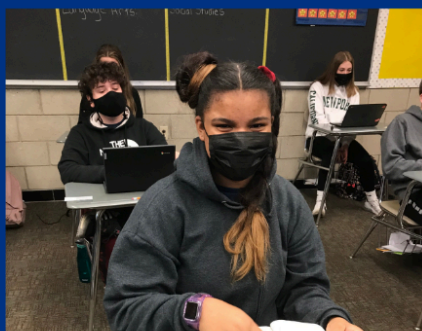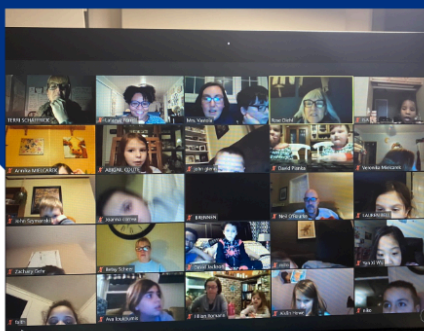# Bristol Public Schools

Move Forward Together, Be Better Together

Innovate & Elevate Continuation Plan - Fall 2021

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Bristol
PUBLIC SCHOOLS

Revised: **March, 2024** ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021 August, 2021 June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

1

Board of Education Commissioners

Chair: Jennifer Dube

Vice-Chair: Kristen Giantonio

Secretary: Dante Tagariello

                            Russell Anderson   Todd Sturgeon

                            Eric Carlson   Jill Fitzsimmons-Bula

                            Shelby Pons   Maria Simmons

Board Liaison: Erick Rosengren

Central Office Leadership

Superintendent of Schools: Catherine M. Carbone, Ed.D.

Deputy Superintendent of Schools: Michael Dietter, Ed.D.

Director of Finance and Operations: Lynn Boisvert

Director of Special Services: Amy Martino

Director of Teaching and Learning: Carly Fortin

Director of Talent Management: Kimberly Culkin, Ed.D

Table of Contents

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE
Bristol PUBLIC SCHOOLS

4

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

5

6

Bristol Public Schools
Reopening Goal
Upon the resumption of in-person learning for the start of the 2021-2022 school year, our students and staff will learn and thrive in **safe and supportive school and classroom environments**. Our students will learn through **high-quality, equity-centric instruction** delivered by skilled educators who **hold high expectations** for their learning, following our Vision of the Graduate and BPS curricula.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

7

Core Planning Team Members (Current/change of position)

Name	Title	Org	Email	Phone
Catherine Carbone	Superintendent	BPS	catherinecarbone@bristolk12.org	(860) 378-5144
Michael Dietter	Deputy Superintendent	BPS	michaeldietter@bristolk12.org	(860) 329-6286 (860) 937-4193
~~Allison Wadowski~~	~~BOE Commissioner~~	BPS	~~allisonwadowski@bristolk12.org~~	
Lynn Boisvert	Director of Finance & Operations	BPS	lynnboisvert@bristolk12.org	(860) 385-3714
Dan Mainiero	Director of Security	BPS	danmainiero@bristolk12.org	(860) 329-2286
Amy Martino	Director of Special Services	BPS	amymartino@bristolk12.org	(860) 302-1665
Carly Fortin	Director of Teaching and Learning	BPS	carlyfortin@bristolk12.org	(860) 378-5395
Kimberly Culkin	Director of Talent Management	BPS	kimberlyculkin@bristolk12.org	(860) 620-7256
Brian Burke	Executive Director of Communications, Community Partnerships, and Strategic Planning	BPS	brianburke@bristolk12.org	(860) 584-7035
Cera Orner	Supervisor of PE, Health, Athletics	BPS	ceraorner@bristolk12.org	(860) 329-9298
Michelle Crowley	Asst. to the Deputy Superintendent	BPS	michellecrowley@bristolk12.org	(860) 406-1083
Susan Everett	Asst. to the Superintendent	BPS	susaneverett@bristlk12.org	(860) 378-5284
Collin Urayse	Director, Student Transportation	BPS	collinurayse@bristolk12.org	(860) 329-9306
David Foulds	Director of Food Svc	BPS	davidfoulds@bristolk12.org	(860) 877-8318
Peter Fusco	Director of Facilities	BPS	peterfusco@bristolk12.org	(860) 302-0824
Elizabeth McGuire	School Health Service Coordinator	BBHD	lizmcguire@bristolct.gov	(860) 584-7629
Marco Palmeri	Director of Health	BBHD	marcopalmeri@bristolct.gov	(860) 584-7682

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

8

Core Planning Team Members (Cont'd)

Michael Reynolds	Teacher/BFT	CHMS	mikereynolds@bristolk12.org	(860) 205-7956

District and School Liaisons, Communications Plans, and Data Collection

District Liaisons

The Bristol Public Schools COVID-19 Health and Safety Compliance Liaisons, are Deputy Superintendent, Michael Dietter, Ed.D. and Director of Talent Management, Samuel Galloway, Ed.D. The BPS COVID-19 Health and Safety Compliance Liaisons are responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19. At the school level, the school nurse and the building principal will serve as the school level compliance liaisons.

Covid-19 Health and Safety Compliance Liaisons

Dr. Michael Dietter
Superintendent
michaeldietter@bristolk12.org
860.584.7006

Dr. Kimberly Culkin Deputy
Director of Talent Management
samuelgalloway@bristolk12.org
860.584.7022

Covid-19 School Medical Advisor

Liz McGuire, BSN,RN
School Health Service Coordinator
lizmcguire@bristolct.gov
860.584.7682

Marco Palmeri, M.P.H., R.S.,
Director of Health
marcopalmeri@bristolct.gov
860.584.7682

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~

Current Guidance from DPH and CSDE supersedes any information codified in this document.

9

School Liaisons

Bristol Central High School	**Bristol Eastern High School**
860.584.7735	860.584.7876
Principal Wininger — peterwininger@bristolk12.org	Principal Higgins — michaelhiggins@bristolk12.org
Nurse — Sue Ellen Repeta/ Cheryl Woodward	Nurse — Arlene Burns/Tracy Mitchell
Bristol Preparatory Academy	**Chippens Hill Middle School**
860.584.7865	860.584.3881
Director Mr. Covino — lawrencecovino@bristolk12.org	Principal Fitzpatrick — marilizfitzpatrick@bristolk12.org
Nurse — Elizabeth McGuire	Nurse — Michelle Bellemare
Northeast Middle School	**Greene-Hills School**
860.584.7839	860.584.7822
Principal Sonstrom — danielsonstrom@bristolk12.org	Principal Gaudet — scottgaudet@bristolk12.org
Nurse — Lori Laurencelle	Nurse — Marie Martone
West Bristol School	**Bristol Early Childhood Center**
860.584.7815	860.584.3335
Principal LeVasseur — michellelevasseu@bristolk12.org	Supervisor Ms. Peck — kristenpeck@bristolk12.org
Nurse — Debra Doyon	Nurse — Marguerite Adamski
Edgewood Elementary	**Hubbell Elementary**
860.584.7828	860.584.7842
Principal Abraham — kristinabraham@bristolk12.org	Principal DeLeo — kristinedeleo@bristolk12.org
Nurse — Mark Rouleau	Nurse — Lanelle Giosa
Ivy Drive Elementary	**Mountain View Elementary**
860.584.7844	860.584.7726
Principal Gomes — emilygomes@bristolk12.org	Principal Hawk — maryhawk@bristolk12.org
Nurse — Erin Hamilton	Nurse — Kristin Labrecque
Stafford Elementary	**South Side Elementary**
860.584.7824	860.584.7812
Principal Farrell — latanyafarrell@bristolk12.org	Principal Huber — davidhuber@bristolk12.org

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: March, 2024 ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021 August, 2021 June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

10

Nurse	Christie Ganavage	Nurse	Mary Tomasi

Communications Plan

Bristol Public Schools and the Bristol BOE will base all decisions related to school level and district level operations, health and safety measures, school programming and transportation needs on current research and in concert with the recommendations of the CDC, CSDE, DPH, and BBHD. The health and safety of our students and staff is paramount. Any potential school closing will be determined in collaboration with local public health officials. While education is important, *the health and wellbeing of our students and staff are far more significant*.

The BPS Communications Plan is designed to provide accurate, timely and valuable information. To that end, parents and staff should expect to receive regular communication from the Office of Superintendent. In the case of an emergency or closure, a message will be sent to all stakeholders as soon as information is available and accurate. All BPS district letters and communications will be found on the [district website](), the BPS website is updated as necessary and all communications are archived. Communications will be sent in English and Spanish via email, Powerschool messenger or ParentSquare and SMS texting. As a secondary means of communication, school and district websites and Twitter will be used. Webinars will be used when appropriate to ensure information is provided timely and thoroughly.

Communication related to BPS cleaning and sanitization practices are outlined throughout the reopening plan and will be shared on the BPS district website.

As a community, state, and country we must ensure we work as a team to mitigate and prevent the spread of COVID-19. Our collective efforts this past year show that we were able to keep our students and staff safe and healthy; these efforts must continue as we welcome the 2021-2022 school year.   Our BPS commitment is to ensure all persons are safe and our scholars are taught in nurturing learning environments, this commitment remains as important today, as it was throughout the COVID-19 pandemic. As we make collective commitments to keep one another safe by following the guidelines found throughout this plan, we must also ensure our students, staff and families are sensitive to our community members from varying backgrounds and cultures. COVID-19 is not isolated to a particular country and does not discriminate - it is vital that we avoid stereotypical assumptions or discriminatory actions to anyone, anywhere, and at any time.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

12

HEALTH AND SAFETY

Prevention Strategies

The best way to prevent illness is to avoid being exposed to COVID-19. COVID-19 is spread mainly from person-to-person as outlined below:

- Between people who are in close contact with one another for a prolonged period of time (15 minutes or longer, within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes, or talks.
- Droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- People without symptoms may be able to spread COVID-19.
- Keeping distance from others is especially important for people who are at higher risk of getting very sick.

It is critically important for all members of our school and district community to remain home. If you are sick or not feeling well, stay at home.

Strategies to Reduce the Spread of Infection

The following practices will be taught and reinforced in all schools and classrooms in BPS.

Hand Washing

Students and staff will be expected to wash hands often with soap and water for at least 20 seconds especially after being in a shared place, after blowing your nose, coughing, or sneezing.

If soap and water are not available, hand sanitizer that contains at least 60% alcohol will be provided. When using hand sanitizer, be sure to cover all surfaces of your hands (front and back) and rub them together until they feel dry.

Avoid touching your eyes, nose, mouth and face with unwashed hands.

Wash/sanitize your hands upon arrival to school, when leaving/transitioning from a classroom for any reason, and when prompted to do so by an adult.

Classroom cohorts, where applicable, will be assigned specific washing stations, and/or hand sanitizer dispensers.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

13

Coughing and Sneezing

Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.

Throw used tissues in the trash and immediately wash hands with soap and water for at least 20 seconds.

If soap and water are not available, use hand sanitizer containing at least 60% alcohol.

Cleaning and Disinfection Efforts**

BPS will ensure surfaces that are frequently touched will be cleaned throughout the day. This will include cleaning objects/surfaces door knobs, light switches, classroom sink handles, countertops, toys, and equipment, or any items/surfaces expressly identified as in need of cleaning. All cleaning products are approved for use in schools. Disinfection will occur in the following areas:

- Bathrooms
- Areas of known exposure
- Nurse/Health or COVID Isolation room

Information has been updated in compliance with CDC and Connecticut Department of Public Health guidelines.

Social Distancing

Social distancing refers to the practice of keeping space between yourself and others to reduce the chance of contact with those who knowingly or unknowingly carry an illness. All persons, staff, and students will ensure, to the greatest extent possible, they remain a **minimum of 3 feet apart**, and when space allows, upwards of 6 feet apart from another person.

- Social distancing will be adhered to in hallways, travel into schools, and within classroom spaces.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

14
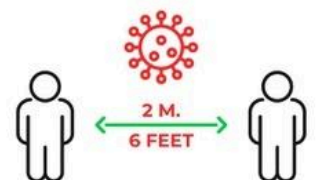
- BPS will adjust the approach to social distancing if guidance from the CDC or DPH changes due to changing public health data or increased understanding of COVID-19 disease.
- Students with special health care needs or disabilities whose learning (e.g., direct instruction) or other needs (e.g., assisting with toileting or ambulation) may require closer proximity and/or direct contact will be screened daily by a BPS employee. This screening will rely, in part, on the employees' experience and knowledge of the student and their unique/personal affect. If for any reason our employee raises a concern, the BBHD nurse will be notified and an advanced screening will occur.
- To ensure social distancing is followed in district and school spaces, signs and floor markings will be installed to illustrate social/physical distancing.

Classroom and Program Spaces

The linked document explains Classroom Layout Requirements - link to classroom layout

Material Sharing

- **Single or designated use materials are no longer required.** Staff will plan in advance to determine if additional materials or supplies are necessary to support instruction. Materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.
- BPS employees will clean materials regularly, consistent with CDC guidelines and procedures outlined further in this reopening plan.

Use of Face Coverings, Masks, and Face Shields

- Beginning February 28, 2022, masks and face coverings are optional, with limited exceptions, for staff, students, and visitors, while indoors or on the grounds of BPS, unless otherwise directed by the DPH, CSDE, OEC.
- Anyone entering a school health room or health office must wear a mask or face covering.
- Anyone utilizing public conveyance including school buses or contracted transportation services must wear a mask or face covering.
- BPS will provide a mask to any student or staff member who requests one.
- Face coverings should be clean, secured via a loop or elastic, and provide coverage of the mouth and nose. Face coverings should comply with existing BOE dress guidelines (references to alcohol or tobacco products, offensive messages or images that may be disruptive to the educational process are prohibited). In the event a face covering is determined to be disruptive to the educational process, the student will be provided with a disposable mask and the parent/guardian will be notified of the concern.
- BPS will update/revise student, employee, and visitor use of face coverings as appropriate.

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

15

Use of Face Coverings, Masks, and Face Shields

Face Covering

A cloth, paper, or disposable face covering that covers the nose and mouth; may or may not be medical grade

Face Shield

A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face

Clear Plastic Barrier

A clear plastic or solid surface that can be cleaned and sanitized often

BPS staff will:

- Provide a mask or face covering to anyone that requests a mask or face covering.
- Remind students and others not to touch their face covering and to wash their hands frequently.
- Provide staff, students, and students' families information on proper use, removal, and washing of cloth face coverings.
- When and where applicable, a schedule of mask breaks will be developed by the building administration in collaboration with the classroom teacher and if necessary, BBHD nurse, or special education representative. Factors to consider include, but are not limited to:
  - Age of student
  - Development
  - Presence of a disability or other medical condition
  - Ambient temperature and activity level

Face shields are permitted. The decision to utilize face shield should take into account the following:

- Face shields protect the eyes, nose, and mouth from contamination from respiratory droplets, along with masks or respirators.
- Staff working with students who cannot maintain social distance, will be provided access to increased protective equipment, including face shields, masks, and disposable gowns.

Standard Public Health Practices and Adequate Supplies

All staff, students and visitors to BPS will be educated and engaged in the expectations of all public health policies and protocols related to COVID - 19. As part of this requirement, BPS staff will assess the best approach to communicating the information for the age and developmental needs of

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

16

their students. BPS schools and programs will set aside time at the beginning of the school year and periodically throughout the 2021-2022 school year to ensure understanding and compliance of policies and protocols.

BPS staff will:

- Familiarize all stakeholders and students of the standard public health practices used to prevent the spread of diseases.
- Educate and train the school community in standard public health practices, to help them make appropriate decisions and comply with school health policies and practices. (The CDC has more detailed information on this topic. Related to schools as workplaces, the Occupational Safety and Health Administration (OSHA) has also provided important measures for control and prevention that should be communicated to the school community.)
- Provide frequent reminders to students and staff of the importance of these precautions.

BPS will provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings, and no touch trash receptacle (no lid). Trash receptacles will be emptied when they are approaching ⅔ full . A covered waste receptacle for the disposal of feminine hygiene or related products is required.

Student Screening

Immunizations and Health Assessments

All families registering their child in the BPS must be up to date on required immunizations and health assessments. In the event your child's immunizations or health assessments have lapsed, please contact your healthcare provider or the BBHD at 860.584.3000.

> **Immunizations:** [Guidance from the Department of Public Health](#) emphasizes the importance of protecting students by staying up to date on immunizations.

> **Health Assessments:** Guidance regarding requirements for Health Assessments for student enrollment can be found [here](#).

Vaccination

All BPS employees and students eligible for vaccination are encouraged to contact the [CT DPH](#), BBHD, or their local health provider for details and/or consultation regarding vaccines. Vaccination is the primary prevention strategy available to schools.

Daily Screenings

Parents and guardians are strongly encouraged to [screen their children on a daily basis](#) for

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: March, 2024 ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021 August, 2021 June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

17

the following COVID-19 symptoms:

Fever above 100.4 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	Diarrhea	

Parents and guardians should immediately notify the school nurse and their health care provider if they or their child display any of the above symptoms, become sick with COVID-19, test positive for COVID-19, or have been exposed to someone with COVID-19.

Students who feel sick or who have been exposed to a positive COVID-19 case, should stay at home and contact their health care provider and building administrator.

Important Note: Temperature screening for all is not recommended as it can be unreliable, inefficient, and does not address asymptomatic individuals.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

18

Staff Screening

All BPS employees are expected to self screen on a daily basis for the following COVID-19 symptoms:

Fever above 100.4 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	Diarrhea	

Employees should immediately notify the building administrator or school nurse if they are experiencing any of the above symptoms, become sick with COVID-19, test positive for COVID-19, or have been exposed to someone with COVID-19.

Attendance Monitoring

In collaboration with the Bristol Burlington Health District, BPS will actively monitor staff and student absenteeism and track the reasons for their absences to identify any trends that would suggest spread of illness such as COVID-19.

BPS and BBHD staff will:

- Code all student and staff absences in PowerSchool (student) and Frontline Absence Management
- A BBHD employee will maintain a secured log in each building with symptom codes for fever or COVID-related symptoms of employees or students.
- Staff, students and families should immediately report all sickness directly to the school nurse. School nurses will assess self-report and engage in proper notification of BBHD and BPS administration.

The process to report illnesses and addressing vulnerable populations can be found here. If a school or region must cancel classes, attendance during periods of blended learning will be collected utilizing BPS login/check-in.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

19

Containment Plan

The purpose of containment plans are to decrease the risks of spreading COVID-19. Components to the BPS containment plan include:

- Immediate coordination with the BBHD, including being ready to comply with requests for information from the local health department to assist with contact tracing.
- Activation of the school-based response team (a school-based team may consist of crisis team members) and the District Crisis and Emergency Preparedness Team. The District Response Team's specific responsibilities are outlined in the Emergency Operations Manual.
- Use of the BPS Symptomatic Response Plan which includes the signs and symptoms exhibited by students or staff that would require their immediate dismissal from school; determine the period of time for absence; and conditions for their re-admittance to school.
- Notification to the BBHD if any person who has been present in school has a confirmed diagnosis of COVID-19.
    - Upon conferring with BBHD, BPS will determine appropriate response along a continuum which may include:
        - Notification and alert via contact tracing. In classrooms in which seating charts are used, and student seating can be verified, contact tracing will become more localized. Only students identified within six feet for fifteen minutes or more of an individual who is confirmed positive for COVID-19 will be recommended for quarantine. Previously, the entire class was recommended for quarantine.
        - Selective temporary closure/quarantine
        - Expanded closure/quarantine
        - Students and employees that are fully vaccinated and asymptomatic will not be required to quarantine.
- Identification of an "isolation room" (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. Students will remain supervised in the isolation room. For the purposes of contact tracing, a log of all persons who entered the room will be maintained. Individuals supervising the room will be equipped with proper PPE.

The dismissal process for students or staff who exhibit symptoms of COVID-19 and must be dismissed from school can be found here.

BPS staff will:

- Educate the school community about the signs and symptoms of COVID-19: see more information on the CDC website.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE
Bristol
PUBLIC SCHOOLS

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

20

- Provide resources to staff and families regarding local community testing, such as the contact information for BBHD 860.584.3000 and <u>211 of Connecticut</u>.

Visitors

It is the goal of Bristol Public Schools to provide a safe and secure environment for our students, staff, and visitors. BPS will follow guidelines and recommendations from the BBHD and CDC in allowing visitors who need access to our schools. Visitor guidelines are posted at the entrance of each building and main office and will include an explanation and visual (English & Spanish) of social distancing guidelines. Specific guidance for each building will be available at the entrance of each building. Visitor guidelines will be posted on each school's website. All visitors will be expected to wear masks, complete a pre-arrival self screening and follow all mitigation directives.

Visitors are expected to:

- Use the designated entrance for **visitors** (appointments, maintenance, vendors, mentors*);
- State their name and purpose for the visit;
- ~~Wear a face covering;~~
- The BPS standard visitor protocol will remain in use, all visitors will be vetted through the Raptor system and issued a badge;
- Health screenings at the entrance may be utilized and include the following:
  - Symptoms
  - Contact history

Pick-up and Drop-off:

All BPS buildings and programs will establish a designated **pick-up and drop-off** location during school hours. Parents and Guardians are asked to follow building specific procedures for pick-up and drop-off including wearing a mask or face covering when entering the building.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE
Bristol
PUBLIC SCHOOLS

Reporting Illnesses and Addressing Vulnerable Populations

Staying at Home

If you are sick or believe that you might be sick, stay at home.

The Equal Employment Opportunity Commission (EEOC) has provided guidance that confirms that, during a pandemic, it is permissible to ask employees if they are experiencing symptoms of the pandemic virus (fever, chills, cough, shortness of breath, or sore throat). Employers must maintain all information about employee or student illness as a confidential medical record.

- If any staff member reports they are sick or are caring for a sick family member, immediately notify the school nurse, isolate the staff person (if applicable), and await further instruction.
- The school nurse will receive and safeguard this information.

If a staff member or teacher is concerned about individual risk factors they should talk to their healthcare provider to assess their risk for working in an environment where social distancing might be difficult to maintain.

Staff and students (or their parents and guardians) are encouraged to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms.

- School-wide sick protocols (BBHD), including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home include:

  - Fever above 100 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
  - Diarrhea

- Use these checklists to assess your child - CT211 or CDC self-check.

Returning to School

CDC and DPH authorize local public health authorities to determine and establish the quarantine options for their jurisdictions. BPS, in collaboration with BBHD, will follow the current and relevant public health guidelines and communicate with local public health officials regarding the return of a student or staff member. At present, CDC's criteria to help inform when employees should return to work includes:

- If they have been sick with COVID-19

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Bristol
PUBLIC SCHOOLS

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

22

- If they have recently had close contact with a person with COVID-19
- ~~CDC isolation and quarantine guidelines~~
- [March 2024 Updated Isolation Guidelines](#)

Point of Service Operations

All locations identified as "point of service" will be equipped with or do the following;

- Visitors will be required to report through a designated entrance as standard school safety procedures remain critical.
- Appointments with staff should be pre-arranged. Virtual meeting appointments are available.
- [Signage](#) outlining health protocols will be posted at all doors, floor landings, and walls. Messages will be consistent throughout the district. Directional arrows will be used to denote traffic flow in each school and at the BOE.
- When possible, all people will maintain a 3-6 ft distance between each other.
- Hand hygiene supplies will be available and hand sanitizer will be at the entrance and exit doors.
- Plexiglass barriers will be utilized in Point of Service locations.
- In order to meet parent concerns or needs, a staff member may be assigned outside the school entrance to triage parent concerns or requests.
- Plexiglass barriers are located at food service serving stations and cashier stations.

Signs and Messages Requirements

BPS will ensure all [signs and messages](#) are accessible for students with disabilities and in languages appropriate for the school population.

BPS staff will:

- 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 (e.g., school entrances, staff areas, and restrooms) that [promote everyday protective measures](#), and providing instruction related to [properly washing hands](#) and [properly wearing cloth face coverings](#).
- Educate students about how coronavirus is spread, and how preventative actions help avoid the spread.
- Broadcast regular [announcements](#) on school intercoms, and ensure related resources (e.g., messages and [videos](#)) are distributed when communicating with staff, students, and families on school websites, in emails, and social media accounts.
- Place signs near sinks reminding students and staff to wash hands before and after using the restroom.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

23

- Free CDC print and digital resources in several languages are available on the CDC's [communications resources](#) main page.

Administrator Action Steps:

❏ Post social distancing and face-covering [signage](#) at all entries, floor landings, and public gathering spaces (offices, lobby, fields, etc).
❏ Post handwashing [signage](#) in all bathrooms.
❏ Identify pick-up and drop off areas for buses, walkers, and parent drop-off/pick-up.
❏ Secure and inventory approved cleaning supplies.
❏ Secure and inventory PPE and face-covering supplies.
❏ Identify *Point of Service* location, needs for Plexi-screening and order from facilities.
❏ Communicate with BBHD nurses regarding attendance monitoring processes.

Educator Action Steps:

❏ Secure approved cleaning supplies and hand sanitizer for your classroom.
❏ Incorporate social distancing, hand washing, and hygiene reminders throughout the day.

Support Staff Action Steps:

❏ Incorporate social distancing, hand washing, and hygiene reminders throughout the day.
❏ Review support plans and IEPs as appropriate for classroom-based adult support needs that may require PPE.

Responsibilities for Maintenance and Facilities**

To ensure our schools and facilities are prepared for reopening and safe for students and staff the following measures will be implemented:

- Hard surface cleaning protocols on high touch areas including student desks, door handles, common areas will occur frequently throughout the day;
- Locker rooms may be used during school hours;
- Bristol Boys and Girls Club before/after school care will follow cleaning protocols and each space will be cleaned after each session;
- OSHA standards to [protect workers from potential exposure](#) to COVID-19 will be reviewed by all employees;
- BPS human resource policies and practices were reviewed and are consistent with public health recommendations and existing state and federal workplace laws. For more information

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

24

on employer responsibilities, visit the [Department of Labor's](#) and the [Equal Employment Opportunity Commission's](#).

**Information will be updated in compliance with CDC and Connecticut Department of Public Health guidelines.

Reopening of Facilities Before First Day of Classes

In preparation of the reopening of schools, BPS has reviewed the DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19 and is compliant with all guidance measures. [Link to cleaning protocols/products used in schools](#).

- BPS is compliant with DPH Return to Service Guidance for Building Water Systems.
- School floor plans were reviewed to consider the spacing and size of student cohorts.
- Water and ventilation system inspections will be completed during the month of August 2021 prior to the start of the 21-22 school year and periodically thereafter.
- All schools will be thoroughly cleaned and disinfected prior to the reopening of school.

Ventilation**

- BPS has reviewed the DPH Guidance for School Systems for the Operation of Central and non- Central Ventilation Systems during the COVID-19 pandemic and has followed all requirements.
- Regular inspection of building systems will ensure systems are operating appropriately. A schedule to inspect and perform preventive maintenance, remediation (including necessary filter replacements), and repairs before will be maintained.
- BPS will refresh stale indoor air by opening windows when appropriate.
- Increased ventilation rates and increased percentage of outdoor air that circulates into ventilation systems will occur where possible. Air conditioning units will be adjusted to maximize fresh air intake into the system, blower fans will be set at low speed and pointed away from room occupants.
- Window fans will be turned to exhaust air out of the window in the direction of the outdoors. Window fans that blow air into a room or free-standing fans that only serve to circulate existing air around a room will not be used.

**Information will be updated in compliance with CDC and Connecticut Department of Public Health guidelines.

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Revised: March, 2024 ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021 August, 2021 June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

25

No-Touch Usage

Where possible, no-touch items such as doors, trashcans, and bathroom fixtures have been installed, where no-touch technologies are not available, doors will be propped open in accordance with fire and safety codes, and trash lids will be removed.

Training Related to Facilities

- All staff will be trained in COVID related mitigation strategies.
- Schools will ensure substitutes or others who join a school community outside of the first day or typical calendar start, receive proper training.
- Training materials and videos will be available to parents/guardians and posted on each school's website.

Bathroom Protocols Requirements

- BPS will maximize the use of disposable towels in place of hand dryers, due to ventilation considerations.
- BPS has reviewed school floor plans and considered ahead of time the best way to use, assign, and access bathrooms.
- BPS has identified one separate bathroom near the isolation room that would be used in conjunction with any individual who began experiencing symptoms while at school.
- BPS will plan and communicate ways to maximize social distancing in multi-stall shared bathrooms, bathrooms will be assigned to student cohorts, if possible.
- Increased cleaning and disinfection of bathrooms will be consistent with CDC disinfecting and cleaning guidelines.
- A trash can and paper towel roll will be placed by the bathroom door to prevent students and staff from touching the handle with their hands.
- Touch-free single-use paper towel dispensers, garbage bins, faucets, urinals, and toilets have been installed where possible.
- Storage of personal items within the bathrooms is prohibited.

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~

Current Guidance from DPH and CSDE supersedes any information codified in this document.

26

SOCIAL EMOTIONAL LEARNING (SEL), MENTAL HEALTH, SUPPORTIVE ENVIRONMENTS, WELL BEING OF ALL

Bristol Public Schools will work with all stakeholders to co-create supportive learning environments where all students and educators can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

System-wide structures and practices have been implemented to support students in developing social-emotional competencies. We will ensure our programming and reentry plans focus on:

- Creating emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development;
- Enhancing social and emotional learning activities familiar to students such as those established through building based morning Advisory, Crew, Squad, PACK, etc.
- Considering the needs of students, families, and staff; garner input through surveys and provide frequent and transparent communication:
- Build and restore community partnerships, and relationships;
- Deepen stakeholders' understanding of and planning for social-emotional learning; and
- Create opportunities for educators to connect, heal, and cultivate their own SEL competencies and capacities

BPS will continue to utilize and expand the SEL Toolkit created for staff, students, and families. The BPS Tool Kit is available at [BPS Social Emotional Learning Tool Kit](#).
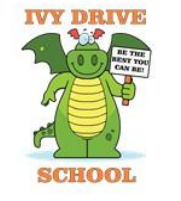
BPS employees who have concerns or questions are encouraged to contact the Office of Talent Management at 860-584-7019. 24/7 Employee Assistance Program services for BPS staff and their family members are available by contacting 1-800-275-3327.

BPS will engage all students and families that have been disengaged during remote learning.

Students and parents seeking additional information regarding reopening or community resources should contact the Bristol Public Schools at 860-584-7000.

Additionally, each school will utilize members of the Crisis and Climate Teams to create wrap-around supports for families and students. School-based and community-wide resources include:

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~   ~~August, 2021~~
~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

27

School		School-Based Supports	Community-Based Supports
Bristol Central High School		Ramily, SEL Lessons School Psychologists Restorative Circles, Restorative Practices School Counselors	Bristol Youth Services Wheeler Clinical Services Community Health Center Mentors
Bristol Eastern High School		School Counselors School Psychologist Restorative Circles, Restorative Practices/Activities Lancer Nation Mentors, Advisory Homeroom Mindfulness Strategies, LSCI	Wheeler Clinical Services Bristol Youth Services
Bristol Preparatory Academy		SEL Lessons Restorative Practices School Counselor	Bristol Youth Services Wheeler Clinical Services Community Health Center
Chippens Hill Middle School		HIVE SELC, SEBI School Counselor School Psychologist SEL lessons, MTSS Student Support Team	Wheeler Clinical Services Mentors
Northeast Middle School		Circles BIS, SEBI School Counselor, School Psychologist SEL lessons, PBIS	Wheeler Clinical Services
Greene-Hills School		SQUAD, Behavior Interventionists SEBI, School Counselor Social Worker, Restorative Circles School Psychologist Kids At Hope, Mindfulness Strategies	Family Resource Center Wheeler Clinical Services Mentors

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~

Current Guidance from DPH and CSDE supersedes any information codified in this document.

28

School-based and community-wide resources (Cont'd)

School		Resources	Community
West Bristol School		PACK, Behavior Interventionist SELC, SEBIs Restorative Circles School Psychologists School Counselor RULER, Calming Corners Student Support Team	Family Resource Center Wheeler Clinical Services Mentors Community Health Center
Bristol Early Childhood Center		STAR Code Second Step, SEL Lessons CREW	School Psychologist
Edgewood Elementary		CREW - SEL lessons School psychologist, SEBI PBIS/Restorative practices, Mindfulness Strategies Breaks (brain, sensory, movement) Reflect & Reset stations	Wheeler Clinical Services
Hubbell Elementary		PACK (Crew) SELC, School Psychologist Restorative Practices, Lunch Bunch RULER Strategies/Practices Mindfulness Strategies Brain Breaks/Movement Breaks/Sensory Breaks	Mentor Program Wheeler Clinical Services Community Action Team
Ivy Drive Elementary		PRIDE (Crew) SELC, School Psychologist Restorative Practices RULER Strategies, Mindfulness Strategies Brain Breaks/Movement Breaks/Sensory Breaks	Bristol Youth Services Wheeler Clinical Services Community Action Team Mentor Program
Mountain View Elementary		School Psychologist, SEBI Restorative Practices RULER Strategies/Practices, Mindful Moment Brain Breaks/Movement Breaks/Sensory Breaks	Mentor Program

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~

Current Guidance from DPH and CSDE supersedes any information codified in this document.

29

School-based and community-wide resources (Cont'd)

Stafford Elementary		CREW - SEL lessons SOAR Code School Psychologist, SEBI Restorative practices, Mindfulness Strategies Breaks (brain, sensory, movement)	Wheeler Clinical Services Community Action Team
South Side Elementary		CREW SEBI, Lunch Bunch School Psychologist RULER, Mindfulness Strategies	Family Resource Center Wheeler Clinical Services Mentor Program
Adult Education		School Counselor Career Counselor Parent Educator	Family Resource Center Wheeler Clinical Services Central CT Chamber of Commerce Tunxis Community College United Way Bristol Cares

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~

Current Guidance from DPH and CSDE supersedes any information codified in this document.

30

OPERATIONS

Classroom Layout

Seating charts will be maintained in all classroom and program spaces including while being transported to and from schools or school related programs.
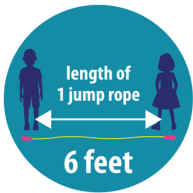
Social distancing between student workstations of between 3 and 6 feet will be maintained. When feasible, desks should face in the same direction, classrooms with tables will require students to sit on only one side of the table maintaining a 3-6 foot distance.

Space between the teacher and students will be maximized to reduce the risk of increased droplets from teachers during instruction.

Teachers will wear face-covering or masks upon entering the school building. Teachers and staff providing instruction and services for students with hearing impairment will wear clear masks and face shields. For teachers who stay seated, a physical barrier may be utilized.

Floor markings will be installed to illustrate social/physical distancing.

Flexibility and Compartmentalization of Protective Measures

BPS will adjust policies and protocols related to facilities and operations if and when health conditions change. Any decisions to relax or increase restrictions made by BPS will be made in conjunction with the current guidance of the CDC, and in collaboration with BBHD, DPH, and the CSDE.

A "cohort" is a group or team of students and educators with consistent members that stay together throughout the school day. BPS will cohort and sub-cohort students where possible. The purpose of

Revised: March, 2024 ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021   August, 2021 June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

31

cohorting is to limit the number of students who are exposed to or may be diagnosed with COVID-19. Maintaining stable cohorts helps to mitigate the risk of spreading COVID-19.

- A system for cohorting and recording attendance/participation has been established.
- Cohorts are not based upon any specific demographic or disability criteria.
- Teachers and support personnel will restrict mixing between teams.
- Schools will maximize other safety precautions where cohorts may have contact, such as more closely monitored use of facial coverings, hand washing, and sanitizing between cohorts.
- Students that eat lunch or breakfast in their classroom will be asked to wipe down desks before and after eating.
- Cohorts may be assigned specific entry and exit that remain consistent day-to-day.
- BPS will consider a similar design for assignment of restrooms, classrooms, and outside space where it is possible to restrict primary use to a single cohort, or consistent group of cohorts.

Foot Traffic, Hallways, and Shared Areas

- When necessary, foot traffic and stairwells will be one-way. Foot traffic may be designated throughout the school.
- BPS may designate entrance-only and exit-only doors, wherever feasible.
- BPS will install markings on floors to illustrate foot-traffic expectations.
- Schools may stagger passing in the hall by changing student schedules.

Outside Time and Playgrounds

- Exposure from playground and fitness equipment will be minimized by the use of hand sanitizer prior to use.

School Functions

Full school, grade level, or class assemblies will be determined on a case by case basis including:

- Open house and back to school parent events.
- Professional conferences and collaboration.
- Review the testing calendar and anticipate the impact.
- Parent-teacher conferences.
- Field trips.
- Athletics and Arts performances

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

32

TEACHING AND LEARNING

Core Design principles

Our Bristol Vision of the Graduate is not limited by school walls. We believe that we should strive to continue to develop the skills and knowledge required to meet our vision for students as contributors to our world with the same passion and purpose our students have come to expect when they enter our physical classrooms. While educating on-line will require us to think about our instruction in new, creative and sometimes challenging ways, the characteristics of high-quality instruction remain the same. For all of our students, we will create a positive learning environment (North Star 1). We will share clear and challenging expectations for students (North Star 2). We will engage students in new learning and will offer them opportunities to extend their understanding (North Stars 3 and 4). We will foster individual goal-setting and reflection (North Star 5).

The following design principles guided the development of the plans for teaching and learning when we reopened Bristol Public Schools.

1. Our BPS Instructional North Stars, our model of **high quality instruction**, will guide our design for learning whether in-person or remotely.
2. Our curricular focus will be on the **grade-level learning targets within our curriculum**. We will provide students with the necessary on-ramps to learn grade-level content and skills based on our formative assessment, using an asset not deficit model.
3. We have used the **design process** to build our thinking; it will be a reiterative process as we learn more about our students and their learning. This plan will continue to develop.
4. We will **script the most critical moves** as a springboard for teachers. Collaboration, experience, creativity, and continuous improvement sculpts high quality teaching and learning from the foundational material of common expectations.

Administrator Action Steps:

❏ Narrow teachers' focus, attention to high quality instruction and learning targets within grade-level curriculum

Revised: **March, 2024** ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021   August, 2021 June, 2021~~

Current Guidance from DPH and CSDE supersedes any information codified in this document.

33

❏ Participate in planning and collaboration meetings

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~

Current Guidance from DPH and CSDE supersedes any information codified in this document.

34

Educator Action Steps:

- ❏ Focus on North Star 1, 2, and 5 in in-person and distance learning
- ❏ Collaborate with supervisors, department chairs, curriculum coordinators, and coaches to identify and plan priority learning targets and success criteria for each unit prior to the start of the unit.
- ❏ Focus on frequent, informal formative assessment to gather information about students' strengths and areas of need as they relate to their achievement of priority learning targets.
- ❏ Share effective strategies and practices with colleagues; anticipate change.

Support staff Action Steps:

- ❏ Know the priority learning targets for lessons and units
- ❏ Support students' understanding of the learning targets and success criteria
- ❏ Collaborate with educators to identify the most effective scaffolds for each student

Special Education

Students with Individualized Educational Programs (IEPs) will be provided with a free and appropriate public education (FAPE) in the least restrictive environment (LRE) upon return to full-time in-person instruction.

BPS will treat students eligible for special education as general education students first, meaning that guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. In instances where students with disabilities are unable to access the reopening plan as described, individualized and alternative means of re-entry will be facilitated based upon student needs, present levels of functioning, developmental levels, and student/parent input.

Curriculum Scope and Sequence

The Bristol Public Schools Board of Education curriculum identifies the most essential knowledge and skills our students will need to fulfill the Vision of the Graduate. Using the BPS curriculum, educators will address students' needs and design learning experiences that focus on the principles developed by the CT State Department of Education.

1) **BPS will Focus on Families:** Learning plans will consider parents as a true partner in facilitating student learning. BPS will implement a learning plan aimed at providing high-quality learning experiences that will empower students and families to engage in the learning process in novel

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~

Current Guidance from DPH and CSDE supersedes any information codified in this document.

35

and routine ways. BPS will be thoughtful about the expectations placed upon families in the event of remote learning times.

Educators will use the technologies with students within the classroom that they will ultimately require students to use at home should the need arise to return to a remote/distance learning environment, increasing students' independent use of the technology. In addition, teachers will consider educational routines that will transition to remote learning from in-person learning to further bolster students' ability to navigate the online classroom environment within distance learning.

2) **BPS will Focus on Quality:** *Teachers and students will have the greatest success when plans build from the instructional plan that was in place for the academic year.*

Bristol Public Schools will continue to implement the recently approved curriculum and the pilot of an elementary mathematics curriculum. Our BPS robust curriculum document includes learning targets that support educators in their transition to planning distance learning lessons in an online environment.

3) **BPS will Focus on Mastery:** *Mastery-based learning focuses on the individual student, providing each with the ability to progress at their own pace. Those who can master given material more quickly advance right away instead of waiting for others to catch up — giving them a chance to move even further along than in traditional systems. Teachers should articulate learning competencies as a combined set of state or national standards, district identified competencies within and across grades and content aligned to the vision of the graduate.*

4) **BPS will Focus on Equity**:
   ● All staff and administrators will ensure our most vulnerable students and their families are supported.
   ● All students will have access to devices and connectivity.
   ● Digital tools and resources that are mobile-friendly and can be accessed offline will be integrated throughout each model of learning.
● To support families and students, BPS and schools will increase frequency of contact with learners and families.
● BPS staff and administration will ensure we remain mindful of each family and their needs.
● Learning activities will be designed to increase project-based learning and student-driven inquiry projects.
● Culturally and linguistically relevant resources will be provided for each student and family.

5) **BPS will Focus on Consistency**:
   ● *Identify essential outcomes/needs/competencies in content areas at a district level.*
   ● *Cross-curricular planning to assist in the students' ability to manage work and new responsibilities at home.*

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~   ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

36

- *Create projects/choice boards/playlists that give students and families' flexibility to complete the work and tap interest/motivation.*
- *Common platforms (suggested or already in use) across a district to alleviate any confusion for parents/ students whether students are completing work online or traditionally.*
- *All districts, buildings, and grade levels should include non-technology-based options.*
- *Single-delivery method consistency in expectations, timelines, and communication from the district to teachers, parents, and students.*
- *Consider ways to focus on relationships and connections, not just content.*

6) **BPS will Focus on Simplicity:** *Intentionally plan for an appropriate amount of active instruction per based on the age of children. Give families and staff specific advice about when and how to use recommended materials.*

Administrator Action Steps:

- ❏ Ensure that teachers are regularly using Seesaw, Google Classroom, and other required technologies; seek mentorships for teachers who need technology support.
- ❏ Promote collaborative planning teams to ensure consistency across learning experiences
- ❏ Monitor weekly use of the required technology platforms.
- ❏ Feedback should be focused on the alignment of teachers' practice to grade-level learning.

Educator Action Steps:

- ❏ Use Seesaw, Google Classroom, and other required technologies beginning in the first week of instruction as a station or homework.
- ❏ Establish a regular routine for students that prompts students to utilize technologies independently prior to distance learning (examples: "do now" posted to Google Classroom, independent reading/writing can be posted independently in Google, homework is posted to and responded to in Google Classroom)
- ❏ Follow the Bristol Public School curriculum and/or priority topics specified by your OTL supervisor. Do not begin the school year with a "review" unit.
- ❏ Identify and move students toward success criteria
- ❏ Ensure and support access to technology
- ❏ Frequently communicate with families in their home language(s)
- ❏ Focus on developing relationships through developing learners
- ❏ Stick to the common district platforms to lessen learning demand on technology for students
- ❏ Follow consistent schedules

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

37

Students will return to 100% In-person learning for the 2021-2022 school year.

Elementary Level

Classroom seating charts will be maintained at all times. At the elementary level, every effort will be made to maintain class and grade level cohorts. Teachers will escort students to their "specials" classrooms and gymnasium for their classes.   Mask breaks will be built into the daily schedule.

Middle Level

Classroom seating charts will be maintained at all times. At the middle school level, students will be in cohorts for their core grade courses. Students will travel to their elective courses and receive instruction in classrooms assigned to the specialty area. Band and choir will be held in the classroom, outside, or in the auditorium to meet the space requirements. Physical education will use the gym, cafeteria, and outdoors as space. Mask breaks will be built into the daily schedule.

High School

Classroom seating charts will be maintained at all times. At the high school level, students will be in cohorts for their core grade courses. Students will travel to their elective courses and receive instruction in classrooms assigned to the specialty area. Band and choir will be held in the classroom, outside, or in the auditorium to meet the space requirements. Physical education will use the gym, cafeteria, and outdoors as space. Mask breaks will be built into the daily schedule.

Special Education Instruction and Related Services

Students' IEPs will be implemented in the cohort model to the greatest extent possible and appropriate based upon individualized needs.

Administrator Action Steps:

- ❏ Examine the room capacity of every room in the school.
- ❏ Review and adjust schedules for specialized instruction.
- ❏ Develop guidelines for mask breaks and designate mask break spaces.

Educator Action Steps:

- ❏ Review health and safety protocols within the reopening plan.
- ❏ Consider how instruction could be delivered outdoors when the weather conditions permit.
- ❏ Review the daily schedule and plan time for transition and mask breaks along with school leadership.

38

Revised: March, 2024 ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021   August, 2021 June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

39

Families Opting Out of Returning to School for Homeschooling

Homeschooling as an Option to Public School Education (CSDE)

All parents/guardians have the homeschooling option available to them. Parents who wish to homeschool their child/ren should contact the Bristol Board of Education office for information and requirements. In this model, the parent/guardian will educate or will enroll their child in an alternative educational experience (i.e., some on-line learning platforms) and the child is withdrawn from Bristol Public Schools.

Homeschooling parents:

- Complete the <u>Intent to Homeschool</u> form for each child annually and submit it to the Superintendent's Office for signature. A signed copy should be retained in each child's homeschool folder;
- Review the <u>Connecticut Core Standards</u>. The Connecticut Core Standards provide parents with clear expectations of what a student should know and be able to do at each grade level. Aligning instruction with these standards and competencies will ensure a smoother transition should the child return to public school;
- Keep a log of attendance which reflects days and hours of instruction;
- Maintain a portfolio for each child which contains samples of activities, assignments, projects, and assessments, as well as a log of books and materials used. Include results of any national assessments; and
- Contact potential colleges and universities in order to learn what is required for admission.

Distance Learning

In the event that BPS and/or BBHD and/or local officials determine that in-person instruction at the school site is not possible due to closure or quarantine, learning will take place online. Building upon our experiences with distance learning from the time of closure due to COVID-19, teachers will use both synchronous and asynchronous instructional methods.

Special Education During Distance Learning

Students with Individualized Educational Programs (IEPs) will receive their specialized instruction and related services to the greatest extent possible. Special education teachers and staff will continue to utilize SeeSaw and Google Classroom as needed for instruction and related services learning opportunities.

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
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40

Role of Stakeholders

Adapted From: Kirkland, D. (n.d.) Guidance on Culturally Responsive-Sustaining Remote Education Centering Equity, Access and Educational Justice and Plan for Reimagining Connecticut Classrooms for Continuous Learning

Teachers

- Continuously work to communicate with and build relationships with families from different racial, cultural, linguistic, ability, and class backgrounds
- Establish regular communication, utilizing translation services as needed
- Learn to teach students online by engaging in professional learning provided by district and school
- Develop digital synchronous and asynchronous protocols & classroom routines encouraging student discourse/group work (Google Meets, etc.)
- Develop lessons based on student needs, differentiating content when appropriate
- Utilize a continuous cycle of reflection/assessment
- Seek feedback and student input regarding routines to meet student need
- Identify your own biases and assumptions regarding distance learning and identify how these may impact the learning experiences of students
- Identify your own biases and assumptions regarding race, socioeconomic status, gender, ability, language, and ensure classroom practices, materials, pedagogies are equity centric.
- Know how to ensure maximum student participation
- Lesson plan effectively with others which provides scope and space for online activities, remote participation and/or face-to-face opportunities
- Adjust remote lessons plans to meet the different needs of students
- Request help when needed, logging questions, best practices, and other insights that come up in the process of remote teaching (i.e., reflective practice)

District/School Leaders

- Develop a plan for school regarding online learning to provide structure and processes that are consistent across all grades, courses and or content areas
- Ensure sufficient professional development opportunities for educators to help them navigate through changes
- Understand that race, socioeconomic status, ability, language, and other social forces exacerbate inequities in terms of access to resources, opportunities, power, culturally responsive instruction, and education
- Master all of the items under "teacher" and know how to support teachers in doing those things
- Support families in crisis
- Utilize knowledge of and relationships in the school community so they can amplify and leverage resources and supports
- Work to identify their own biases and assumptions regarding distance learning and identify how these may impact the learning experiences of students

- Support opportunities for teacher collaboration to build cohesion among grade levels and schools and to maximize the collective brainpower of the teaching staff
- Prioritize and monitor assisting teachers and observing evidence of student engagement, ownership and agency of learning through virtual "walkthroughs" and classroom check-ins.
- Seek feedback and check understanding of teachers, parents and students surrounding blended learning strategies.
- Empower learners to be active participants in the learning process.
- Provide feedback to teachers and students.
- Champion the implementation of Blended Learning not only in your building but as a highly effective instructional model to support all learners.

Paraeducators and Other Support Staff

- Support specific students requiring additional instructional or social-emotional supports as identified by general education teachers, special education teachers and/or student support teams
- Meet with small groups and individual students during instruction time and support their learning needs as directed by certified staff.
- Learn to engage in professional learning provided by the district and school.
- Continuously work to communicate with and build relationships with families from different racial, cultural, linguistic, ability, and class backgrounds.

Parents/Guardians/Family Members

- Collaborate as partners with teachers and administrators in the education of their child in a blended learning environment on campus and remotely.
- Provide feedback to the administrators and teachers as to their learner's experience, progress, and growth.
- Establish routines in the home that are like a school day
- Identify workspaces in the home for students to engage in learning. Develop a rotating schedule in shared workspaces if needed.
- Engage students in self-reflection of their learning, so that they own their learning and determine how best to work at home and demonstrate growth.

Student

- Collaborate with teacher and peers in all learning spaces (physical and virtual)
- Students engage in a determined virtual learning session each for identified core content that aligns to independent assignments that they then complete on their own time.
- Students are expected to attend or view learning sessions/content as provided by the teacher(s)
- Students are active participants in the teaching and learning process.
- Students continuously reflect on their own progress of their daily learning plan/schedules adjusting for the next day. Students articulate when they need help.

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
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42

- Students complete the assigned independent assignments, assessments and tasks and submit each for feedback.

Instructional Planning

Educators will use the 5E Planning Framework to plan instruction that maximizes student engagement, interaction, and development of conceptual understanding and application of skills.

Assessment

Assessment is critical in the teaching and learning process. Bristol educators will continue to engage in these best assessment practices:

- Analyze assessment results regularly to predict, inform, and respond to student learning
- Study the end of unit assessments in teams to anticipate greatest areas of struggle for students and to build CFAs within units of instruction as checkpoints
- Study the end of unit assessment to examine the most essential learning for students and plan instruction
- Share evidence of student learning from end of unit/district common assessments with the school leadership team to inform progress toward achieving school goals and plan actions
- Analyze the results of CFAs to determine a targeted instructional plan based on learners' needs
- Examine student work to calibrate expectations of student learning
- Use multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.
- Plan and use specific criteria for student success; and plan opportunities for students to self-assess using the criteria
- Plan and use assessment strategies that focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes
- Provide individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.
- Adjust instruction as necessary in response to individual and group performance

The graphic from *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* reinforces these best practices.

Sensible Assessment Practices in 2020–21 and Beyond

★ Review Available Information

In lieu of a separate assessment, what can we already know about our students from existing data/information?*

1. Summer 2020

Vertical Teams for Teachers, Interventionists, Instructional Specialists, and Related Service Providers
- What standards were taught in-person pre-COVID and during distance learning?
- How does the previous teacher describe the student's strengths and weaknesses?
- How well did the student engage in distance learning?

Longitudinal Data (Non-Assessment)
- Early Indication Tool support level (Low-Medium-High), attendance, discipline, mobility, course failures, etc.

Longitudinal Data (Assessment)
- K-Inventory, Smarter Balanced, NGSS, Alt. Assessments, LAS Links, IAB, F-IAB, Fall/Winter Benchmark, IEP Progress Reports

★ Plan the First Unit and Support Professional Learning

The first unit should not only engage students but also ensure that students will have a high probability of success. Teachers will need professional learning on topics such as assessment/data literacy, formative assessment practices, differentiated instruction, learning progressions, blended learning approaches/tools.

Students new to CT public schools will likely need a screening and/or overall assessment such as the ICA or a local benchmark assessment.

2. Start of the School Year

★ Build Community with New Class While Delivering the First Unit

Acknowledge and address social-emotional learning needs and family/health/trauma issues due to pandemic. Start with a unit that is engaging and has high probability of success. Review key prior grade content if necessary.

- **Deliver differentiated instruction** by starting with engaging on-grade unit with high probability of success; review if necessary.
- **Use formative assessment practices** to gauge impact and adjust instruction.
- **Embed Tier 2 supports** in the classroom based on review of available information in the summer.

3. Rest of the School Year

★ Shift Fully to On-Grade Instruction with Scaffolds and Supports

If the first unit incorporates review, then the shift fully to on-grade instruction should occur within 2–3 weeks. Districts should identify prerequisite content for each instructional unit and the corresponding diagnostic assessment.

- Use **diagnostic assessments** to identify strengths/weaknesses, especially in the prerequisite skills for on-grade content
- Deliver **differentiated instruction** covering grade-level content and **personalized** to needs and interests of students
- Use **formative assessment practices** to gauge impact and adjust instruction
- Offer **Tier 2 supports** based on formative assessment info. that are either embedded in the classroom or provided separately
- **Optional:** Administer aligned, on-grade IAB or district-determined assessment to evaluate mastery of learning

4. End

★ Administer End-of-Year Summative Assessment

Administer an on-grade summative assessment (which may be the state assessment for students in Grades 3–8 and 11) to evaluate overall achievement on state standards

Grading

Grades are one communication tool that provides students and families with information about how they are progressing within the curriculum. At this time, there are no proposed changes to the grading system with which our students and families are most familiar.
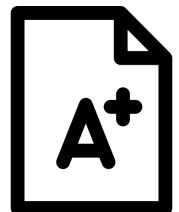
Technologies

All applications that require the use of personally identifiable information that will be utilized within our district must have signed the CT Student Data Privacy compliance pledge. Applications that have signed this pledge are shown here on CT EdTech Learn Hub. If students are asked to "join using their Gmail address" the application is requiring personally identifiable information.   If you find an application that you would like to use, you will need to check that the application is on the Learn Hub.

Revised: March, 2024 ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021 August, 2021 June, 2021~~
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44

Expectations

All educators will be expected to use the following technologies in support of student learning within their classrooms:

Seesaw in Grades Pre-K through 2

The main platform to be used for the academic school year for our earliest learners will be Seesaw. Schools will create a plan with their school community to determine how Seesaw will be structured and organized across grade levels and content areas to provide consistency. Seesaw will be utilized as an extension of the classroom and will be utilized both in the classroom and at home.

Google Classroom in Grades 3-12

The main platform to be used for the academic school year is Google Classroom. Schools will create a plan with their school community to determine how Google Classrooms will be structured and organized across grade levels and content areas to provide consistency. Google Classroom will be utilized as an extension of the classroom and will be utilized both in the classroom and at home.

Google Drive

The main platform for using documents that integrate with Google Classroom and the G-Suite apps.

Google Docs, Forms, Slides

Teachers of all levels should begin to use these applications within the classroom so that students will have familiarity with working within these applications should the need arise to return to distance learning. Students should be able to access, review, and type into these applications.

Google Voice

Google Voice is a telephone service that provides call forwarding and voicemail services, voice and text messaging, as well as U.S. and international call. Google Voice provides a U.S. telephone number, chosen by the user from available numbers in selected area codes, free of charge to each user account.

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
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45

Loom

This application is a screencasting tool that can be used to provide instructional videos, demonstrate learning, and provide feedback.

Specific Content Supportive Software

Lexia, Grades K-2

Lexia is a software application focused on developing literacy in early readers. Students work independently to develop critical reading and language skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) only when they require support.

ST Math, Grades K-5

ST Math is a software application that provides students with equitable access to learning mathematics through challenging puzzles, non-routine problem solving, and informative feedback so that students build deep conceptual understanding.

Aleks, Grades 6-12

Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.

Newsela, Grades 6-12

Newsela.com is an education website focused on building student reading comprehension by providing high-quality news articles and real-time assessments for students in grades 2–12

Recommendations

Padlet

Within the classroom, Padlet is a virtual discussion board. It can be used to collect positive examples or evidence, as a portfolio tool, or as a discussion board.

FlipGrid

Within the classroom, Flipgrid allows students to record a video response. Educationally, it could be used for language testing, video essays, demonstration videos or to record problem-solving strategies.

Peardeck

This application utilizes slides to integrate interactive opportunities. It allows for formative assessment both in-person and through distance learning.

Edpuzzle

This application allows users to add questions to uploaded YouTube or uploaded video. This application can be used for checking for understanding.

Technology Instruction

Learning targets and plans have been identified to support learners' digital citizenship. Library media specialists will be providing students with these lessons upon the opening of school. These learning plans can be found here.

Technology Supports

Students and/or families experiencing technical difficulties should first contact the child's teacher. The teacher will do his or her best to resolve the technical issue. If the teacher is unable to resolve the problem, the teacher will inform the school instructional technology leader. The IT leader for the school will work with the student and/or family to resolve the technical difficulty. If the issue extends beyond support with the applications the student is using, the IT leader will refer the issue to our technicians within the Instructional Technology department. Additionally, students and/or families can call the technology help desk at (860)584-7090 or email their question to boehelpdesk@bristolk12.org.

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
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47

Additionally, Bristol educators will be able to access the Technology Toolkit, compiled by educators across the district to support the use of technological tools to support learning.

Art, Music, Physical Education

All art, music, and physical education classes will follow CDC and state guidelines related to social distancing and cleaning areas and equipment used for physical education and physical activity, including recess.

Art and Music Education

Teachers and students will need to maintain proper spacing when students are singing or performing wind instruments as directed by state/local guidelines. Distancing is critical for instruments that require blowing or for singing, compared to spacing needed for percussion instruments. **We will continue to use bell covers and disposable pads on an as needed basis.**

At this time, designated use materials are not required. If necessary, Bristol Public Schools will provide individual art supply kits for each student in grades K-5 and for students enrolled in art courses at the middle or high school, allowing students to continue their learning in these areas should the need arise to return to distance learning.

Physical Education

 Most often, physical education will take place in the gymnasium or outdoors at elementary, middle, and high school levels. On days students are scheduled to take a physical education class, students should wear sneakers and comfortable clothes.

Physical education teachers will focus on activities, fitness, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness. Examples of these activities are: tai chi, meditation, fitness-based activities, power walking, outdoor education, track and field, singles racket games, etc. Teachers will embed social-emotional learning through classroom instruction and through the utilization of appropriate games and activities.

Teachers will match the instructional design to the available space; use stations, marked off areas, and staggered participation to ensure separation and distancing between students during activities.

Regular cleaning and disinfection of indoor and outdoor facilities and equipment will be done between student use.

Career Technical Education

Please reference this plan for the specific guidance for cleaning and disinfection of CTE classrooms and equipment.

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48

Should the district enter distance learning, adjustments to course curriculum have been pre-planned so that instruction can continue remotely. Adjustments to the course descriptions can be found here.

Use of Library

- **Library visits.** Students can physically go to the library, cohorts should be maintained as appropriate..
- **Virtual browsing**. Students and educators will use resource lists, circulation software, booktalk playlists, and other curation tools to allow students to browse without touching.
- **Browsing precautions.** Students and teachers should wash hands before and after handling any books. Students should only touch books they intend to borrow.
- **Encourage digital materials**. Share and promote ebooks, audiobooks, and digital resources available from the school and public libraries.
- **Quarantine materials**. After use, books should be quarantined for 72 hours before reshelving or loaning to another student. Bins are recommended for collecting and storing books.

Considerations for Students

English Learners (ELs)

While returning to school will present challenges for all, English learners (ELs) may experience these challenges to a greater extent than their peers, as they transition to a school setting from remote learning and continue to develop their English language proficiency while learning grade-level academic content. To mitigate these challenges, Bristol Public Schools will provide support to ELs to allow access to academic content as well as provide a supplemental language instruction program. English language development is a part of universal instruction. It is critical that grade level content is provided with adequate scaffolds and supports, so ELs may access the grade level content being provided in the classroom while developing language proficiency.

Like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on these services. Our EL scholars will have access to the general education curriculum and a supplemental language instruction program. During school closures due to COVID-19, ELs are entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction.

Our district will communicate with parents and guardians who have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closure may be provided through translation and/or interpretation.

Revised: March, 2024 ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021 August, 2021 June, 2021~~
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49

Dually identified students, students who are English learners and as students with disabilities will be provided with supports for their EL needs as well as supports for their disabilities.   Dually identified students should have their language needs represented in their annual meetings about their IEP.

Collaboration among grade-level and content-area teachers and teachers supporting English Learners is critical. Core teachers will embed accessibility tools, such as scaffolds, explicit vocabulary instruction and differentiated support into grade-level and content-area instruction. Educators must also attend to the social emotional learning needs of English learners, understanding that ELs may have unique, individual needs from each other and their non-EL peers.

Grade-level and content-area teachers are strongly encouraged to take these online, high-quality professional learning experiences through the [Pathways to Success for English Learners.](#) These courses are free of charge.

Detailed plans regarding the statewide identification process and adherence to annual English language proficiency will be developed when the CSDE publishes additional direction.

EL and Bilingual teachers will need to develop their schedule maintaining student cohorting in grades K-8 and to the greatest extent possible meet the CSDE recommendations for direct instructional service for English learners based on their current LAS level.

Revised: **March, 2024** ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021   August, 2021 June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

50

PROFESSIONAL LEARNING AND COLLABORATION

Bristol Public Schools is committed to the improvement of the performance of students, staff, and the organization through results-driven professional learning, which is aligned to the strategic work of the district and each school. Professional learning for staff is engaging, relevant, collaborative, and job-embedded and aligned to academics and professional standards.

It is important that we provide all users with access to current information and resources that will increase student achievement as well as empower collaborative learning, problem-solving, creativity, innovation, and informed decision making. The primary goals of professional learning are:

➢ Provide cohesive professional learning around Bristol's research-based, effective student learning principles and instructional practices found within our Instructional North Stars. Professional learning will focus on North Star 1: Positive Learning Environment, North Star 2: Clear and Challenging Expectations, and North Star 5: Individual Goal-Setting and Reflection.
➢ Provide professional learning that focuses on implementation of practice across learning contexts: in-person, blended, and remote learning teaching environments.
➢ Infuse digital learning tools into current methodologies so that all staff have technical skills to support today's learners in all learning contexts.
➢ Ground all professional learning in the goal of bringing equity to our classrooms and schools
➢ Embed social emotional learning into core learning experiences
➢ Strengthen content area pedagogy through specific professional learning

Professional Learning Modules

Bristol Public Schools will develop eight learning modules to address needs presented during reopening. Modules are designed flexibly so that they can be delivered in all learning contexts (100% return, blended, or remotely).

1. **School-Level Focus: Organizing for Learning**
   a. This session will focus on school routines, protocols and procedures necessary for the reopening of schools.
2. **School-Level Focus: Positive Climate and Culture-Part A: Schoolwide Expectations**
   a. This session will focus on schoolwide expectations to support a positive school climate and culture. Topics will include: creating relationships and positive classroom communities, examining student attendance and performance data, identifying students most at-risk in distance learning, developing multi-tiered systems of support for students.

Revised: March, 2024 ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

51

3. **School-Level Focus: Positive Climate and Culture-Part B: Focus on Equity**
   a. This session will focus on creating a learning/growing community within our schools. Educators will develop an understanding of their story of self, their racial identity, the impact of bias, and will develop a vision of equity in their school and classroom.
4. **Classroom-Level Focus: Organizing for Learning**
   a. This session will focus on developing organization and communication structures for blended and remote learning classrooms utilizing the tools of Seesaw, Google Classroom, and PearDeck.
5. **Classroom-Level Focus: North Star 1-Positive Learning Environment**
   a. This session will focus on using crew or advisory to support students' social-emotional growth, developing a sense of community and belonging through synchronous and asynchronous methods in a distance learning environment, and increasing opportunities both synchronously and asynchronously for student discourse and collaboration. Technological tools taught will be: Zoom, Padlet, Flipgrid
6. **Classroom-Level Focus: North Star 2-Clear and Challenging Expectations**
   a. This session will focus on 5E planning for both synchronous and asynchronous learning. Special attention will be dedicated to supporting teachers in building highly effective, focused, and specific explanations of content, particularly in an asynchronous context. Content-specific teaching concerns will be addressed in this session. Technological tools taught will be: Edpuzzle, ST Math, Lexia, Newsela, and ALEKS
7. **Classroom-Level Focus: North Star 5-Individual Goal-Setting and Reflection**
   a. This session will focus on formative assessment and feedback as it relates to students' individual goal setting and reflection on their learning. Technological tools taught will be: Google Forms, Peardeck
8. **Classroom-Level Focus: Personalizing Learning**
   a. This session will focus on using the universal design for learning, accommodating and modifying instruction within an e-learning environment, and collaborating with colleagues through co-teaching.

The fundamental purpose of our organization is to ensure high levels of learning for each and every student and adult by shifting the focus on teaching to a focus on learning. Helping all students and adults learn requires a collaborative and collective effort.

When educators share a sense of collective efficacy they have a greater likelihood of positively impacting student learning, over and above any other influence. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance (Hattie, Visible Learning, 2017). In addition, when collective efficacy is present, educators are better equipped to foster positive relationships with

Revised: March, 2024 ~~May, 2023 December, 2022 June, 2022 January, 2022 December, 2021   August, 2021 June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

52

students and in raising students' expectations of themselves by championing students' beliefs that they can do well in school.

We must focus on learner outcomes to inform and improve professional practice through job-embedded, differentiated professional development to meet the needs of students through guaranteed and viable Tier 1 instruction, enrichment and intervention. Aligned to the BPS Standards for Professional Learning, BPS staff will engage in cycles of continuous instructional improvement. Instructional Improvement Cycles are structured to intentionally promote positive, and measurable student results. Time is built into the elementary school day to allow teachers the opportunity to collaborate with one another.   Teachers at the secondary level will be able to collaborate with colleagues on scheduled Wednesday afternoons. Teachers will be able to work together following social distancing guidelines outlined earlier in this document. Educators will be utilizing Zoom to interact synchronously for the purposes of collaboration across schools.

Instructional Coaching

Bristol Public Schools instructional coaches are agents of change for our continuous innovation and improvement across the district. Their goal is to drive high quality instruction and lift student achievement by shaping positive learning interactions with and among educators, personalizing learning for educators, acting strategically, and guiding reflection. Coaches will continue to coach individuals and teams, lead professional development, and collaborate with school leadership to elevate instructional practice and student achievement.

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
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53

SCHOOL SERVICES

Transportation

Family or Guardian Transport

Parents and/or guardians may choose to transport their children to school.

BPS will assess and prepare for safely accommodating increased parent traffic in school lots as needed.

Pick Up/Drop Off

Arrival/departure procedures that limit unnecessary entrance of visitors, parents and guardians into the building will be determined by building location.

Buses, Vans and Student Transportation Vehicles

Proactive strategies for bus transportation will align with the tiered system established by DPH to assist with the status of ridership within BPS.

Safe Status

Bus transportation can operate with no restrictions.

Low Status

Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions.

Moderate Status

Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions.

Where there is low transmission risk in the community and some restrictions are in place in schools, buses will be able to operate up to full capacity. With regard to buses operating at high capacity levels, BPS will prioritize assessing alternative options and increase monitoring of the mitigating strategies.

Students will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The student's face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Students will load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from the front of the bus to back of the bus by seat and row. This will

Revised: **March, 2024** ~~May, 2023 December, 2022 June, 2022~~ ~~January, 2022 December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

54

reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when students disembark from the bus.

Passenger density will be significantly reduced when there is moderate spread, because schools will be employing other strategies such as remote blended-learning. Students with family members will sit together while non-family members will be spaced 6 feet apart utilizing alternating diagonal seating. Passengers will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The rider's face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Students will load into the bus from the back row to the front row (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from the front of the bus to back of the bus by seat and row.

BPS will provide face coverings to students if students do not have face coverings when boarding the bus or van.

Bus drivers will not allow passengers to change seats during the route. Additionally, students are expected to ride the same bus to school in the morning and ride the same bus home at dismissal each day.

Transportation companies are required to plan to increase cleaning and sanitizing for all vehicles, and keep associated logs. Companies that contract with BPS are expected to effectively communicate cleaning protocols, including measures to prevent harmful human exposure to chemicals, please review **Appendix A** for each company's cleaning measures.

Child Nutrition

- Schools that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP), will make available free and reduced-price meals and snacks and free milk to all eligible students.
- Schools must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.
- Schools that participate in the NSLP are required to claim meals/ milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim.
- Hydration is important for student health and safety. Students will not be able to use water fountains. Teachers will encourage students to use personal water bottles. Hydration stations will be set up within schools with paper cups and water for students.

BPS will determine on-site Meal Service distribution (for students while in school) based on social distancing, physical location, student traffic, space, staffing, etc.

- Cleaning and Sanitation: In consultation with the appropriate local health departments, food safety protocols, including standard operating procedures for sanitation of school kitchens, cafeterias, food

Revised: **March, 2024** ~~**May, 2023 December, 2022 June, 2022 January, 2022 December, 2021   August, 2021 June, 2021**~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

55

warehouses, alternative meal distribution locations, and central production kitchens will be updated and implemented. Personal Protective Equipment (PPE) will be required and provided in food service operations such as masks, gloves, physical barriers in serving areas, etc.

- Continued communication with families will include notifying parents and the school community about school meal service and options.

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APPENDIX

Appendix A: Transportation Vendor Protocols

Ambassador
- Vehicles are cleaned and disinfected on a regular basis
- When drivers/monitors arrive at work they have their temperature taken
- Drivers, monitors and passengers will wear face masks when in the vehicles
- Vehicles are equipped with alcohol based hand rubs and disposable towels
- Touchpoints will be cleaned before and after each run
- Drivers will report any health concerns
- Spare drivers from other depots can be utilized if necessary for large call outs

Cardinal
- New vendor

Curtin
- Location Manager ensures that vehicles are kept clean by driver and maintenance staff
- Drivers from other depot locations can be utilized if necessary for large call outs
- When drivers/monitors arrive at work they have their temperature taken
- Drivers, monitors and passengers will wear face masks when in the vehicles
- Vehicles are equipped with 70% alcohol based hand rubs and disposable towels
- Touchpoints will be cleaned before and after each run
- Drivers will report any health concerns
- Vehicles have dividers between the driver and passenger compartments on cars
- Masks will be on board in case a passenger comes to the vehicle without

First Student
- Buses are deep cleaned at the beginning of each school year
- All buses will be treated with a monthly application of Zoono Z-71 Microbe Shield Surface Sanitiser, with a secondary application to handrails, top of seats and drivers steering wheel weekly
  - Sanitizing germ protection spray that kills 99.99% of germs and keeps critical surfaces and touchpoints hygienic for longer.
  - Protects against 99.99% of bacteria for up to 30 days
  - Forms an antimicrobial coating that bonds to surfaces
- Drivers are responsible for the cleanliness of their buses
- Drivers/Monitors will wear face masks
- Students will be required to wear face masks
- Masks will be on board each bus in case a student arrives without one
- First Student yards can be utilized to fill call outs if necessary

Revised: **March, 2024** ~~May, 2023~~ ~~December, 2022~~ ~~June, 2022~~ ~~January, 2022~~ ~~December, 2021~~ ~~August, 2021~~ ~~June, 2021~~
Current Guidance from DPH and CSDE supersedes any information codified in this document.

57

Appendix B

Links and Resources

[DPH Launching Into Healthy Learning](#)

[CSDE 2022-23 School Guidance](#)

[2.24.2022 BBHD Statement on COVID](#)

[Family and Student Resource Guide](#)

[DPH Municipal Guide Risk Level Mitigation Strategies](#)

[CIAC Winter Sports Guidelines](#)

[Screen and Stay](#)

[Public Act 21-6 An Act Concerning Immunizations](#)

[Special Education Recovery](#)

[DPH School District End of Year Activities](#)

[Finish Strong CSDE and DPH](#)

[CSDE - The Future of Remote Learning](#)

[CSDE and DPH Interim Fall Guidance](#)

[DPH Statewide Snapshot March, 2020-July, 2021](#)