOOL & HD
TO MONITOR

RETURN TO
SCHOOL ONCE
SYMPTOMS
IMPROVE

*Consider creating
Individualized Student
Health Plan (ISHP) to
prevent future
unnecessary dismissals.*

Monitoring

The Madison Public Schools will strive to follow a more traditional schedule of school while monitoring the level of transmission of COVID-19 with the assistance of the Madison Medical Advisor, and in consultation with the Madison Health Department. Ideally, the Town of Madison will remain in the “green” level with little or no community transmission. School schedules and/or protocols may be adjusted if the community enters a “yellow” level with minimal or moderate community transmission. If there is a substantial surge in local cases, based on guidance from the State of Connecticut and/or the Madison Medical Advisor and Madison Health Department, the school will likely revert to a Distance Learning Model.

| | | |
|---|---|--|
|  |  |  |
| <p>LITTLE or NO COMMUNITY TRANSMISSION Minimal/No spread of Virus (or Virus Contained)</p> | <p>MINIMAL OR MODERATE COMMUNITY TRANSMISSION Moderate Spread of Virus (requires possible adjusted schedule and adjusted transportation)</p> | <p>SUBSTANTIAL COMMUNITY TRANSMISSION High Spread of Virus (requires quarantine)</p> |
| <p>Daily attendance rates monitored</p> | <p>Daily attendance rates monitored and shared with local health official</p> | <p>Attendance for Distance Learning is monitored based on participation from home</p> |
| <p>Regular communication with local health official</p> | <p>Coordination of closure with local health official</p> | <p>Order of closure from local health official and/or Executive Order for closure from Governor’s Office</p> |

Note: All plans are subject to change/adjustments as appropriate.

If a student, staff member, volunteer, or necessary service visitor that has been present in school has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal contact the Superintendent of Schools, Assistant Superintendent of Schools, and Director of Special Education.

The Superintendent of Schools notifies the local health official (Madison Health Department) immediately, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

The Superintendent of Schools, Coordinator of Nursing Services, the Madison Medical Advisor, and Madison Health Department will assess risk of further transmission in the school.

Decisions are made concerning:

- CONTACT TRACING
- CLOSURE

- CLEANING
- CONTINUITY OF EDUCATION
- REOPENING OF SCHOOL

The decision to suspend or close a school (or the entire school district) could take the form of a statewide emergency order, or a determination made on a town, school or regional response in consultation with the Department of Health, Connecticut State Department of Education, and the Local Health Department with the Superintendent of Schools. Board of Education members and town health official are notified of closure as well as the State Department of Education.

Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if a confirmed case or known exposure of COVID-19 has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for necessary cleaning and disinfecting of the building and merits the opportunity to gain a better understanding of the COVID-19 situation impacting the school. The Superintendent, Coordinator of Nursing Services, Madison Medical Advisor, and local health official will determine appropriate next steps, including whether extended dismissal duration is needed to stop or slow further spread of COVID-19.

All communications to the school community including staff and families are made through the Superintendent's Office.

During school closures, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

See [APPENDIX 3](#) – Mask Protocols

Technology/Transportation/Meals

Technology

The MPS 1:1 Device Program has been expanded to include all grade levels K-12. With the support of the Madison Board of Education, the District has ordered additional devices with the expectation the devices will be available for the start of the academic year.

Chromebooks will be assigned to individual students in order to eliminate sharing of devices in the classroom. The determination of when students will bring their devices home will be dependent on the grade level, and current risk status.

Additional equipment to support live streaming lessons from classrooms has been purchased to facilitate distance learning as needed.

Transportation




The State of Connecticut requires that all K-12 public school systems provide transportation to and from school. This fall, MPS will continue to meet that obligation while implementing advanced protocols to protect the health and safety of our students and bus drivers.

MPS is working closely with our bussing company, Durham School Services, and local health official to ensure all transportation practices and procedures comply with current health and safety guidance.

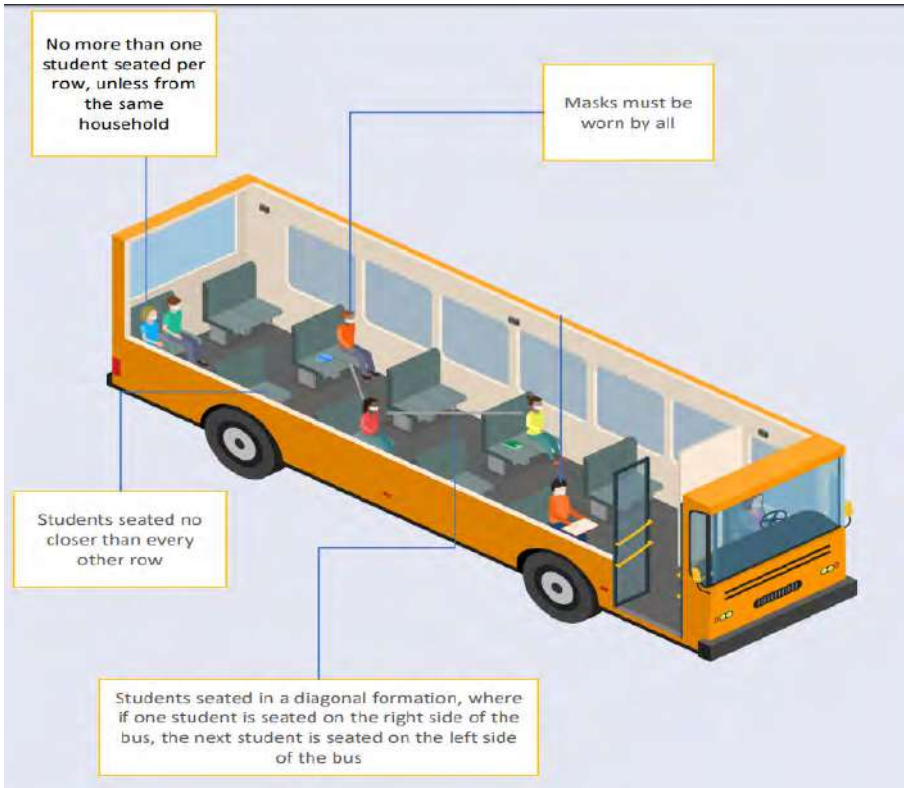
Bus Operations

According to the Connecticut State Department of Education (CDSE) “Local Educational Agencies (LEAs) should plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wear face coverings. Plans must be developed to activate increased social distancing protocols based upon community spread.”

The following risk levels have been defined by the Department of Public Health (DPH). A decision to move from one operational status to another will be determined by current transmission rates and guidance from state and local health official.

| <p>LOW STATUS Low transmission risk</p> | <p>MODERATE STATUS Moderate transmission risk</p> | <p>BUS SUSPENDED High transmission risk</p> |
|---|--|--|
| <p> Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions.</p> | <p> Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions.</p> | <p> Bus transportation is suspended.</p> |

| LOW STATUS Low transmission risk | MODERATE STATUS Moderate transmission risk | BUS SUSPENDED High transmission risk |
|---|---|--|
| <p>Under this model, buses will be routed normally using the current three tier system. Passengers and drivers will wear PPE appropriately.</p> | <p>Under this model, up to 50% of students will attend school in person on their designated days. The District will use data collected from the August 2020 parent survey to estimate ridership participation. This information will be used to ensure that bus capacity* will not be exceeded.</p> <p><i>*the number of students able to occupy the vehicle and maintain required social distancing.</i></p> | |



Bus Riding Expectations

MPS strongly encourages parents and guardians to transport their students to and from school whenever possible. Students who ride the bus should be aware of and prepared to comply with the following rider expectations when buses are operating under low or moderate risk status:

- Parents or guardians must pre-screen students at home before taking them to the bus stop. Bus drivers will not be conducting temperature checks before students board the bus.
- Any student exhibiting symptoms related to COVID-19 should not ride the bus.
- Students should practice social distancing while waiting for the bus.
- Students will load the bus from back to front and depart the bus from front to back.
- Students should remain seated once boarding the bus and not change seats at any time. Students are asked to sit in the same bus seat during the morning and afternoon bus runs.
- Students are asked to refrain from touching surfaces unnecessarily (ex: bus seats that are not their own).
- Siblings are asked to sit together.
- Appropriate PPE must be worn at all times.

Health Practices and Protocols

Face Coverings:

- When buses are running in low or moderate status, all students and drivers must wear a face covering that covers the nose and mouth while riding, boarding, and exiting the school bus.
- Staff and bus drivers are strongly encouraged to supply their own face covering. Bus drivers will have a limited number of disposable face coverings on board in the event a student forgets their face covering or the face covering is soiled or damaged during the bus run.

Bus Driver Health Screenings

- Durham School Services has implemented daily screenings of their employees for symptoms of COVID-19.
- If it is determined that an employee has a fever or exhibits any symptoms of COVID-19, the employee will be immediately sent home. For an employee to return to work, employees must either:
 - Have clearance from their health care provider or public health official, or

- Have been fever-free for 24 hours without the use of fever-reducing medications and at least 10 days have passed from the onset of any symptoms.

Cleaning and Sanitizing

Durham School Services has implemented advanced cleaning and sanitizing protocols for the fall:

- Vehicles will be disinfected twice daily in a manner consistent with CDC guidance, once after the morning runs are complete and once again at the end of the day.
- Drivers will have antibacterial cleaning supplies on board to enable spot cleaning of any surface that might become contaminated during the run. The contaminated vehicle will be taken out of service for disinfecting.
- If notified that a driver or passenger has tested positive for COVID-19, the bus will be taken out of service for a minimum of 24 hours prior to being disinfected and returned to service.

Bus Routing, Pick-Up and Drop-Off

Routing:

- Regardless of risk status, buses will be routed normally using the district’s three-tier model. More information on bus routes will be available later this summer.

Parent Pick-Up and Drop-off:

- More information is forthcoming regarding building-specific pick-up and drop-off times. Adjustments to normal pick-up and drop-off procedures are currently under development to accommodate increased traffic.

Meals / Food Service

While MPS does not participate in the National School Lunch Program, MPS is committed to providing healthy meals that our students enjoy. During these challenging times, MPS will continue to offer food service, however restrictions governing the reopening of schools will substantially limit the number of meal choices available on a daily basis.

General Information:

- Food choices will be limited. Individual sales of all a la carte options have been eliminated and replaced with pre-packaged meals with the intention of minimizing contact between students and cafeteria staff.
- No cash. Students are required to use their point of sale account that will be provided to students at the beginning of the year to purchase a meal.

- Individual snack or drink purchases have been suspended. Snacks and beverages will be included in the pre-packaged meals and may not be purchased separately.
- Lunch menus will continue to be posted online regularly.
- No refrigeration is available to students who bring their lunch. Parents should follow proper food safety by using insulated lunch bags when packing perishable items for their student.
- Breakfast service at Polson and Hand is currently under evaluation.

Sanitation

- All common surfaces and tables will be sanitized between each meal period.
- All plates, serving ware, and utensils will be cleaned and sent through the dishwasher before being used again
- Kitchen will have increased cleaning/sanitizing schedule

Access to Meals

For students not physically present in the building, lunches will still be available for purchase during the school week. Drive-up grab and go meals will be available for distance learning students under the following guidelines:

- All drive-up grab and go meals will be picked-up from a central location at a specified time.
- Student ID numbers will be required for pick-up and purchase. There will be no cash sales.
- Standard meal charges will apply.
- Meals will be offered to MPS students only.

Free and Reduced Lunch and Breakfast meals will be available under the in-person, hybrid, and distance learning models to students who qualify. The application for 2020-2021 Free and Reduced Lunch Program will be available on the district website in August.

Guidance by Building

More detailed information on the food service program at each school will be released in the coming weeks.

Physical Plant

Exposure Controls: School Cleaning Plan

Normal routine cleaning of surfaces and objects will continue. Frequently touched surfaces and objects like light switches and door knobs will need to be cleaned and then disinfected to further reduce the risk of germs on surfaces and objects.

- By cleaning the surface or object with soap and water or a comparable solution.
- And then, disinfect using an [EPA-approved disinfectant](#) [external icon](#).
- If an EPA-approved disinfectant is unavailable, a 1/3 cup of bleach to 1 gallon of water, or 70% alcohol solutions will be used to disinfect

The following frequently touched surfaces will be disinfected daily:

- tables
- doorknobs
- light switches
- countertops
- handles
- desks
- phones
- keyboards
- toilets
- faucets and sinks
- touch screens

Soft and porous materials, such as area rugs and seating, have been removed or stored to reduce the challenges with cleaning and disinfecting them.

Surfaces and objects that are not frequently touched will be cleaned; however, they do not require additional disinfection. Additionally, disinfectants should typically not be applied on items used by children, especially any items that children might put in their mouths. We will clean toys and other items used by children with soap and water or a comparable solution.

Career and Technical Education (CTE) *Equipment Cleaning*

As part of the regular student cleaning protocols at Daniel Hand High School, students will clean the equipment they use upon moving to another station with disinfecting wipes.

Outdoor cleaning

Outdoor areas require normal routine cleaning; however, they do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public.

Use disinfectant on outdoor hard surfaces and objects frequently touched by multiple people, such as handrails and door knobs.

Playgrounds will be closed off until further notice

If the area has been unoccupied for 7 days or more, it will only need normal routine cleaning to reopen the area.

Responding to Confirmed Cases

When there is a confirmed case within the school: [\(see Exposure Plan Flowchart\)](#)

- The School Principal will immediately notify the Superintendent, Assistant Superintendent, Director of Special Education and the Madison Director of Health.
- The district administration will consult with the District Medical Advisor and health department to determine a course of action for their schools and before/after care programs
- Possible courses of action may include quarantine of a student cohort, closure of a school, and/or full district closure.
- Decisions will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

During a full school closure, all extracurricular group activities, school-based before and after school programs and large events (e.g., assemblies, spirit nights, field trips, and sporting events) will be cancelled.

Coordinate with the Superintendent of Schools, District Medical Advisor and local health officials to communicate decisions and the possible COVID-19 exposure to staff, students, and families. This communication to the school community should align with the communication plan in the school's emergency operations plan. All communications will be sensitive to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act and will counter potential stigma and discrimination.

All affected areas will be cleaned and disinfected as per CDC guidelines.

During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with the Superintendent of Schools and local health official.

Child care and school administrators will work in close collaboration and coordinate with the Superintendent of Schools, District Medical Advisor and local health official to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by the Superintendent of Schools, District Medical Advisor, the State or local health official. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.

Administrators will seek guidance from the Superintendent of Schools, District Medical Advisor and local health official to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 will follow instructions from their healthcare provider or local health official to determine when to return to school.

Building Access/Space

Facilities personnel will work with building administrators and their committees to determine classroom layouts that will maximize social distancing between student workstations achieving 6 feet where feasible. Physical barrier shields may be utilized in areas where 6 feet cannot be achieved. Classroom cohorts will have access to washing stations and hand sanitizer dispensers.

When necessary, other school spaces have been repurposed for instructional space. Space has been maximized between the teacher and students and room density has been considered in preparations. Physical Education classes will take place outdoors, whenever possible.

Floor markings will be installed to help illustrate the appropriate social/physical distancing required. Signage with messages that help stop the spread of disease will be posted.

Limiting Contamination and Social Distancing Procedures

Students with special healthcare needs or disabilities will be accommodated.

Building Specific plans:

[Appendix 6](#) - Town Campus Learning Center Building Access & Space Plan

[Appendix 7](#) - J. Milton Jeffrey Elementary School Building Access & Space Plan

[Appendix 8](#) - Kathleen Ryerson Elementary School Building Access & Space Plan

[Appendix 9](#) - Dr. Robert Brown Intermediate School Building Access & Space Plan

[Appendix 10](#) -Walter Polson Middle School Building Access & Space Plan

[Appendix 11](#)- Daniel Hand High School Building Access & Space Plan

After-School Programming

Although Madison does not receive funding/grants from the State Department of Education for after-school programming, we do have a community need for before-school and after-school care. The Madison Department of Recreation runs programs in 3 of our buildings: Jeffrey, Ryerson and Brown.. Programs open before school and are open after school hours. The Director will meet with each building principal to examine space and safety protocols. We plan to continue our services through the Department of Recreation during the 2020-2021 school year.

Visitors and Contractors

Visitors will not be allowed in the buildings. Meetings will be held virtually, when possible, or in person at Central Office or alternate sites, if needed, in order to protect our cohort populations. Parents may drop off student items in outside bins if necessary. Contractors will be scheduled to work on buildings after the close of school or on weekends, if possible.

Adequate Supplies

All classrooms will have access to a sink and soap OR hand sanitizer dispensers containing the appropriate levels of alcohol per guidelines. Backup supplies of disposable masks for students that have misplaced their own will be available. Tissues, disinfecting wipes, and no-touch trash cans will be in every classroom.

Wearing Masks

Students and staff will be required to wear masks throughout the school day. Masks must cover the nose and mouth completely. Breaks will be scheduled during the day for students and teachers under the procedures for safe removal. If an individual is medically unable to wear a mask, they need to contact the school nurse.

[CDC Guidelines for wearing masks.](#)

See [Appendix 3](#) – Mask protocols

Materials Sharing

There will be limited materials shared among students. In the younger levels where students use a great deal of shared materials, many materials have been ordered for students to use individually and kept in personal bins or pouches. Some materials will be distributed to homes in the event that distance learning is required. When classroom materials use is required, materials used will be followed by materials cleaning by either individual students or staff.

Athletics

The Madison Public Schools recognize the enormity of the COVID-19 pandemic and its impact on the education of our students. While the actions of canceling have been an unprecedented decision, our unwavering focus has been on the safety and welfare of all who are associated with the athletic program.

[APPENDIX 5](#) contains information regarding the necessary policies and protocols our athletic department must enforce in order to fully return to play at Madison Public Schools.

APPENDICES

APPENDIX 1 - COVID-19 Fever/Symptoms Flow Sheet

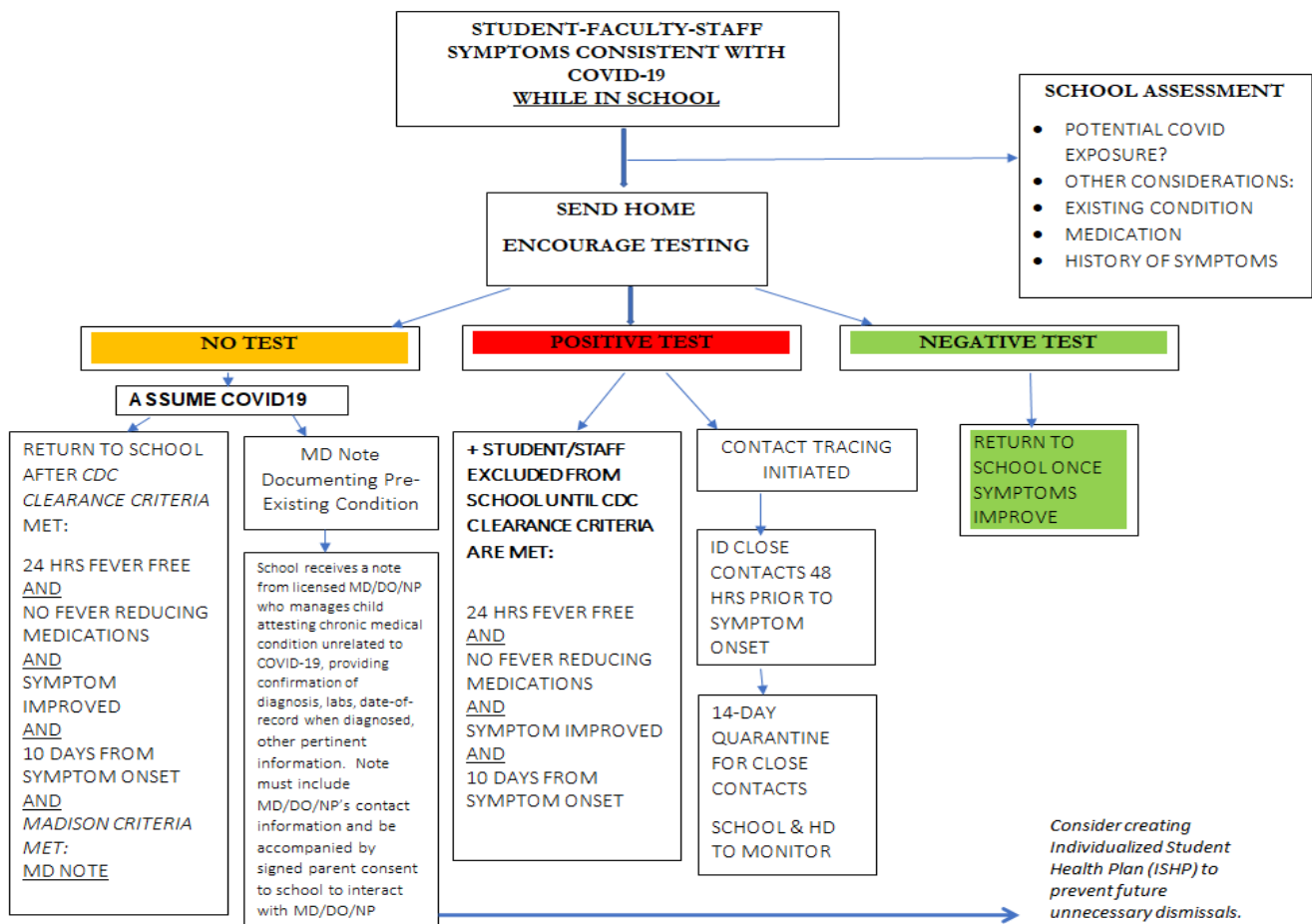
While at school, student has temperature above 100 (non-touch forehead thermometer) that does not resolve within 10 minutes and/or has Symptoms of COVID-19 which may include:

| | | |
|---------------------------------------|--------------------|---------------------------------------|
| Fever, chills, rigors | Cough | Shortness of breath |
| Rash/Chilblains | Sore Throat | Nasal congestion or rhinorrhea |
| Foot Rash | Headache | New loss of taste of smell |
| Muscle or body aches | Fatigue | Poor feeding or poor appetite |
| Nausea or vomiting or diarrhea | | |

If a student has a chronic medically documented pre-existing condition that causes COVID like symptom and symptom presents consistent with what school personnel are familiar with (duration, intensity, etc) then symptom can be attributed to pre-existing condition and considered non COVID.

ACTIONS:

- **Wear appropriate personal protective equipment**
- **Isolate student until you send home in a supervised location**
- **Refer student to their Medical Doctor (MD), Doctor of Osteopathic (DO), or Nurse Practitioner**



Exposure Plan for Madison Public Schools

Confirmed case of COVID Reported for student/staff member received: *Building Principal or Building RN request documentation of positive results*

STEP 1:

Building Principal immediately contacts:

- Superintendent
- Madison Director of Health
- Compliance Liaison
- District Medical Advisor



STEP 2:

On a case by case basis decision made to close school for 2-5 Days

STEP 3:

Superintendent then contacts the following :

Director of Administrative Services

School Bus Services

Food Service

Director of Facilities

Director of Athletics (if Polson & DHHS are exposed)

Director of Human Resources

Communications Manage-to draft an e-notify to immediately advise parents/Guardians of exposure and intended temporary closure for cleaning & sanitizing.

Contact CT State department of Education to report school closures.

Step 4:

Building Principal assist with obtaining individuals who were in close contact student/staff.

APPENDIX 2 – Health Office-Parent Agreement

**MPS Health Office-Parent Agreement Form
Home Screening Process for Students**

Prior to enrollment in the 2020-2021, all parents/ guardians will read, agree to, and sign this Health Office/Parent Agreement Form regarding daily symptom checks at home. Prior to arrival at school or entrance on the school bus, each student will be evaluated at home by their parent or guardian for the presence of symptoms related to COVID-19 infection. Please refer to CDC Guideline on Symptoms of Coronavirus at www.cdc.gov "People with COVID-19 have had a wide range of symptoms reported- ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

| COVID 19 Symptoms | |
|--|---|
| <ul style="list-style-type: none"> ● Fever or chills ● Cough ● Shortness of breath or difficulty breathing ● Fatigue ● Muscle or body aches ● Rash / Chilblain foot Rash | <ul style="list-style-type: none"> ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea |

This list does not include all possible symptoms. The CDC will continue to update this list as we learn more about COVID-19.

If a student has any of these symptoms present, they should remain home from school. If students are sent home from school with COVID-19 symptoms, a note will be obtained from the medical provider and submitted to the Health Office prior to their return to school. The parent or guardian will also agree to notify their child’s school nurse and share their symptoms. Students will not have review of symptoms done at school. It is imperative that parents understand that young students can be poor reporters of symptoms and this may lead to over or under reporting. If a student has no symptoms, including no elevated temperature and has not received any antipyretic (fever reducing) medications (acetaminophen or ibuprofen) prior to their arrival at school, they may attend school wearing their face coverings. It is the assumption of this agreement that any student who is sent to school by bus or drop off has had no symptoms in the past 24 hours.

The school nurse will notify the Covid-19 Compliance Liaison of any symptomatic or positive tested student and document their symptom profile and dates of illness on a district-wide tracking chart to be shared weekly with the Superintendent, Compliance Liaisons, and Public Health Official.

Student’s Name

Grade

School Building Name

Parent/Guardian Name

Parent Signature

Date

APPENDIX 3 - Mask Protocol

Madison Public Schools Mask Protocol Guidance:

as advised by CDC, Department of Public Health, and State of Connecticut

in consultation with:

Stephanie Lesnik

Director of Nursing

Karen Goldberg

District Medical Advisor

Trent Joseph

Madison Health Director

| Situation | Action |
|---|---|
| During School Day | Wear Mask |
| Entering / Exiting Building | Wear Mask |
| In Common Areas: hallways, bathrooms, breakrooms | Wear Mask |
| Teacher Instruction | Can remove mask, for instructional purposes, if able to maintain 6 foot distance from students |
| Staff unable to maintain 6 foot social distance for instruction | Wear Mask Wear a mask / face shield if close proximity required (i.e. special education student / students with special health care needs / student toileting) Gowns/gloves available if needed |
| Speech & Language Instruction | Wear mask May remove face covering for instructional purposes, if able to maintain 6 foot distance from students |
| Counseling Staff | Wear mask May remove face covering for instructional purposes, if able to maintain 6 foot distance from students |

| Situation | Action |
|--|--|
| Scheduled Mask Breaks | <p>Can remove masks while maintaining 6 foot social distancing or with a barrier</p> <p>Preferable in outside environment or large space area</p> |
| PE | <p>While exerting themselves in PE class, students can remove masks while maintaining 12 foot social distancing</p> <p>Preferable in outside activities</p> |
| Lunch | <p>Students may remove masks with barrier shields in place if spacing is less than 6' or maintain 6' social distance</p> |
| <p>Individual Offices /</p> <p>Segregated Offices (Desks should be 6 feet apart and not facing each other or use a partition if desks < 6 feet apart)</p> | <p>Can take off mask if no other people in the office</p> <p>Wear mask from time of entering the building until the time they arrive at their cubicle/workstation and at any time they are leaving their work station and moving around common areas</p> |

Madison Public Schools

K-12 Teacher Guide to Scientific Research-Based Intervention



*COVID-19 Addendum *DRAFT* 2020-2021

Overview

The CSDE had established social and emotional well-being as a priority before COVID-19, given its relationship to improving conditions for learning and ultimately improving students' school and life outcomes. The COVID-19 related trauma, anxiety, and distance from the relationships formed at school during the long period of class cancellation have intensified the need for quality social-emotional supports for students as well as educators.

The Madison Public Schools is committed to supporting our students and their families through the process of reopening schools in the Fall, as well as through any shifts in the learning model throughout the school year. Supports will be focused on the whole child and in direct alignment with the requirements and guidance from the CSDE.

CSDE: Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together



Reopening schools is an opportunity to deepen relationships and engage families in authentic partnerships to support evolving models of teaching and learning.

[Social-Emotional Learning \(SEL\) and Mental Health](#)

Requirements

- Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged.
- Prepare staff to identify issues related to abuse and neglect in the context of the
 - pandemic and comply with all mandated reporting requirements.

Guidance

- Provide a period of time for students to acclimate back to school. Focus on the whole child and use this period to reestablish routines and relationships.
- Intensify communication efforts with all families and at the same time provide additional supports for students who are struggling or at risk.
- Communicate the importance of SEL as a foundational and necessary aspect of a highly functioning school community.
- Consult the available resources on SEL, for example, the Collaborative for Academic, Social, and Emotional Learning (CASEL) publication, *Leveraging the Power of SEL as You Prepare to Reopen and Renew your School Community*.

- Consider staff in addressing SEL and mental health support. Design opportunities for adults to connect, heal, and cultivate their own SEL competence. Work with school and district-based mental health staff, psychologists, counselors, social workers, and school nurses to lead these efforts.
- Ensure access to mental health and trauma support for adults.
- Incorporate SEL and mental health support activities into online learning by employing activities such as wellness checks, discussion circles about important issues, and lessons that directly address SEL and mental health.
- Consult the multiple support resources related to SEL and mental health that may be accessed here: COVID-19 Resources for Families and Educators.
- Review and incorporate the Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework as it represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness to achieve academic success and social/emotional learning.

K-12 SRBI for COVID-Related Traumas and Disengaged Learners

| | Instruction and Intervention | Screening & Progress Monitoring Tools | Frequency of Instruction and Intervention |
|-------------------------|--|---|---|
| Core 100% | <ul style="list-style-type: none"> • Responsive Classroom Model for Grades K-8 • Teaching Covid-related school and classroom routines and procedures • Differentiated Instruction/Support <ul style="list-style-type: none"> ○ Academic ○ Technology ○ Motivation Chart/Incentive • Three guaranteed, universal lessons taught in the beginning of the school year in all grade levels • Parent Support Webinar Mini-Series | <ul style="list-style-type: none"> • Teacher observation • Behavioral Data Collection • Attendance • Nurse/Health office visits • Discipline referrals • Record of engagement in weekly Engagement Tracker • Examine student organizational structures and time management • Provide models and structures for home academic days | Every day |
| Tier I 10-20% | <ul style="list-style-type: none"> • Contact parent via phone and email • Loop in mental health staff (counselor, social worker, school psych, nurse) when appropriate | | |

| | Instruction and Intervention | Screening & Progress Monitoring Tools | Frequency of Instruction and Intervention |
|-------------------------|--|---|--|
| | <ul style="list-style-type: none"> Understand why the student is disengaged (tech? comprehension? SEL? motivation?) | | |
| Tier II 5-15% | <ul style="list-style-type: none"> <u>Complete SST Referral Form</u> Notify building SST lead who will bring to the appropriate SST team The SST Team will provide and record Tier II Supports such as... <ul style="list-style-type: none"> Increased parent contact More frequent check-in with student Prioritize/modify work load Adjust student motivation chart Daily/weekly feedback via Behavior Plan Make MYFS-SCOPE referral Have counselor join “live” Google Meets to observe student behavior/interactions Offer weekly Lunch Bunch Offer group and/or individual sessions with counseling staff Weekly check in-check outs Push-In support from Social Worker, Guidance/School Counselors or School Psych <u>Refer to CSDE Social Emotional Learning</u> <u>Schedule follow-up SST meeting</u> <u>Record plan in RTIm Direct (K-8)/Infinite Campus (9-12)</u> | <ul style="list-style-type: none"> Structured observations Behavior Plan Data Informal Behavior Rubrics Attendance Nurse/Health office visits Discipline referrals Record of engagement in weekly Engagement Tracker | At least weekly |
| Tier III 1-5% | <ul style="list-style-type: none"> More frequent parent contact/parent meeting Formal attendance/engagement letter sent home More frequent/focused group and/or individual sessions with counseling staff Daily check in-check outs Push-in support from Social Worker, | <ul style="list-style-type: none"> Structured observations Behavior Plan Data Informal Behavior Rubrics Attendance Nurse/Health office visits | At least weekly, most often several times a week |

| | Instruction and Intervention | Screening & Progress Monitoring Tools | Frequency of Instruction and Intervention |
|--|---|---|---|
| | <p>Guidance/School Counselors, or School Psych</p> <ul style="list-style-type: none"> • Functional Behavior Analysis (FBA) • Behavior Intervention Plan (BIP) • Access to <i>Effective School Solutions</i> Program (ESS) for Grades 7-12 • Refer to CSDE Social Emotional Learning • <u>Schedule follow-up SST meeting</u> • <u>Record plan in RTIm Direct (K-8)/Infinite Campus (9-12)</u> • <u>Consider Referral to State agency for Truancy</u> | <ul style="list-style-type: none"> • Discipline referrals • Record of engagement in weekly Engagement Tracker | |

Resources

Social/Emotional Wellbeing

[An Initial Guide To Leveraging The Power Of Social Emotional Learning- As You Prepare To Reopen And Renew Your School Community](#)

[COVID 19 Resources for Families & Educators](#)

[CSDE Social Emotional Learning](#)

[CT Learning Hub](#)

[Social Emotional Learning Hub](#)

Attendance and Disengaged Learners

[Memo on Improving Attendance](#)

[Attendance Guidance During COVID 19](#)

[Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the COVID Era](#)

[Monitoring Attendance in Distance Learning](#)

Trauma Informed Practice

[Trauma Informed Care](#)

[Resources for Addressing Trauma, Violence, and Grief](#)



Daniel Hand High School

NOTICE OF RISK INFORMATION ABOUT COVID-19

COVID-19 is an illness caused by a virus that can spread from person to person. The symptoms of COVID-19 can range from mild to severe, appearing 2-14 days after exposure to the virus and may include, among other symptoms, fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. Some individuals with COVID-19 may not show symptoms and it may be spread even by people who are not displaying signs of illness. Because of its highly contagious and sometimes “hidden” nature, I understand that it is currently very difficult to control the spread of COVID-19 or to determine whether, where, or how a specific individual may have been exposed to the disease.

COVID-19 is a new disease and there is limited information regarding risk factors. Based on current information, people who are 65 years or older or people of any age with underlying medical conditions (such as chronic lung disease, moderate to severe asthma, serious heart conditions, severe obesity, diabetes, chronic kidney or liver disease, or those who are immunocompromised) are at higher risk of experiencing severe illness as result of COVID-10. At this time, students living in households with individuals who are 65 years of age and older and/or with individuals who have higher risk for severe illness from COVID-19 (such as people with underlying medical conditions) are recommended to stay home.

There is currently no vaccine to prevent COVID-19. Due to its highly contagious nature, it is possible that contact with others, as well as with surfaces that have been exposed to the virus, can lead to infection. The best way to prevent illness is to avoid being exposed to the virus that causes COVID-19. The Centers for Disease Control (CDC) currently advises that individuals stay home as much as possible and avoid close contact with others and engage in social distancing.

Madison Public Schools has put protocols and preventative measures in place that are consistent with applicable recommendations from public health officials and other federal, state and local agencies. These safety measures include, but are not limited to, requiring cloth face masks, social distancing, regular handwashing, avoiding the use of shared items and mandating regular screening of participants. Despite these protective measures, however, it remains possible for a student participating in any in-person program to become infected with COVID-19 or to infect others, even if a student is asymptomatic.

Additional information regarding COVID-19 is available on the following websites or upon request from the Madison Public Schools:

- CDC’s website at <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>
- CT Department of Public Health website at <https://portal.ct.gov/Coronavirus>



Daniel Hand High School

INFORMED CONSENT

In signing below, I attest that I am the parent/guardian of the above named student or if over the age of 18 I confirm that I have read the Notice of Risk and understand that the COVID-19 related risks associated with my/my child participating in the out-of-season conditioning program. I further understand that the Madison Public Schools is closely monitoring this situation and reserves the right to cancel this conditioning program at any time. In addition, I also acknowledge that the health and safety risks posed by COVID-19 cannot be completely eliminated, despite the implementation of reasonable and age-appropriate precautions and protocols. Finally, given the unknown nature of COVID-19, I understand that it is not possible to fully list each and every specific risk associated with COVID-19 and that neither Madison Public Schools nor public health officials can guarantee that any student participating will not come into contact with someone with COVID-19 and/or contract such illness.

By opting to allow my child to participate in the above activity, I agree to abide by, and reinforce with my child, the importance of following the health and safety protocols that the Madison Public Schools may require. I understand that promoting public health is a shared responsibility and that every member of the Daniel Hand High School community must do their part to minimize risks.

**I HAVE READ AND UNDERSTAND THE INFORMATION ABOUT COVID-19
AND CONSENT TO MY CHILD PARTICIPATING IN THE SUMMER CONDITIONING PROGRAM.**

Parent/Guardian Signature

Date

Parent/Guardian Printed Name

Student Signature if Over 18

Date

Student Name Printed

DANIEL HAND HIGH SCHOOL

ATHLETIC DEPARTMENT
RETURN TO PLAY PLAN
2020-21



This document has been prepared to guide the Madison Public Schools in returning to play following the COVID-19 pandemic. It has been developed with guidance from the CT State Department of Education, Connecticut Interscholastic Athletic Conference (CIAC), National Federation of High Schools (NFHS), and the committee as listed below:

Committee

Craig Semple, Director of Athletics

Robin Halloran, Administrative Assistant

T.J. Salutari, Principal, DHHS

Brian Bodner, Asst. Principal, DHHS

Stephanie Lesnik, Head School Nurse

Terri Ajaski, Certified Athletic Trainer

JeanAnn C. Paddyfote, Ph.D., Interim Superintendent of Schools

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- DHHS Summer Conditioning – See Appendix A
- CIAC Return to Play Guidance
- Physical Dates
- Student-Athlete Registration
- Tryout Information & Dates
- Daily Screening and Personal Protective Equipment Requirements
- Schedule Adjustments
- Transportation

The Madison Public Schools recognize the enormity of the COVID-19 pandemic and its impact on the education of our students. While the actions of canceling have been an unprecedented decision, our unwavering focus has been on the safety and welfare of all who are associated with the athletic program. This plan contains the necessary policies and protocols our athletic department to fully inform and guide us in returning to play at Madison Public Schools.

The CIAC released a document, [“The CT Interscholastic Conference Resocialization of Interscholastic Athletics and Activities Programs Guidelines”](#) to guide school districts in the return to interscholastic athletic experiences.

Physical Dates

Due to the difficulty of scheduling a physical, the CIAC, in consultation with the medical society, has temporarily adjusted the policy for student physicals from 13 to 15 months. This now places the fall sports physical cut-off date to September 11, 2019

Possible policy language revision may read as:

Health Assessments/Interscholastic Sports Programs Any student participating in an interscholastic sports program must have a health assessment. Each participant in a sport program must complete a health questionnaire prior to their health assessment. Completed physical examination forms, or copies of, must be on file in the Health Office of the high school or middle school prior to the first tryout/practice session. The physical examination is valid for **13 months*** and must cover the athlete for the entire sport season (including the tryout period), as specified by the Connecticut Interscholastic Athletic Conference (CIAC). Physicals cannot expire during the season. The ARSD will annually post the dates for eligible physicals. A parent/guardian may submit an appeal to the Athletic Department in writing, if the last competition of the sports season is scheduled prior to **13 months*** from the posted physical eligibility date. Physical examinations performed by a student’s parent who is a medical professional will not be accepted.

Athletic Registration

Registration for our fall athletics teams will continue to be through Family ID on the district website.

Tryout Information and Dates

The CIAC resocialization of interscholastic athletics and activity programs guidelines call for the start date as August 17th for football and all other fall sports as August 27th. We will continue to be guided by the CIAC if any adjustments are necessary. All updated information will be posted on the DHHS and Polson Middle School Athletics website.

Daily Screening and Personal Protective Equipment Requirements

All student-athletes must complete the COVID-19 daily screening prior to being eligible to participate each day. The form may be found on the athletics website and here. Some coaches may elect to use an in-person form as student-athletes report to practice. The screening questions may be found in [APPENDIX 5](#) of this document.

Schedule Adjustments

The CIAC has discussed adjusting our schedules to regionalize, should there be a concern of long-distance travel and possible spread of the virus. The SCC scheduling committee has met and developed an alternative scheduling method should this be required. All schedule changes will be posted to [ArbiterLive](#) and [CIAC sports](#) websites.

Transportation

The athletic department will continue to follow the policies regarding transportation to and from away contests as outlined in the student-athlete handbook with modifications as prescribed by the State Department of Education's plan to Adapt, Advance, Achieve.

The following protocols will be in effect until further notice:

1. All student-athletes will be required to wear a face covering while riding on school provided transportation.
2. Student-athletes will board the transportation, filling the bus from the rear to the front.
3. Student-athletes will load the bus the same both to and from their destination. The same student-athlete will sit in the same seat the entire trip.
4. There will only be one student-athlete per seat.

NOTE: May require a special exemption for COVID-19 circumstances to allow parents to drive their **own** children to and from athletic contests.



TCLC Pre-K School

Building Access & Space Plan

Classroom Layout

(Requirement) Maximize social distancing between student workstations, achieving 6 ft. when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of the table, spaced apart.

- For students desk/tables to be six feet apart, we are taking down a wall between two rooms to double the size of our classrooms.
- Students facing the same direction.
- Each student will also be provided with a floor spot for instruction on the floor which is six feet apart.
- TCLC classrooms will meet the CT guidelines, teachers have discretion as to how to “set up” their learning space using the guidelines provided.
- Due to the amount of time students will spend seated to ensure social distancing and the limited time to change location, the TCLC Staff will be formulating a list of resources for teachers to access regarding appropriate “movement breaks”.
- Items will be identified to be removed from classrooms to meet this requirement. Book shelves, teacher desks will be moved to the perimeter of the room. Some items to be removed include:
 - Easel
 - Community seating /soft seating. However, if a student needs a certain “flexible seat” it will be assigned to them.
 - Communal play equipment.
- It will be important to provide an informational orientation/ overview to students and parents prior to the start of the school year. Student Orientation in August will need to focus on safety, classroom layout, expectations, protocols and processes for all within the building to remain healthy and safe. There will be more to be determined regarding how the format for student orientation will be for 2020.
- Protective shields adhered to each table to provide adequate spacing when 6ft is not possible.



(Requirement) Where necessary, assess other spaces that may be repurposed for instruction in the school.

- Multi-purpose room will serve as additional classroom space.
- Parent room will become classroom space.

(Requirement) Maximize space between the teacher and student due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be an effective option.

- Protective Shields placed on tables to separate pairs seated at tables.



- Protective Carousels to protect students and teachers when working in small groups.



- Disinfectant wipes have been purchased and can be used to clean these protective shields daily.
- TCLC Staff will be provided with two cloth masks, clear masks, face shields, and will have access to disposable.

(Guidance) Determine the exact student-to-teacher ratio based upon individual student needs and available space. Both students and additional support personnel should be considered when assessing the appropriate density for a room.

- At this time, the largest class size is 10 students.
- Equipment & furniture will be identified to be removed to meet the spacing requirement for students, teacher and support staff to share the space.

(Guidance) Install floor markings to illustrate social distancing.

Each classroom will receive “star number carpet markers” to space out 6ft between each star for students to safely line up to exit the classroom in adherence to social distancing requirements.

Carpet markers will be placed throughout the hallways to serve as “markers” for students to stand on when walking through the hallways with their class. The spacing of the carpet markers will be in adherence to social distancing requirements.



Small traffic cones will be purchased for each classroom to ensure social distancing requirements.



Tape measures will be purchased for each teacher to ensure social distancing requirements daily.



(Guidance) Use outdoor instruction where health and safety conditions and physical space allow, considering for example, allergies and/or asthma symptoms.

- Physical education instruction will take place outdoors (weather permitting).
- PE will be held indoors and in the general education classroom if there is “bad weather”.
- Lunch / snack outdoors if weather permits.
- 6ft social distancing must be maintained indoors and outdoors.
- Lunch and snack is permissible outdoors.

(Guidance) Ensure the classroom cohort will have access to washing stations, and if necessary plan for temporary washing stations or hand sanitizer dispensers.

All TCLC Classrooms have a classroom sink. Step stools are used at the preschool for accessibility.



All classrooms will have hand sanitizer stations installed in their classroom prior to August 31st.



(Guidance) Ensure that every school building has a health room with running water. Ensure that an isolation room has been identified in every school building.

- The Health Office has a sink and bed.
- An isolation room will be located near the nurse’s office with a door which has a window. If a student in the isolation room requires a restroom, the student will use the staff bathroom (which will be closed to all for the rest of the day).
- The Health Office and isolation room have a Heppa air filtration system.

Signs and Messages

(Requirement) Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in language appropriate for the school population.

The district has created and/or placed a “bulk” order for signs. At TCLC, informational signs will be posted in the following locations:

- Main lobby
- Entrance doors in main lobby
- Office
- Health office / Isolation room.
- Hallway
- Classrooms



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread. This includes posting signs in highly visible locations that promote everyday protective measures and provide instructions on hand washing, properly wearing a face covering.

TCLC Staff will post the CDC signage in all of the classrooms, hallway, main office, front food, bathroom, and hallway.



(Guidance) Place signs near sinks reminding students and staff to wash hands before and after using the restroom.

Signage is posted around the school.



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread.

Revised Handbook “Under Construction” to reflect safety protocols and procedures both building based and district wide.

Class Groups and Teams (Cohorts)

(Guidance) Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8. And encouraged where feasible for grades 9-12.

- Lunch will be in the classroom.
- Recess will be by class not grade level.
- When feasible, each classroom will use a separate door to enter and exit the building.

(Guidance) When possible, have teachers of specific academic content areas rotate, instead of student groups.

- When feasible, related arts staff will deliver services in the classroom or outside.

(Guidance) Restrict the mixing of cohorts. Pay particular attention to eating times, open periods and study halls.

- When feasible, related Arts will follow a “push-in” model. Related Arts will be conducted in the general education classroom or outside to the greatest extent possible.
- All communal spaces will be closed.
- Students who receive special education may be pulled out for services, but only with other students from their classroom, when feasible.

- During related arts sessions, general education teachers will be able to access the multi-purpose room for prepping materials and meeting colleagues. The multi-purpose room will be available for teacher planning (tables spaced adequately apart, cleaning/sanitizing conducted routinely on tables and seats after use).
- Weekly meetings will be held in the curriculum room. There will be ample space for staff to meet safely
- Students who need to access the health room and/or the office from their classroom will be escorted to these areas by a paraprofessional to ensure safety and social distancing throughout the hallways.

Foot Traffic, Hallways, and Shared Areas

(Guidance) Limit face-to-face encounters by designating foot-traffic patterns - such as one-way hallways and by designating entrance -only and exit-only doors, when feasible.

- When permissible, all of the three classes will use a different door to enter and exit.
- There will be staggered times when classrooms use the bathrooms to limit face-to-face encounters.
- In the event of an emergency (fire); students would adhere to the “normal” exit plan and when safely out of the building, the teacher would ensure students were 6 ft. apart.

(Guidance) Install markings on floors to illustrate foot-traffic patterns.

- TCLC has social distancing floor stickers for inside and outside.

Outside Time and Playgrounds

(Guidance) Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer and disinfecting fitness equipment or other smaller outside equipment after each group of students’ use.

- Each classroom will have their own playground bucket. Items to include “hands-free play items such as: chinese jump rope and other obstacle equipment.
- There will need to be a process developed for cleaning equipment daily.
- It will be ideal to set up playground play stations.
- Teachers will set aside time in the classroom prior to recess to hand wash and/or use hand sanitizer.
- Classroom paraprofessionals will need to assist with this responsibility.

(Guidance) Consider staggering recess times for each class/cohort.

- Students will eat in their classrooms.

Other Individuals Entering the School Building

(Guidance) Consider limiting or restricting nonessential volunteers and visitors, and activities held in the school such as assemblies or larger gatherings. Have a clear policy defining

essential building access for parents, such as for PPT meetings, or consider virtual meetings when possible.

- All PPT meetings, SST meetings and 504 meetings with parents will be conducted via Google Meet or other by conference call.

Child Nutrition

(Guidance) On-site Meal Service (for students while in school): Determine the appropriate meal distribution method(s) (i.e., Cafeteria [or alternate] Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

- No meal service in TCLC.
- Students will eat in their classrooms.

Pick Up/Drop Off

(Guidance) Assess if a staggered arrival and drop off, properly communicated, will enhance safety protocols in place.

- Develop a system for staff to be informed when parents arrive (ex. App or walkie-talkie system).

(Guidance) Plan vehicle flow and logistics particularly if there are more family transport vehicles.

- Review / share staggered arrival & dismissal plan with Director of Transportation.
- Parent survey re: transportation will impact this plan.
- Staff monitoring kids in the halls as they walk in and abide by the arrows and the 6 ft distancing.

(Guidance) Consider arrival/dismissal procedures that limit unnecessary entrance of parents and guardians into the building.

- District policy on visitors needs to be determined/developed.
- Staff assigned at the circle to greet students from cars and escort into the building.
- All PPT meetings, SST meetings and 504 meetings with parents will be conducted via Google Meet or other virtual platform.
- Further plans will need to be determined regarding orientation and parent-teacher conferences.

Material Sharing

(Guidance) Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. Plan in advance by determining if additional supplies are necessary. These materials include but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.

- Individual Workplace Kits will be purchased to limit student's sharing of materials.

- TLC will provide all students their own materials: crayons, markers, pencils, glue stick, scissors, etc.

(Requirements) Adopt Policies requiring use of face coverings for all students and staff when they are inside the school building with certain exceptions.

- Masks will be worn by students and staff during the school day. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who remain seated, a physical barrier may be an effective option.
- Mask Breaks will need to be “built into” the instructional day for staff & students.
- TLC purchased face covering masks for staff.
- Staff will be provided disposable ones if the others provided are not available.
- Students will be provided with disposable masks should they arrive at school without a face covering.
- Face Shields are also available to staff.
- Protective shields/ barriers have been purchased for the classrooms and Related Service classrooms.
- Mask breaks will take place in the classroom and/or outdoors. Mask breaks can be taken throughout the day at the teacher’s discretion (quiet time, snack time, lunch time, work time, etc.)
- Policy development will be developed to address when students refuse to wear a mask.



Jeffrey Elementary School Building Access & Space Plan

Classroom and Building Layout

(Requirement) Maximize social distancing between student workstations, achieving 6 ft. when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of the table, spaced apart.

(Guidance) Determine the exact student-to-teacher ratio based upon individual student needs and available space. Both students and additional support personnel should be considered when assessing the appropriate density for a room.

Jeffrey School will open with 19 general education classrooms in the Fall.

2020-2021 Class sizes for Jeffrey School are as follows:

- Kindergarten - 17/18
- Grade One - 16/17
- Grade Two - 18/19
- Grade Three - 19/20

All students will maintain a 6 ft. distance when feasible. Classroom examples:



(Kindergarten)



(Grade 1 and 2)



(Grade 3)

When the recommended 6ft. distancing cannot be achieved, we have purchased clear dividers for tables.



Desks/Chairs should face the same direction when possible.

Each student will be assigned their “seat/spot.” These spots will not rotate throughout the day. if a student needs a certain “flexible seat” it will be assigned to them).



Book shelves and teacher desks have been moved to the perimeter of the room. Auxiliary items have been removed from classrooms in order to meet the 6 foot requirement to the best of our ability.

Teachers have discretion as to how to “set up” their learning space using the guidelines provided.

An informational orientation/ overview will be provided to students and parents prior to the start of the school year. Student Orientation in August will need to focus on safety, classroom layout, expectations, protocols and processes for all within the building to remain healthy and safe. The format for August orientations is still to be decided.

(Requirement) Where necessary, assess other spaces that may be repurposed for instruction in the school.

The Conference Room has been converted into a secondary Health Office Isolation Room.

(Requirement) Maximize space between the teacher and student due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be an effective option.

- Masks will be worn by students and staff during the school day.
- If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who remain seated, a physical barrier may be an effective option.

- Disposable masks, clear masks, and clear face shields will be purchased for all staff members.
- Teachers have been purchased “zip-loc baggies” to properly store soiled student face masks to be cleaned at home.
- The district is purchasing lanyards for students to “clip” their masks to for breaks.

(Guidance) Install floor markings to illustrate social distancing.

- Hallways at Jeffrey will be deemed “one way” when feasible (clockwise around the courtyard).
- Carpet markers in the shape of arrows have been purchased and will be placed in hallways at 6ft. increments.



- Small colored traffic cones, carpet markers (velcro) and a tape measure have been purchased for all core classrooms to help enforce social distancing.



(Guidance) Use outdoor instruction where health and safety conditions and physical space allow, considering for example, allergies and/or asthma symptoms.

- PE instruction will take place outdoors on the field (weather permitting).
- PE will be held indoors in the general education classroom if there is “bad weather”.
- Health will take place in the general education classroom.
- Lunch, snack, and mask breaks are encouraged to take place outdoors as much as possible.

(Guidance) Ensure the classroom cohort will have access to washing stations, and if necessary plan for temporary washing stations or hand sanitizer dispensers.

- The BOE approved the installation of classroom sinks in the Grade 2 portable classrooms. This will ensure that all classrooms at Jeffrey have sink access.
- Handwashing will be built into the daily schedule at several points.
- Hand sanitizing stations will be provided in each classroom and many common areas.

(Guidance) Ensure that every school building has a health room with running water. Ensure that an isolation room has been identified in every school building.

- We have a health office with running water, a window, and a private bathroom.
- Our conference room has been converted into an isolation room. There is a door from the hallway to both rooms.
- A second door is being installed directly between the two rooms for safety and for the health office to monitor staff/students in this space who are exhibiting COVID-19 symptoms.



Signs and Messages

(Requirement) Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in language appropriate for the school population.

The district has placed a “bulk” order for signs on a variety of social distancing and safety protocol topics.

Signs will be hung in the following areas:

- Main lobby
- Entrance doors in main lobby, portables, blacktop.
- Hallways
- Health office/Isolation room.
- Bathrooms
- Classrooms



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread. This includes posting signs in highly visible locations that promote everyday protective measures and provide instructions on hand washing, properly wearing a face covering.

- CO will be providing signs for Jeffrey to place in each bathroom and hallway.
- In addition, a series of children's books to help explain the importance of handwashing has been purchased. This will provide staff with common language to address student questions.
- Daily morning announcements will provide staff and students with safety protocol reminders.



(Guidance) Place signs near sinks reminding students and staff to wash hands before and after using the restroom.

Signage will be posted around the school.



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread.

- The following platforms will be utilized to communicate how to stop the spread:
 - District eNotify
 - Jeffrey eNotify
 - Facebook- Jeffrey Elementary School
 - Twitter- @JeffreySchool
 - YouTube- Jeffrey Elementary School
- An addendum to our Jeffrey Staff Handbook is currently under construction to reflect safety protocols and procedures both building based and district wide.
- Faculty meeting time will be used before school opens and throughout the year for updates and review.

Class Groups and Teams (Cohorts)

(Guidance) Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8. And encouraged where feasible for grades 9-12.

A Jeffrey Cohort is defined as a “group of students and teachers with consistent members that stay together throughout the school day (grade level classroom).”

Students will stay with their cohort throughout the day- in class, for lunch, at recess, for dismissal, etc. Mixing of cohorts will not be allowed.

Classroom paras will cover a teacher's absence whenever possible.

(Guidance) When possible, have teachers of specific academic content areas rotate, instead of student groups.

- Related Arts teachers will “push-in’ to classrooms. We will use a 36 day rotation plan where a student will engage in one related arts subject at a time.
- PE instruction will take place outdoors on the field (weather permitting).
- PE will be held indoors and in the general education classroom if there is “bad weather.”
- Health will take place in the general education classroom.
- Library will also be push-in, as the LMC will be closed to students.

(Guidance) Restrict the mixing of cohorts. Pay particular attention to eating times, open periods and study halls.

- Special Assignment para educators will work in one classroom all day (no AM/PM share).
- Communal spaces such as the gym, LMC, art room, and faculty room are closed for student and staff use.
- The cafeteria will serve as a “space” for staff to have their lunch break and/or complete their planning time. One teacher per table.
- Weekly grade level meetings, SPED meetings, SSTs, will be held in the Library or Art Room for ample spacing. Team meetings cannot be held in classrooms.
- Faculty meetings will be held via ZOOM.
- The Main Office will be closed at all times to anyone other than the principal or secretary.
- A table with a phone and walkie-talkie has been set up just outside the office for the purpose of communication..
- Students seeking assistance from the nurse will be permitted entry to the office.
- Teachers may notify the principal by phone and/or “walkie-talkie” if a student needs assistance. The Administrator will address the need to enter the office on a case to case basis.
- Students needing to access the health room and/or the office from their classroom will be escorted to these areas by a paraprofessional to ensure safety and social distancing throughout the hallways.

Foot Traffic, Hallways, and Shared Areas

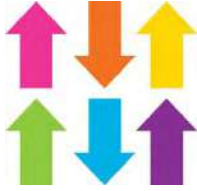
(Guidance) Limit face-to-face encounters by designating foot-traffic patterns - such as one-way hallways and by designating entrance -only and exit-only doors, when feasible.

- Hallways will be deemed “one way” when feasible (clockwise around the courtyard).
- Staff and students will use exterior doors in classrooms to enter / exit the building for recess/snack/PE when feasible.
- In the event of an emergency (fire); students would adhere to the “normal” exit plan and when safely out of the building, the teacher would ensure students were 6ft apart.

(Guidance) Install markings on floors to illustrate foot-traffic patterns.

- Hallways at Jeffrey will be deemed “one way” when feasible (clockwise around the courtyard).

- Carpet markers in the shape of arrows have been purchased and will be placed in hallways at 6 ft. increments.



Outside Time and Playgrounds

(Guidance) Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.

- The large playground equipment will not be open for use.
- Instead, we will use the field and blacktop.
- Stations will be set up on the field and blacktop for student use.
- Each classroom will be getting its own recess bin full of equipment that students can use individually.
- Supplies will be disinfected after each use.
- Students will wash hands before and after recess.
- “Walkie-talkies” will be provided to all teachers during recess time to notify the nurse for assistance.

(Guidance) Consider staggering recess times for each class/cohort.

- Each classroom will be assigned their own individual recess time. There will be no grade level recess time.
- Classes will be assigned to “Blacktop” or “Field” on a rotating basis.
- Based on 19 sections, recess will be occurring throughout the day to meet this guidance.
- An additional 15 minute recess will be scheduled by the classroom teacher.

Other Individuals Entering the School Building

(Guidance) Consider limiting or restricting nonessential volunteers and visitors, and activities held in the school such as assemblies or larger gatherings. Have a clear policy defining essential building access for parents, such as for PPT meetings, or consider virtual meetings when possible.

- No visitors will be allowed past the main office door.

- Two long tables will be set up outside the main office with a phone, walkie-talkie, gloves, sanitizer, wipes, a place to collect lunches, and a place to collect notes for the office, etc.
- There will be no before or after school PTO workshops for students in Trimester 1.
- All PPTs and 504s will be held virtually.

Child Nutrition

(Guidance) On-site Meal Service (for students while in school): Determine the appropriate meal distribution method(s) (i.e., Cafeteria [or alternate] Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

- Lunch will be served in the classroom.
- Students should be seated in their assigned seat at lunch time.
- A limited school lunch menu will be offered daily (the menu will remain the same daily with a variety of cold wrap choices, fruit, drink, and cookie). Students will order in the morning, and lunches will be delivered to classrooms. There will be no ice cream or snacks for sale.
- Classroom paras will cover lunch duty.
- All classroom tables/desks are to be disinfected before and after the lunch period. Classroom teacher and paraprofessional should assist with disinfecting the tables.
- Students with specific allergies will need to be seated with either another student with food allergies and/or with a student who has an identified “safe lunch.”
- Teachers and paras may bring their classes outside for lunch/snack when weather permits. Isolate the cohort.
- Staff can use the cafeteria as a space for lunch. One teacher per table.

Pick Up/Drop Off

(Guidance) Assess if a staggered arrival and drop off, properly communicated, will enhance safety protocols in place.

- Arrival and Dismissal via bus will use normal times/schedule.
- Parent Drop Off and Pick Up times will be staggered based on last name in order to limit traffic on our campus and on Copse Road. A more specific schedule with detailed information will be provided closer to the start of school. In general:
 - AM Parent Drop Off- after all buses arrive at 9:00 AM
 - PM Parent Pick Up- starting at 3:00 PM before buses load.
- Parents will not enter the building to drop off or pick up.

(Guidance) Plan vehicle flow and logistics particularly if there are more family transport vehicles.

- Plans for arrival & dismissal will be shared with the Director of Transportation.

- Ensure SRO on site during arrival and dismissal is knowledgeable about the plan.

(Guidance) Consider arrival/dismissal procedures that limit unnecessary entrance of parents and guardians into the building.

- Parents will not enter the building to drop off or pick up.
- Further plans will need to be determined regarding orientation and parent-teacher conferences.

Material Sharing

(Guidance) Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. Plan in advance by determining if additional supplies are necessary. These materials include but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.

- There is no expectation for parents to purchase ANY school supplies. The district will be providing everything a student needs outside of a backpack and lunchbox.
- Teachers have ordered individual supplies for all students, with individual storage containers to hold those supplies.
- Each K-3 student will be assigned their own Chromebook (arriving after September 5th).
- Individual BRIDGES math manipulatives kits are being ordered for each student.
- For Grade 1 and 2, individual kits for the FUNdations program have been ordered.



(Requirements) Adopt Policies requiring use of face coverings for all students and staff when they are inside the school building with certain exceptions.

- Masks will be worn by students and staff during the school day. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet.
- For teachers who remain seated, a physical barrier may be an effective option.
- Disposable masks, clear masks, and clear face shield will be purchased for all staff members.
- Teachers have been purchased “zip-loc baggies” to properly store soiled student face masks to be cleaned at home.
- The district is purchasing lanyards for students to “clip” their masks for breaks.
- Policy development will need to be created to address when students refuse to wear a mask.

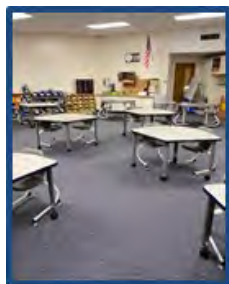


Ryerson Elementary School Building Access & Space Plan

Classroom Layout

(Requirement) Maximize social distancing between student workstations, achieving 6 ft. when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of the table, spaced apart.

Grade K-3 classrooms - able to accommodate 2 students to a table, tables 6 ft. apart. Picture shows a classroom set up to accommodate 20 (currently the largest class size at Ryerson). Below is a Kindergarten classroom set up to accommodate 16. Currently, our class sizes are 14 in Kindergarten as of 7/13/2020.



Students facing the same direction.

Each student will be assigned their “seat/spot”. These spots will not rotate throughout the day.

As these pictures demonstrate the capacity for the Ryerson classrooms to meet the CT guidelines, teachers have discretion as to how to “set up” their learning space using the guidelines provided.

Due to the amount of time students will spend seated to ensure social distancing and the limited time to change location, the Leadership team will be formulating a list of resources for teachers to access regarding appropriate “movement breaks”. Movement breaks may range from standing and stretching to accessing “Go Noodle” and/or “Rob Kids Arts”.

Items have been identified to be removed from classrooms to meet this requirement. Book shelves, teacher desks have been moved to the perimeter of the room. The full list of items to remove in K-3 classrooms are:

- Easels, community seating /soft seating. (However, if a student needs a certain “flexible seat” it will be assigned to them).
- Communal play equipment.



It will be important to provide an informational orientation/ overview to students and parents prior to the start of the school year. Student Orientation in August will focus on safety, classroom layout, expectations, protocols and processes for all within the building to remain healthy and safe. There will be more to be determined regarding how the format for student orientation will be for 2020.

(Requirement) Where necessary, assess other spaces that may be repurposed for instruction in the school.

- Staff Lounge has been repurposed to now serve as the “Reading Room” for intervention students.
- Multi-purpose room will serve as a “space” for staff to have their lunch break and/or complete their planning time.

(Requirement) Maximize space between the teacher and student due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be an effective option.

Protective Shields placed on tables to separate pairs seated at tables.



Protective Carousels to protect students and teachers when working in small groups.



Protective shields for staff desks/ working space will be provided. All staff will have appropriate PPE (shields, face shields and face masks, and clear face masks) will be provided.

(Guidance) Determine the exact student-to-teacher ratio based upon individual student needs and available space. Both students and additional support personnel should be considered when assessing the appropriate density for a room.

At this time, the largest class size is 20.

A sample room was created to meet spacing requirements for Gr. 1-3 classroom.

All Gr. 1-3 classrooms have the same square footage.

Equipment & furniture was identified to be removed to meet the spacing requirement for students, teacher and support staff to share the space.

Kindergarten classrooms were set up with 16 students to a classroom. Using tables, protective shields and removing the “communal play items” - able to meet the requirement.

The Ryerson Leadership team will be creating a protocol for “book shopping” safely and how to properly “clean” those books will need to be developed.

The Leadership team will be tasked with doing this job of creating a process and protocol for K-3. The selection of a “just right” book would be through the support and assistance of the classroom teacher and classroom paraprofessional.

(Guidance) Install floor markings to illustrate social distancing.

Each classroom will receive “star number carpet markers” to space out 6ft between each star for students to safely line up to exit the classroom in adherence to social distancing requirements.

Carpet markers will be placed throughout the hallways to serve as “markers” for students to stand on when walking through the hallways with their class. The spacing of the carpet markers will be in adherence to social distancing requirements.



Small traffic cones have been purchased for each classroom to ensure social distancing requirements.



Tape measures have been purchased for each teacher to ensure social distancing requirements daily.



(Guidance) Use outdoor instruction where health and safety conditions and physical space allow, considering for example, allergies and/or asthma symptoms.

- PE instruction will take place outdoors (weather permitting).
- Health will take place in the general education classroom.
- PE will be held indoors and in the general education classroom if there is “bad weather”.
- Lunch / snack outdoors if weather permits.
- 6 ft social distancing must be maintained indoors and outdoors.
- Lunch and snack is permissible outdoors. Currently, Ryerson has some tables and benches outdoors that students can access to eat. Additional tables and benches will be purchased for outdoor seating.

(Guidance) Ensure the classroom cohort will have access to washing stations, and if necessary plan for temporary washing stations or hand sanitizer dispensers.

- All K-3 Classrooms have a classroom sink. K-2 classrooms have an additional sink in the bathroom located within the classroom.



- All classrooms will have hand sanitizer stations installed in their classroom prior to August 31st.
- Step stools have been purchased for all K-3 classrooms to make student access to the classroom sinks easy.

(Guidance) Ensure that every school building has a health room with running water. Ensure that an isolation room has been identified in every school building.

- Health office has both a sink and bathroom.

- An Isolation room was created at Ryerson off the Health office. There is a door with a window for isolation, safety and for the health office to monitor staff/students in this space who are exhibiting COVID-19 symptoms.



Signs and Messages

(Requirement) Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in language appropriate for the school population.

The district has created and/or placed a “bulk” order for signs. At Ryerson, informational signs will be posted in the following locations:

- Main lobby
- Entrance doors in main lobby
- Office
- Health office / Isolation room.
- In each pod.
- Kindergarten Hallway
- Multi-purpose room



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread. This includes posting signs in highly visible locations that promote everyday protective measures and provide instructions on hand washing, properly wearing a face covering.

CO will be providing signs for Ryerson to place in each bathroom, pod area and hallway. CO will be sending printed out signs and/or will be ordering the necessary wall signs/floor postings.

In addition, the Leadership team along with the Ryerson LMS will be generating a list of children's books to help explain to students the importance of handwashing. This could also provide staff with some common language to address student questions.



(Guidance) Place signs near sinks reminding students and staff to wash hands before and after using the restroom.

Ryerson School will be provided these types of signs in each bathroom, pod area and hallway. Signs have been ordered and/or printed to be sent to Ryerson for the public communication.



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread.

KHR Staff Handbook and Parent KHR Handbook are being revised and “Under Construction” to reflect safety protocols and procedures both building based and district wide.

Class Groups and Teams (Cohorts)

(Guidance) Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8. And encouraged where feasible for grades 9-12.

- Grade Levels are located in the building within pods.
- Lunch will be in the classroom - A plan will be developed by administration and the school nurse to address protocols for students with allergies to eat safely with peers.
- Recess will be by class not grade level.
- Special Assignments paraprofessionals will no longer split their day between two different student assignments. SPED paraprofessionals will be assigned to one student only for the instructional day.

(Guidance) When possible, have teachers of specific academic content areas rotate, instead of student groups.

A Related Arts 36 Day Wheel/Rotation Model has been created to limit the amount of staff interfacing with students and other staff members.

(Guidance) Restrict the mixing of cohorts. Pay particular attention to eating times, open periods and study halls.

- All Related Arts will follow a “push-in” model. RA will be conducted in the general education classroom.
- All communal spaces will be closed - Library, multi-purpose room, art room for students.
- SPED Students will be pulled out for services, but only with other students from their classroom cohorts.
- During related arts sessions, general education teachers will be able to access the multi-purpose room for prepping materials and meeting colleagues. The multi-purpose room will be available for teacher planning (tables spaced adequately apart, cleaning/sanitizing conducted routinely on tables and seats after use).
- The Main Office will be closed at all times. The sharing of information (parent notices, flyers, etc.) will be shared through a window being installed in the main office.
- Only those staff members assigned to the office to work (administrator, secretary, psychologist, nurse) will enter daily.
- Students seeking assistance from the nurse will be permitted entry to the office.
- Teachers may notify the principal by phone and/or “walkie-talkie” if a student needs to be sent to the office for disciplinary reasons. The Administrator will address the need to enter the office on a case to case basis.
- Weekly grade level meetings will be held in the multi-purpose room. There will be ample space for staff to meet.
- Students who arrive late to school and/or needing to be dismissed early is a protocol that will be formulated this summer. The Leadership will address this process at the July Leadership meeting.
- Students needing to access the health room and/or the office from their classroom will be escorted to these areas by a paraprofessional to ensure safety and social distancing throughout the hallways.

Foot Traffic, Hallways, and Shared Areas

(Guidance) Limit face-to-face encounters by designating foot-traffic patterns - such as one-way hallways and by designating entrance -only and exit-only doors, when feasible.

- Foot traffic moves throughout the building in a clockwise direction.
- One way traffic will be instituted for 2020-2021 at Ryerson Elementary School. .
- There will be further discussion to ensure limiting congestion with foot traffic by considering exterior doors in classrooms to enter / exit the building.
- There needs to be further discussion and a defined plan to create a traffic pattern for the hallway by Room 20-21.
- In the event of an emergency (fire); students would adhere to the “normal” exit plan and when safely out of the building, the teacher would ensure students were 6ft apart.

(Guidance) Install markings on floors to illustrate foot-traffic patterns.

Markers have been purchased for the hallways and will be marked prior to the start of the school day.

Outside Time and Playgrounds

(Guidance) Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.

- Each classroom will have their own playground bucket. Items to include “hands-free play items such as: chinese jump rope and other obstacle equipment.
- There will be a process developed for cleaning equipment daily.
- It will be ideal to set up playground play stations. The PE staff will be tasked with generating activities for safe outside play at recess time.
- Ryerson will be contacting a company to paint hopscotch and more options for play on the blacktop.
- Teachers will set aside time in the classroom prior to recess to hand wash and/or use hand sanitizer.
- Classroom paraprofessionals will assist with this responsibility.
- Teachers will need to make “bathroom visits” prior to recess a necessary plan. There will be emergencies, of course, and they will need to be sent in to the main office. Secretary/nurse will assist students in their classroom bathroom.
- “Walkie-talkies” will be provided to all teachers during recess time to notify the nurse for assistance.



(Guidance) Consider staggering recess times for each class/cohort.

- Each classroom will be assigned their own individual recess time. There will be no grade level recess time.
- Based on 17 sections, recess will be occurring throughout the day to meet this guidance.
- An additional 15 minute recess will be scheduled by the classroom teacher.

Other Individuals Entering the School Building

(Guidance) Consider limiting or restricting nonessential volunteers and visitors, and activities held in the school such as assemblies or larger gatherings. Have a clear policy defining essential building access for parents, such as for PPT meetings, or consider virtual meetings when possible.

All PPT meetings, SST meetings and 504 meetings with parents will be conducted via ZOOM.

Food Service

(Guidance) On-site Meal Service (for students while in school): Determine the appropriate meal distribution method(s) (i.e., Cafeteria [or alternate] Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

- A limited lunch menu will be offered daily. Students will order in the morning, and the lunches will be delivered to classrooms.
- Teachers will provide a lunch count and the student's name/identification code for payment in the morning.
- K-3 Students will eat their lunch in their designated classrooms. Students should be seated in their assigned seat at lunch time.
- Students with specific allergies will need to be seated with either another student with food allergies and/or with a student who has an identified "safe lunch".
- All classroom tables are to be disinfected before and after the lunch period. Classroom teacher and paraprofessional should assist with disinfecting the tables prior to lunch and snack. The custodial and kitchen staff will disinfect the tables after the lunch period.

Pick Up/Drop Off

(Guidance) Assess if a staggered arrival and drop off, properly communicated, will enhance safety protocols in place.

- Arrival and Dismissal via bus will use normal times/schedule.
- Parent Drop Off and Pick Up times will be staggered to limit traffic.
 - AM Parent Drop Off- after all buses arrive at 9:00 AM
 - PM Parent Pick UP- starting at 3:00 PM before buses load.
- Parent Drop Off and Pick Up will take place at two locations – Entryway Platform and Lower Parking Lot.

Areas needing further development:

- Supervision - staff assigned to escort pick-up students at the end of the day.
- Dismissal will take place from classrooms - best communication format for notification of bus arrival and parent pick-up arrival.

(Guidance) Plan vehicle flow and logistics particularly if there are more family transport vehicles.

- Review / share staggered arrival & dismissal plan with Director of Transportation.
- Ensure MPD officer on site during arrival and dismissal
- Parent survey re: transportation will impact this plan.
- Staff monitoring kids in the halls as they walk in and abide by the arrows and the 6 ft distancing.

(Guidance) Consider arrival/dismissal procedures that limit unnecessary entrance of parents and guardians into the building.

- District policy on visitors will be determined/developed under the guidance of district policy and expectations.
- Staff assigned at the bus platform and the lower parking lot to greet students from cars and escort into the building.
- All PPT meetings, SST meetings and 504 meetings with parents will be conducted via ZOOM.
- Further plans will need to be determined regarding orientation and parent-teacher conferences.

Material Sharing

(Guidance) Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. Plan in advance by determining if additional supplies are necessary. These materials include but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.

- K-3 Bridges Workplaces Individual Kits are being considered for purchase to limit student's sharing of materials.
- Protocols for student access to classroom libraries will be developed by the leadership team in July.
- Chromebooks will be provided to all students - K-3.
- Ryerson School will provide all students their own materials: crayons, markers, pencils, glue stick, scissor, etc.



(Requirements) Adopt Policies requiring use of face coverings for all students and staff when they are inside the school building with certain exceptions.

- Masks will be worn by students and staff during the school day. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who remain seated, a physical barrier may be an effective option.
- Mask Breaks will need to be “built into” the instructional day for staff & students.
- KHR purchased face covering masks for staff.
- Staff will be provided disposable ones if the others provided are not available.

- Students will be provided with disposable masks should they arrive at school without a face covering.
- Face Shields are being purchased for Sped staff and Related Service at this time.
- Protective shields/ barriers have been purchased for the classrooms, SPED classrooms and Related Service classrooms.
- Mask breaks will take place in the classroom and/or outdoors. Mask breaks can be taken throughout the day at the teacher's discretion (quiet time, snack time, lunch time, independent work time, etc.)
- Policy development will need to be developed to address when students refuse to wear a mask.



Brown Intermediate School Building Access & Space Plan

Classroom Layout

(Requirement) Maximize social distancing between student workstations, achieving 6 ft. when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of the table, spaced apart.

Brown students will occupy 16 Core Classrooms. 8 for Grade 4 (first floor) and 8 for Grade 5 (second floor). Additionally, each Cohort Classroom will be assigned a Secondary Classroom/Space in case the cohort needs to have break out groups or for lunch/snack.

Each student will be assigned their “seat/spot”. These spots will not rotate throughout the day. Desks will face in the same direction and student names will be on desks.



10-11 desks spaced 6’ apart or



Items will be removed from the classrooms to create necessary space. Non-essential items include:

- Community seating /soft seating
- Additional tables/chairs
- Carpets

(Requirement) Where necessary, assess other spaces that may be repurposed for instruction in the school.

Brown will be using the Art Room, Band Room, Gym, Room 230, LMC, and classrooms in the 300 wing as secondary rooms for each classroom.

The cafeteria is potentially on this list but may be used for AM and PM child care.

(Requirement) Maximize space between the teacher and student due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be an effective option.

Teachers will have required space between the delivery of instruction areas and student seating. Protective Shields and Protective Carousels will be used as needed.

(Guidance) Determine the exact student-to-teacher ratio based upon individual student needs and available space. Both students and additional support personnel should be considered when assessing the appropriate density for a room.

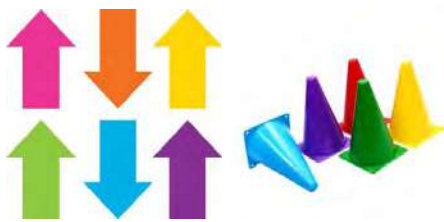
At this time, the largest class size is 22.

Equipment & furniture was identified to be removed to meet the spacing requirement for students, teachers and support staff to share the space.

Teachers who “push in” (Related Arts teachers) will be provided carts to transport materials.

(Guidance) Install floor markings to illustrate social distancing.

- Each classroom will receive markers/dots to space out 6ft between students and to identify spots to line up to exit classrooms.
- Arrows will be placed in hallways to identify the direction as well as space between individuals.
- Small traffic cones have been purchased for each classroom to ensure social distancing requirements.
- Each classroom will be provided a 6 ft. thin pole to identify appropriate spacing for teacher use.



(Guidance) Use outdoor instruction where health and safety conditions and physical space allow, considering for example, allergies and/or asthma symptoms.

- Brown has a large blacktop area and a large field. A walking trail is being created for PE and Recess time.
- PE instruction will take place outdoors (weather permitting).
- Health will take place in the general education classroom.
- PE will be held indoors and in the general education classroom if there is “bad weather”.

- Lunch / snack outdoors if weather permits.

(Guidance) Ensure the classroom cohort will have access to washing stations, and if necessary plan for temporary washing stations or hand sanitizer dispensers.

A number of classrooms have sinks. All classrooms will have hand sanitizer stations installed and mounted.



(Guidance) Ensure that every school building has a health room with running water. Ensure that an isolation room has been identified in every school building.

- The Brown Health office has both a sink and bathroom.
- An Isolation Room is being created adjacent to the Health Office.

Signs and Messages

(Requirement) Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in language appropriate for the school population.

Signage will be placed around the buildings.

Signage Recommendation areas:

- Main lobby
- Entrance doors in main lobby
- Offices
- Health office / Isolation room.
- Each Classroom being used

(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread. This includes posting signs in highly visible locations that promote everyday protective measures and provide instructions on hand washing, properly wearing a face covering.

Signs will be posted in highly visible areas.



(Guidance) Place signs near sinks reminding students and staff to wash hands before and after using the restroom.

Signs will be placed as reminders in the bathrooms.



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread.

Addendum to Faculty Handbook under way to reflect safety protocols and procedures both building based and district wide

Class Groups and Teams (Cohorts)

(Guidance) Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8. And encouraged where feasible for grades 9-12.

- Grade Levels are on separate floors. The cohort is the homeroom. Teachers will move in and out of the cohort classroom.
- Lunch will be in the classrooms, outside, or in secondary rooms.
- Recess will be by grade level with different homerooms assigned to different areas.

(Guidance) When possible, have teachers of specific academic content areas rotate, instead of student groups.

- A Related Arts 45 Day Wheel/Rotation Model has been created to limit the amount of staff interfacing with students and other staff members.
- RA offerings include:
 - Spanish
 - Music
 - Coding
 - PE/Health

- Theatre
- Art

Over the course of the school year all students will rotate into these RA classes.

(Guidance) Restrict the mixing of cohorts. Pay particular attention to eating times, open periods and study halls.

- All Related Arts will follow a “push-in” model. RA will be conducted in the general education classroom.
- SPED Students will be pulled out for services, but only with other students from their classroom cohorts.
- The Main Office will be closed at all times. The sharing of information (parent notices, flyers, etc.) will be shared through the bin drop off and pick up system.
- Only those staff members assigned to the office to work (administrator, guidance counselor, and secretary) will enter daily. The nurse’s office will not be accessed through the main office, all entering the HO will come from the main hallway.

Foot Traffic, Hallways, and Shared Areas

(Guidance) Limit face-to-face encounters by designating foot-traffic patterns - such as one-way hallways and by designating entrance -only and exit-only doors, when feasible.

- One way traffic with the exception of the first floor main hallway that is wide enough to maintain distance.
- Arrival - Buses will drop off in front of the school. Buses are in by 7:50 AM. After 7:50 AM parents may drop students off at school. In Grade 4 students who are assigned rooms adjacent to the driveway will go directly to those rooms. Students assigned to Rooms 127 and 132 will enter through the outside door adjacent to the Principal’s office, proceed to the main hallway and turn left. Grade 5 students will enter through the main entrance. Teams 5-1 and 5-2 will proceed down the first floor hallway until the end, go up the stairs and enter the Grade 5 hallway at room 217. Teams 5-3 and 5-4 will use the first set of stairs and enter the grade 5 hallway at the Faculty Room.
- Dismissal Plan being created in conjunction with the bus company.

(Guidance) Install markings on floors to illustrate foot-traffic patterns.

Brown will identify how many markers are needed to be placed throughout the hallway.

Outside Time and Playgrounds

(Guidance) Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same

time, hand washing before and after use or use of hand sanitizer and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.

- Each cohort will be assigned to an area on the blacktop or the fields.
- Set up playground play stations and walking trail.
- Set aside time in the classroom prior to and after recess to hand wash and/or use hand sanitizer.

Other Individuals Entering the School Building

(Guidance) Consider limiting or restricting nonessential volunteers and visitors, and activities held in the school such as assemblies or larger gatherings. Have a clear policy defining essential building access for parents, such as for PPT meetings, or consider virtual meetings when possible.

- No visitors to building
- If parents/guardians need a staff member the staff member will come outside.
- All PPT meetings, SST meetings and 504 meetings with parents will be conducted via ZOOM.

Child Nutrition

(Guidance) On-site Meal Service (for students while in school): Determine the appropriate meal distribution method(s) (i.e., Cafeteria [or alternate] Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

- A limited lunch menu will be offered daily. Students will order in the morning, and the lunches will be delivered to classrooms. Students who bring lunch/snack will bring these items to the cohort classroom each morning.

Pick Up/Drop Off

(Guidance) Assess if a staggered arrival and drop off, properly communicated, will enhance safety protocols in place.

- Parent drop off will occur after buses arrive at school. (Details to follow)
- Dismissal will take place from classrooms.

(Guidance) Plan vehicle flow and logistics particularly if there are more family transport vehicles.

- Arrival & dismissal plans are being created with the Director of Transportation.

- Ensure the SRO is on site during arrival and dismissal
- Grade 4 to drop off and pick up at main driveway. Grade 5 to drop off and pick up near cafeteria entrance.

(Guidance) Consider arrival/dismissal procedures that limit unnecessary entrance of parents and guardians into the building.

- No visitors to building
- If parents/guardians need a staff member the staff member will come outside.
- All PPT meetings, SST meetings and 504 meetings with parents will be conducted via ZOOM.

Material Sharing

(Guidance) Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. Plan in advance by determining if additional supplies are necessary. These materials include but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.

- Students will bring backpacks from home and carry supplies in their backpacks.
- Individual “pouches” will be provided for each student to hold personal supplies.

(Requirements) Adopt Policies requiring use of face coverings for all students and staff when they are inside the school building with certain exceptions.

- Masks will be worn by students and staff during the school day. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who remain seated, a physical barrier will be used.
- Mask Breaks will be “built into” the instructional day for staff & students.
- Brown will provide face covering masks for staff and students as needed.
- Students will be provided disposable masks should they arrive at school without a face covering.
- Face Shields will be provided for Sped staff and Related Service personnel as needed.



Polson Middle School Building Access & Space Plan

Classroom Layout

(Requirement) Maximize social distancing between student workstations, achieving 6 ft. when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of the table, spaced apart.

- Classrooms will be assigned based on the size of the room and the number of students who can safely fit in the class, 5'-6' apart.
- Students will face the same direction.
- Each student will be assigned the same desk daily.
- Space is allocated for the teacher to move around at the front of the room.



- Items will be removed from classrooms to meet this requirement. For example, bookshelves, teacher desks, extra desks, stools, area rugs, spare tables may be moved to the perimeter of the room or stored for the year.



- Protective shields will be used when 6 ft distancing is not possible and/or when working in small groups where students may not be facing the same direction.

(Requirement) Where necessary, assess other spaces that may be repurposed for instruction in the school.

The following rooms are being considered to repurpose, as core classrooms, to maintain 6 ft of social distancing:

- Art room
- Band room
- Chorus room

The Auxiliary gym may be used for art, band, chorus, PE, theatre and lunch.

(Requirement) Maximize space between the teacher and student due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be an effective option.

Carousel shields will protect students and teachers when working in small groups.



(Guidance) Determine the exact student-to-teacher ratio based upon individual student needs and available space. Both students and additional support personnel should be considered when assessing the appropriate density for a room.

- At this time core cohorts range from 16 to 22 students.
- World Language can be up to 25 students and Related Art classes can be up to 35 students.
- Available spaces have been identified to ensure instruction occurs while maximizing social distancing.

(Guidance) Install floor markings to illustrate social distancing.

- Visual reminders will be displayed on the walls, doors, and carpet as needed to remind students to remain 6 feet apart.
- Tape measures will be purchased for each teacher to ensure social distancing requirements.

(Guidance) Use outdoor instruction where health and safety conditions and physical space allow, considering for example, allergies and/or asthma symptoms.

- PE instruction will take place outdoors (weather permitting).
- Health instruction will take place in the general education classroom.

(Guidance) Ensure the classroom cohort will have access to washing stations, and if necessary plan for temporary washing stations or hand sanitizer dispensers.

- Some classrooms are equipped with sinks and soap dispensers.
- Hand sanitizers have been placed at the main entrance and in the cafeteria (exit and entrance).
- Hand sanitizer will be available in every classroom and hallway.



(Guidance) Ensure that every school building has a health room with running water. Ensure that an isolation room has been identified in every school building.

- Health office has a sink and a bathroom is available nearby.
- Isolation Room is located adjacent to the Health Office. There is a door with a window for isolation, safety and for the health office to monitor staff/students in this space who are exhibiting COVID-19 symptoms.

Signs and Messages

(Requirement) Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in language appropriate for the school population.

- The district will be placing a “bulk” order for signs.
- Polson needs arrows and distancing marks.



- Recommended placement:
 - entry way
 - main office
 - health office/Isolation Room
 - cafeteria
 - LMC
 - bathroom

(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread. This includes posting signs in highly visible locations that promote everyday protective measures and provide instructions on hand washing, properly wearing a face covering.

Signs will be posted in highly visible areas.



(Guidance) Place signs near sinks reminding students and staff to wash hands before and after using the restroom.

Signs will be placed as reminders in the bathrooms.



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread.

Addendum to Faculty Handbook under way to reflect safety protocols and procedures both building based and district wide.

Class Groups and Teams (Cohorts)

(Guidance) Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8. And encouraged where feasible for grades 9-12.

- Students will be in a cohort for all core classes, homeroom, lunch, and Pride.
- In grade 7 and 8, core classes will be determined by the math placement.
- RA classes will be mixed based on student selection of classes.
- Cohorts will eat lunch together in a socially distanced space which may include classroom, café, Auxiliary gym, and outdoors.

(Guidance) When possible, have teachers of specific academic content areas rotate, instead of student groups.

- Core teachers (grade 6) will rotate to 2 classrooms daily.
- Core teachers (grade 7 & 8) will rotate to 4 classrooms daily.

(Guidance) Restrict the mixing of cohorts. Pay particular attention to eating times, open periods and study halls.

- All communal spaces will be closed to large group gatherings (library and common area) but may possibly be accessed via a scheduled visit.

- LMC will have protocols for book check out and return.
- Special education students will be pulled out for services as determined by IEP.
- Tiered intervention will be scheduled based on student need and cleaned between use.
- The front door of the Main Office will be propped open at all times and social distance markers will be placed on the floor for safe approach to the secretary.
- Students may enter the guidance area from the back doors, propped open, with social distance floor markers for secretary and guidance counselors.

Foot Traffic, Hallways, and Shared Areas

(Guidance) Limit face-to-face encounters by designating foot-traffic patterns - such as one-way hallways and by designating entrance -only and exit-only doors, when feasible.

- For classrooms with 2 doors, one will be designated entrance and the other will be the exit.
- Signs will designate one way traffic where possible.
- Students will be encouraged to stay to the right in hallways that can't be accessed from more than direction.
- Door stops have been purchased to allow doors to be propped open.

(Guidance) Install markings on floors to illustrate foot-traffic patterns.

Polson will identify how many markers and order through CO to place throughout the hallway.

Outside Time and Playgrounds

(Guidance) Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.

- PE teachers will take classes outside as much as possible and will consider independent activities inside.
- Process for cleaning used PE equipment daily.

Other Individuals Entering the School Building

(Guidance) Consider limiting or restricting nonessential volunteers and visitors, and activities held in the school such as assemblies or larger gatherings. Have a clear policy defining essential building access for parents, such as for PPT meetings, or consider virtual meetings when possible.

- Visitors will not be allowed access to the building.
- All individuals must wear a face mask covering their mouth and nose.
- Parent meetings, PPTs and 504 meetings will take place virtually.
- Parents needing to drop items off for a student will call the main office and leave in the bin at the front door (clearly labeled with student name and grade).

- Deliveries to students will be limited and on an emergency basis only.
- PTO meetings will be held virtually to minimize outside contact.

Child Nutrition

(Guidance) On-site Meal Service (for students while in school): Determine the appropriate meal distribution method(s) (i.e., Cafeteria [or alternate] Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

- A limited selection of bagged lunches will be prepared daily.
- Students will pick up pre-packaged bagged lunches in the cafeteria and return to a socially-distanced eating space (classroom, old gym, part of cafe, common area).

Pick Up/Drop Off

(Guidance) Assess if a staggered arrival and drop off, properly communicated, will enhance safety protocols in place.

- Buses will arrive and depart on the regular schedule.
- Doors will open at 7:30. Students can not be released from cars or buses before this time.
- Parent drop off: two lanes by back cafe with teachers controlling the students' exit from cars. More doors opened to receive students.
- Second location for parent drop and/or staggered drop off times will be based on parent transportation survey.
- Bus dismissal: We will dismiss to busses in three waves, based on seat assignment on bus.
- Recommend having SRO on Green Hill at dismissal and arrival.

(Guidance) Plan vehicle flow and logistics particularly if there are more family transport vehicles.

- Staggered dismissal as needed.
- Ensure SRO is on site during arrival and dismissal to assist security officer.
- Parent survey regarding transportation will impact this plan.

(Guidance) Consider arrival/dismissal procedures that limit unnecessary entrance of parents and guardians into the building.

- Visitors will not be allowed access to the building.
- All individuals must wear a face mask covering their mouth and nose.
- Parent meetings, PPTs and 504 meetings will take place virtually.
- Parents needing to drop items off for a student will call the main office and leave in the bin at the front door (clearly labeled with student name and grade).
- Deliveries to students will be limited and on an emergency basis only.
- Students forgetting lunches will be allowed to charge a meal in the cafeteria.
- PTO meetings will be held virtually to minimize outside contact.

Material Sharing

(Guidance) Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. Plan in advance by determining if additional supplies are necessary. These materials include but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.

- In addition to supplies students typically purchase, the school will provide some individual items such as stapler, post-its, tape, and ruler.
- Students may borrow books from the library and they will be housed for 72 hours before being returned to the shelf.
- LA teachers will create a plan for safe use of books in classroom libraries.
- Students will have a chromebook assigned to them for use at home and school.
- Lockers will not be used for Trimester 1. Students can carry a backpack as needed.
- The computer lab will not be utilized for Trimester 1. Work with CTE to find programs that can be used on chromebooks instead of desktops.

(Requirements) Adopt Policies requiring use of face coverings for all students and staff when they are inside the school building with certain exceptions.

- Polson will follow the mask protocol developed by the district.
- Masks will be worn by students and staff during the school day. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who remain seated, a physical barrier will be provided.
- Mask breaks will need to be “built into” the instructional day for staff and students.
- Staff may use a face mask purchased by the district or use their own.
- Students will be provided with disposable masks should they arrive at school without a face covering.
- Face Shields have been purchased for Sped and Related Service staff.



Daniel Hand High School Building Access & Space Plan

Classroom Layout

(Requirement) Maximize social distancing between student workstations, achieving 6 ft. when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of the table, spaced apart.

DHHS classrooms vary in size, layout, furniture and use. Highlighted below are the variety of classrooms students access on a daily basis.

- Science Labs
 - 1 student per desk/table to maintain 6 ft distancing
 - Additionally, students can sit around the perimeter of the classroom 6 ft apart
 - 24 students possible



- Front Pod Classrooms
 - 1 student per desk to maintain 6 ft distancing
 - 16 students possible
 - OR-
 - 1 student per desk to maintain 3 ft distancing
 - 22 students possible



- Rear Pod Classrooms
 - 1 student per desk to maintain 6 ft distancing
 - 12 students possible
 - OR-
 - 1 student per desk to maintain 3 ft distancing
 - 23 students possible



- All classrooms
 - Students facing the same direction/front of the room.
 - Protective shields will be used when 6 ft distancing is not possible and/or when working in small groups where students may not be facing the same direction.
 - Equipment and furniture will be removed/stored, as necessary, to meet the criteria set forth above.

(Requirement) Where necessary, assess other spaces that may be repurposed for instruction in the school.

The following rooms are being considered to repurpose, as necessary, to maintain 6 ft distancing.

- Room 130
- Aux Gym
- DAH
- Stage bleachers
- Classrooms/offices in LMC
- Career Center

(Requirement) Maximize space between the teacher and student due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be an effective option.

- Clear protective shields will be purchased for all students and teachers.
- Shields are portable to enable students and teachers to bring their shield with them from class to class.
- Shields will be used when 6 ft distancing is not possible.
- Shields will be used when working in small groups.
- Shields will be used when students may not be facing the same direction for instruction.
- Clear face shields will be available to teachers to use as needed. For example, when a face mask must be removed for an instructional purpose.

(Guidance) Determine the exact student-to-teacher ratio based upon individual student needs and available space. Both students and additional support personnel should be considered when assessing the appropriate density for a room.

At this time, the largest class size is 30.

- Class sizes, per section, are being reviewed to determine if classes can be more balanced. For example, rather than 2 Spanish classes with enrollments of 22 and 14, trying to balance the enrollment to 18 students per class.
- Class sizes, per section, are being reviewed and alternate locations are being considered if 6 ft of distancing is not possible due to class size or classroom configuration.
- Equipment and furniture will be removed/stored, as necessary, to meet the spacing requirement for students, teacher and support staff to share the space.

(Guidance) Install floor markings to illustrate social distancing.

- Hallways and stairwells will be marked to identify one-way passing.



- Signage and markers will be posted throughout the buildings, including in hallways, classrooms and stairwells to encourage a minimum of 6 ft social distancing.



- Each teacher will be given a tape measure to ensure social distancing requirements are maintained within their classroom(s).



(Guidance) Use outdoor instruction where health and safety conditions and physical space allow, considering for example, allergies and/or asthma symptoms.

- Physical Education instruction will take place outdoors (weather permitting).
- Physical Education will be held indoors in the gym, aux gym, fitness room, in the case of inclement weather.
- Health will take place in the general education classroom.

(Guidance) Ensure the classroom cohort will have access to washing stations, and if necessary plan for temporary washing stations or hand sanitizer dispensers.

- Hand sanitizer will be available in every classroom and in hallways.

(Guidance) Ensure that every school building has a health room with running water. Ensure that an isolation room has been identified in every school building.

Health Office

- The DHHS Health Office has both a sink and a bathroom.



Athletic Training Room

- The DHHS Athletic Training Room is located in the Health Office and has its own sink.



Isolation room -

- The DHHS Isolation room is located in the Health office.
- This space will be used to monitor students/staff who are exhibiting COVID-10 symptoms.
- There is currently a solid door to this space, however for the safety of the health office staff who will be monitoring this room, a window is scheduled to be installed in the door.



Signs and Messages

(Requirement) Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in language appropriate for the school population.

- The district will be placing a “bulk” order for signs. In addition to the signs shown above in this document, the following signs will be used.



- Recommendations for Signage Areas:
 - Main Entrance Doors
 - Front Lobby
 - Main Office
 - Hallways
 - Stairwells
 - Health Office
 - Restrooms
 - Classrooms

Hand dryers are scheduled to be disconnected and paper towel dispensers will be installed in all restrooms.

(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread. This includes posting signs in highly visible locations that promote everyday protective measures and provide instructions on hand washing, properly wearing a face covering.

- Central Office will provide the following signs to be displayed throughout the building.



(Guidance) Place signs near sinks reminding students and staff to wash hands before and after using the restroom.

- Central Office will provide the following sign to be displayed near each sink.



(Guidance) Focus on distribution of information and regular communication about the actions school communities can take to stop the spread.

- DHHS Handbook will be used if school is in person.
- Additions to the handbook for any reason will be in the form of an addendum and will be communicated either in person or electronically.
- Safety protocols and procedures both building based and district wide will be communicated regularly.

Class Groups and Teams (Cohorts)

(Guidance) Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8. And encouraged where feasible for grades 9-12.

- Cohorts have been proposed at the high school level based on last names (A-L and M-Z).

(Guidance) When possible, have teachers of specific academic content areas rotate, instead of student groups.

- N/A at the high school level
- Related Arts consist of credited classes within a student's schedule.
- Related Arts classes require the use of a variety of specialized classrooms throughout the building. Below are a variety of examples:
 - Kitchen for food service classes
 - Automotive shop for auto tech classes
 - Photo lab for darkroom photography classes
 - Mac lab for digital animation classes
 - TV studio for TV production classes

(Guidance) Restrict the mixing of cohorts. Pay particular attention to eating times, open periods and study halls.

- Lunch will include the following options:
 - Indoor seating using a variety of seating options in the Dining and Assembly Hall including the use of tables and bleachers to maintain social distancing.
 - Outdoor seating, when weather permits
- Open periods/Study halls
 - Freshman and Sophomores who will be assigned to a study hall during any open period.
 - Juniors will have access to the LMC and DAH hall during any open period.
 - Seniors will have access to the LMC, DAH and Senior Commons (Bridge) during any open period.
 - Any student with an open period at the start or end of their day, will be allowed to arrive late or leave early, if they have arranged their own transportation.

Foot Traffic, Hallways, and Shared Areas

(Guidance) Limit face-to-face encounters by designating foot-traffic patterns - such as one-way hallways and by designating entrance -only and exit-only doors, when feasible.

- Foot traffic moves throughout the building in a one-way direction.
- Traffic flow will be clearly marked for all staff and students.



- Exterior entrances and exits are being reviewed to determine if additional doors can be used throughout the school day while ensuring school safety.

(Guidance) Install markings on floors to illustrate foot-traffic patterns.

- DHHS will identify how many markers are needed to be placed throughout the hallway. An order will be placed through CO.



Outside Time and Playgrounds

(Guidance) Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.

- A process will be established for cleaning PE equipment that is used daily.

Other Individuals Entering the School Building

(Guidance) Consider limiting or restricting nonessential volunteers and visitors, and activities held in the school such as assemblies or larger gatherings. Have a clear policy defining essential building access for parents, such as for PPT meetings, or consider virtual meetings when possible.

- Visitors will not be allowed access to the building.
- All meetings with parents will be conducted via ZOOM.

Child Nutrition

(Guidance) On-site Meal Service (for students while in school): Determine the appropriate meal distribution method(s) (i.e., Cafeteria [or alternate] Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

- Lunch will include the following options:
 - Indoor seating using a variety of seating options in the Dining and Assembly Hall including the use of tables and bleachers to maintain social distancing.
 - Outdoor seating, when weather permits

Pick Up/Drop Off

(Guidance) Assess if a staggered arrival and drop off, properly communicated, will enhance safety protocols in place.

- Supervision: A plan will be established to supervise the hundreds of students who arrive well before 7:20 a.m. with no assigned place to wait for the start of period 1.
- Dismissal process will not change.

(Guidance) Plan vehicle flow and logistics particularly if there are more family transport vehicles.

- The School Resource Officer (MPD) will be on-site during arrival and dismissal.
- Juniors will be allowed to drive/park on the DHHS campus.
- Any student with an open period at the start or end of their day, will be allowed to arrive late or leave early, if they have arranged their own transportation.

(Guidance) Consider arrival/dismissal procedures that limit unnecessary entrance of parents and guardians into the building.

- Visitors will not be allowed access to the building.
- All meetings with parents will be conducted via ZOOM.

Material Sharing

(Guidance) Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. Plan in advance by determining if additional supplies are necessary. These materials include but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.

- Protocol for cleaning computer lab equipment (headphones/microphones) will be developed.

(Requirements) Adopt Policies requiring use of face coverings for all students and staff when they are inside the school building with certain exceptions.

- Masks will be worn by students and staff during the school day.
- If a teacher removes face covering or mask during instruction, a clear face shield should be worn and spacing should be increased beyond 6 ft.
- Mask breaks will be “built into” the instructional day for staff & students.
- Students will be provided with disposable masks should they arrive at school without a face covering.
- Face shields are being purchased for all faculty/staff members.
- Portable protective shields are being purchased for all faculty members.

APPENDIX 12 - Student Study Team (SST) Members

| Building | Building | Building |
|---|---|---|
| <p>Daniel Hand High School SST Members Administrative Lead Melanie Whitcher Team Members Brian Bodner Jennifer Hawley Chrissy Coyle: Guidance Counselor Mary Curran: Guidance Counselor Kyle Heins: Guidance Counselor Patty Judson: Guidance Counselor Cynthia Skarsten: Guidance Counselor Lindsey Fiondella Allison McMahon Ben Schreiber Linda Tuzzio: SPED Coordinator Erin Corbett Stephanie Lesnik : School RN</p> | <p>Polson Middle School SST Members Chair: Teresa Davis, School Psychologist Members invited to individual meetings, as needed: Kathryn Hart: (Principal) Martha Curran (Assistant Principal) Claire Keenan: School social worker Charlene Doane: Guidance Counselor Rachel Kilian Guidance Counselor Christopher Perras: Guidance Counselor Kara Maltese: ESS Karen Owen: Nurse Taylor Scalia: MYFS Megan Pepe: Reading Interventionist Andrea Finta: Reading Interventionist Cathy Vashel: Math Interventionist</p> | <p>Brown Intermediate School SST Members: Frank Henderson: Principal Eliza Hayes: Counselor Melissa Griffeth: School Psychologist Amy Faitsch: Math Interventionist Cindy Armor: Reading Interventionist Teachers as needed.</p> |
| <p>Jeffrey Elementary School SST Members: Becky Frost-Principal Rachel Lynch: Guidance Counselor CJ Gladstone: Elementary SPED Coordinator Doreen Shirley: Reading Interventionist Ingrid Byrne: Math Interventionist Classroom Teacher SPED Teacher for the Grade Level Other faculty invited as needed: Amy 'D'Antonio: School Psychologist Missy Hartmann: Social Worker Mary Megargee: SPL Charlene Connolly: OT</p> | <p>Ryerson Elementary School SST Members: Kelly Spooner: Principal Lauren Stanco: School Psychologist Rachel Lynch: School Guidance Counselor Missy Hartmann: School Social Worker Stacey Collins: Reading Interventionist Daniel Gaewski: Math Interventionist Classroom Teacher varies depending on student</p> | <p>Town Campus Learning Center School SST Members: Dr. Liz Battaglia: Principal/Director of Special Education Maria Hainer: PrK Team Leader/School Psychologist Lynn Hadad: Preschool Teacher Angela Milone: Preschool Teacher Lisa Miceli: Preschool Teacher</p> |

Please note that all plans and items included in this document are subject to change based on requirements and/or advice from the Governor or Connecticut, the Connecticut State Department of Education, and the Madison Health department.

Contact the Interim Superintendent of Schools for additional information and/or questions:

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