



REOPENING Beecher Road School

DRAFT 7/20/2020

Based on Guidelines from the Connecticut State Department of Education



REOPENING Beecher Road School

A Message from the Superintendent

No one ever imagined the circumstances of COVID-19 and how it would impact our lives, our families and the education we provide to our students. The heroics and partnership displayed by students, staff and families this past spring in order to educate our students was truly amazing and beyond belief. As it has been stated, *"if you think closing school was difficult, opening will be far more challenging!"*

The Reopening Plan is the product of the dialogue, work and collaboration of stakeholders in the Beecher Road School learning community. This Reopening Plan will continue to be refined as guidance continues to be shared from the state and **as plans become more detailed**. We thank the members of the Beecher Reopening Committee for their hard work.

Thank you for your support and partnership.

Sincerely,

Bob Gilbert

Robert F. Gilbert, Superintendent

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Reopening Our Schools – Fall of 2020



REOPENING Beecher Road School

In planning for the reopening of the Beecher Road School, it has been essential to envision the safest environment and the highest quality instruction for the school community. Based on guidelines provided to school districts from the Connecticut State Department of Education and the State of Connecticut, **Beecher Road School is currently planning for a “full, safe, and appropriate” reopening of our school in the fall of 2020.**

A “full” reopening refers to the desire to have all students and all staff return in the fall for a full-length traditional day of school with necessary modifications given the pandemic.

A “safe” reopening refers to adherence to expectations and guidelines from the State of Connecticut, the CDC, **CT DPH**, the local health officials (Quinnipiac Valley Health District), and other sources that will be in place to ensure that the schools’ environments support learning during this time of COVID-19.

An “appropriate” reopening refers to high standards of academic achievement along with social and emotional support that are expected to be in place for the school and all students.





A central belief in reopening is that the children of Beecher Road School need to be connected in person once again to our school’ academics, activities, arts, and led in person by their teachers and mentors. As the school reopens in the fall, the plan is to phase in all aspects of school life in the safest and most appropriate manner.

In order to reopen, the Superintendent and the Woodbridge Board of Education have tasked the **Beecher Road School Reopening Committee** with the charge of reviewing all reopening guidelines from the State of Connecticut and developing expectations for the schools to plan for the fall of 2020. This document “Reopening Our Schools” is available to the entire Town of Woodbridge including staff, parents, and community members for comment and input, as well.

As the Beecher Road School values the contributions and suggestion of parents, caregivers, families, and students in the decision-making process, the **Superintendent’s Reopening Committee** will continue to play an active role in the reopening process in order to build trust and credibility for the plans that are to be implemented. Parents and community members are invited to give regular feedback and suggestions concerning the plans to reopen and the phase-in of all aspects of school life.

Beecher Road School Priorities

The Beecher Road School Reopening Committee have identified priority areas that must be in place to reopen, including: (1) the safety of the students and staff; (2) the development of appropriate educational opportunities; (3) the awareness of social and emotional well-being of students, families, and staff; and (4) the expectation that all children will achieve at the expected grade level by June 2021.

| | |
|---|---|
|  | <p>Safety of Students and Staff</p> <p>Our school will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any potential cases or increased transmission of COVID-19.</p> |
|  | <p>Development of Appropriate Educational Opportunities</p> <p>Our school will reopen with instructional schedules and model options that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, may transition to different models.</p> |
|  | <p>Awareness of Social and Emotional Well-Being</p> <p>Our school will reopen knowing that the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. The pandemic has shown the importance of social/emotional well-being for all. In addition, there is a growing body of research proving that social/emotional learning (SEL) is fundamental to academic success.</p> |
|  | <p>Achievement at Expected Grade Level by June</p> <p>Our school will consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments in order to inform instruction and gauge student learning. We will work to analyze individual student data to identify shifts and changes in instruction to meet students' needs and implement intervention strategies.</p> |

In addition to our own priorities, the Beecher Road School are expected to follow the guidelines of the State Department of Education - ***Adapt, Advance Achieve: Connecticut's Plan to Learn and Grow Together***, published on June 29, 2020. The publication from the state is admittedly a document with guidelines that may change prior to school reopening in the fall.

The document from the state is "intended to be a fluid document that will evolve based on the public health data trends as well as the understanding of the best way to mitigate spread. As we proceed toward the fall, we will continue to receive input from our educational partners, students, and families and will continue to work toward providing the best opportunities for our greatest resource—the students in the State of Connecticut."

State of Connecticut Guidelines & Expectations

from ADAPT, ADVANCE, ACHIEVE: Connecticut's Plan to Learn and Grow Together





Due to positive containment efforts in Connecticut, reopening schools in person can be successfully achieved based upon current data. Connecticut has determined it is appropriate to plan a consistent approach to the operating model (schedule), but be prepared to modify plans as necessary. Maximizing in-person instructional time after the current period of disruption is critical. However, given the uncertainty planning for reopening months from now, schools must be prepared to modify their reopening model to support a partial reopening if the public health data changes.

Schools should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans.

As Connecticut schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles:

1. Safeguarding the health & safety of students and staff;
2. Allowing **all** students the opportunity to return into the classrooms **full-time** starting in the fall;
3. Monitoring the school populations and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities who are emerging from this historic disruption;
5. Fostering strong two-way communication with partners such as families, educators and staff; and
6. Factoring into decisions about reopening the challenges to the physical safety and social-emotional well-being of our students when they are not in school

Main Operational Considerations

| | | | |
|---|--|---|---|
|  | Cohorting: Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12. |  | Transportation: Local Educational Agencies (LEAs) should plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wear face coverings . Plans must be developed to activate increased social distancing protocols based upon community spread. |
|  | Social Distancing and Facilities: Review building space and reconfigure available classroom space , such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time. |  | Face Coverings: All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions including when teachers are providing instruction. |

Keeping Our Schools Open



Keeping our school open...is everyone's responsibility!

The Beecher Road School will rely on the cooperation of families, students, and staff members to reopen and stay open on a traditional schedule.

The hope for the fall of 2020 is to safely bring back students to in-person school settings and to maximize learning and address our students' social and emotional needs. This document plans for a fall return that does outline multiple possibilities, with a focus first and foremost on getting our students back into our school building.


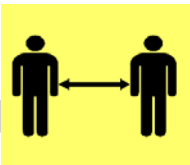

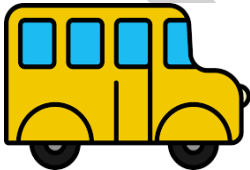
There is a clear consensus from both education and medical groups that we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While distance learning has provided the best possible alternative during school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive the school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning.

Families play a critical role in supporting the new culture of health and safety that each of our school will establish. Most importantly, families can help mitigate the transmission of COVID-19 in our school by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with COVID-19. Families can also contribute by supporting the use of face coverings or masks in school and on the bus, arranging alternate transportation whenever possible, communicating concerns with teachers and school leaders, and continuing to follow state guidance on health and safety outside of school.

With adherence to the State of Connecticut's comprehensive set of critical health and safety requirements along with the Beecher Road School commitment to a safe and appropriate education, we can bring our students, staff, and families safely back to school...and keep them in school!

Beecher Road School Student Expectations



| | |
|---|--|
|  | <p>Stay home if feeling ill.</p> <p>Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p> |
|  | <p>Morning health check by parents required.</p> <p>In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID-19 outlined by public health officials.</p> |
|  | <p>Face coverings or masks required.</p> <p>Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.</p> |
|  | <p>Social distancing required.</p> <p>Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials will not be allowed.</p> |
|  | <p>Frequent hand washing or hand sanitizing expected.</p> <p>Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p> |
|  | <p>Students may not change buses.</p> <p>Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. The only exception will be for permanent, daily daycare. Face coverings or masks should be in place prior to entering the bus.</p> <p><i>Parents are strongly urged to drive their children to school each day.</i></p> |

Keeping our school open...is everyone's responsibility!

Beecher Road School Adult Expectations



| | |
|--|--|
| | <p>Stay home if feeling ill. Teachers and staff must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p> |
| | <p>Morning self-screening required. In order to prevent transmission among the school population, teachers and staff are instructed to self-screen before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID-19 outlined by public health officials.</p> |
| | <p>Face coverings or masks required. Teachers and staff must wear face coverings or masks that completely cover the nose and mouth while inside the school, with exceptions only for those for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Teachers will be allowed to remove masks during direct instruction with permission and greater social distancing. Schools will have backup disposable masks available for Teachers and staff.</p> |
| | <p>Social distancing required. Teachers and staff must maintain social distancing to the greatest extent possible.</p> |
| | <p>Frequent hand washing or hand sanitizing expected. Teachers and staff must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, recess and after coughing or sneezing.</p> |

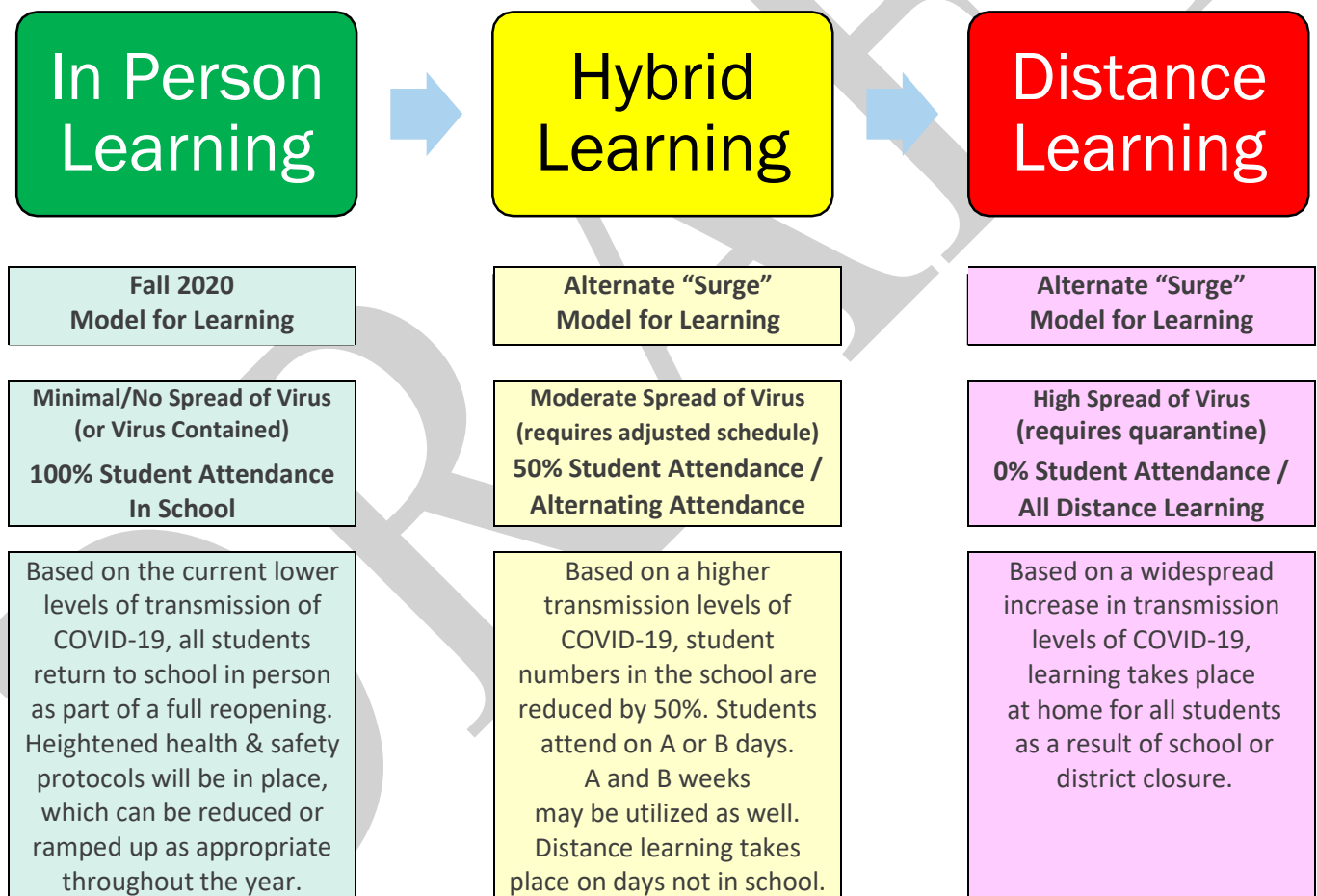
Keeping our school open...*is everyone's responsibility!*

Continuum for Learning



The Beecher Road School is committed to **In-Person Learning**, meaning a full reopening, following all guidelines and expectations of the State and maintaining health standards in accordance with the Quinnipiack Valley Health district. However, if there is surge of COVID-19, an increase of local cases, or the occurrence of in-school cases, the learning models may need to be adjusted as a result. Learning models that include Hybrid Learning and/or Distance Learning will only be utilized by the Beecher Road School if required by the State of Connecticut or the Quinnipiack Valley Health District.

Beecher Road School Learning Continuum:



When our students return to school with our In-Person Learning Model, the Beecher Road School will do everything possible to make the school experience similar to what has been in the past. While some aspects of school will fundamentally look different when students and staff first return this fall, our goal will be to achieve a sense of normalcy over the course of the school year as the situation allows and safety concerns are alleviated.

Throughout the year, the Beecher Road School will be prepared to adjust plans based on health indicators and guidance from state and local health officials.

In Person Learning



Hybrid Learning



Distance Learning

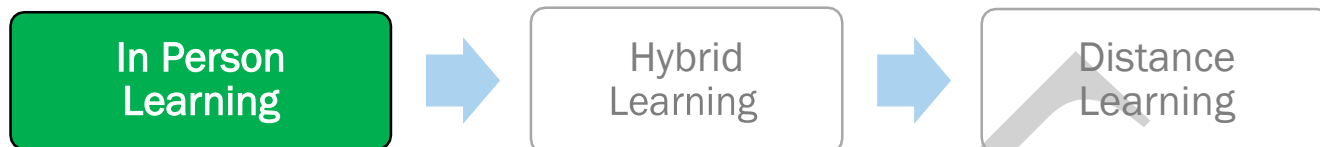
| Minimal/No Spread of Virus (or Virus Contained) 100% Student Attendance In School | Moderate Spread of Virus (requires adjusted schedule) 50% Student Attendance / Alternating/ <i>Rotating</i> Attendance | High Spread of Virus (requires quarantine) 0% Student Attendance / All Distance Learning |
|---|--|--|
| <p>Schools operating up to 100% capacity, students with underlying medical conditions and <i>parent choice may consider remote learning parallel track.</i></p> <p>Buses up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders</p> <p>Face coverings/masks for students and staff while inside school building</p> <p>Identification/isolation of sick students/staff</p> <p>Cohorting of students used, restrictions on group activities</p> <p>Maximize spacing of seating as feasible</p> <p>Increased cleaning and sanitization protocols</p> | <p>Schools operating at reduced capacity (50%), with reliance on hybrid model of A-B day or A-B week</p> <p>Buses at reduced capacity (50%), face coverings/masks in place during transit, controlled loading/unloading of riders, spaced seating for riders</p> <p>Face coverings/masks for students and staff while inside school building</p> <p>Identification/isolation of sick students/staff</p> <p>Cohorting of students used, restrictions on congregating, staggered start/stop times <i>considered</i></p> <p>Maximize spacing of seating up to six feet or more when feasible with reduced class sizes</p> <p>Specific and increased cleaning and sanitization protocols</p> <p>Indoor extracurricular activities suspended</p> <p>Outdoor activities may continue with restrictions</p> | <p>Schools closed, 100% distance learning</p> <p>Bus transportation suspended</p> <p>All extracurricular activities, suspended</p> |

See accompanying charts on Monitoring COVID-19 and Pandemic Planning in this guide.

The State of Connecticut is expecting the school to have **all students**, in all districts, return to school building for full-time instruction at the beginning of the 2020–2021 school year. At the same time, school districts must be prepared to modify planning to support a partial reopening or to allow for scaling back even further to a full closure at a future date if the public health data changes.

Priorities and requirements identified in **Adapt, Advance Achieve: Connecticut's Plan to Learn and Grow Together** serve as the basis for the Beecher Road School - "Reopening Our Schools" planning guide.

Fall 2020 Beecher Road School Model for Learning



The in-person model of learning that will be in place for the reopening of the schools is described below:

IN PERSON LEARNING Traditional Schedule with Health & Safety Expectations – All students attend every day.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---------|-----------|----------|--------|
| Students and teachers attend every day with all State guidelines and expectations in place. Classroom learning and instructional activities are adjusted to provide the safest environment. | | | | |

*** REMOTE LEARNING PARALLEL TRACK – Some students learn at home due to medical concern, illness, quarantine, *parent choice* or other reasons *with support from the school*.**

Students with health concerns, illness, or quarantine order will participate in a **Remote Learning Parallel Track** in which the student learns at home **with parent support in place**. This track aids in a return to school at the appropriate point after illness, quarantine, or when families decide to re-enter. In order to smoothly re-enter school after an extended time out and begin participating in the traditional schedule, it is strongly encouraged for students and parents engage in Remote Learning. The State of Connecticut has designed a Remote Learning Hub (<https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub>) for students who do not return right away. Students on this track will be allowed to enter school at any point in time.

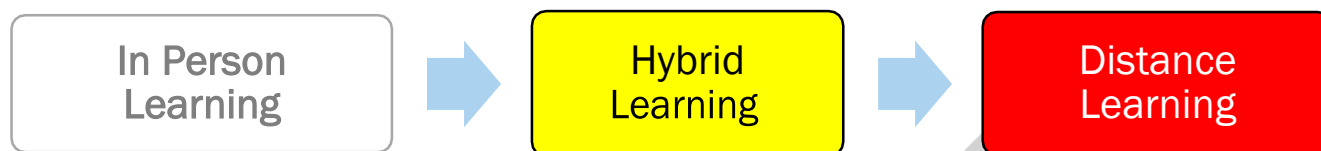
| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---------|-----------|----------|--------|
| Students and parents engage in Remote Learning with materials and support from the school. Classroom learning and instructional activities are shared through contact with the State's remote hub. | | | | |

*** HOME SCHOOLING – Some students learn at home due to medical concern or other reasons *with no support from the school*.**

Students with extended medical concerns or other reasons may participate in **Home Schooling**, in which the parent chooses all instructional materials and is solely responsible for student learning. This model is appropriate for families who do not wish to continue with computer-based learning at home or those who do not feel the Remote Learning model provided by the State of Connecticut to be an appropriate model for their child. This model does not necessarily prepare students for a return to school without possible gaps in learning. Parents who wish to keep their students out of school for an extended portion of the year or the entire year may consider this model.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---------|-----------|----------|--------|
| Students and parents engage in learning with no materials or support from the school. Classroom learning and instructional activities are developed by the parent. | | | | |

Alternate Model for Learning



In recognition of uncertainty, the Beecher Road School are prepared for different scenarios:

HYBRID LEARNING REDUCED SCHOOL POPULATIONS – As a result of surge in COVID-19, smaller groups of students are returned to school (alternating/*rotating* of 50% of students).

Alternate school schedules that could be used if the State of Connecticut and/or local health officials place limits on student access to schools/busses due to surge of COVID-19 are listed below. When students are not in school, they are working at home with materials provided from the teacher and school.

Example 1: A-B Days (Students go to school on alternate days)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|---|
| Student Group A 50% of Students in school | Student Group B 50% of Students in school | A & B Groups Distance Learning with Teachers | Student Group A 50% of Students in school | Student Group B 50% of Students in school |

Example 2: A-B Weeks (Students go to school on alternate weeks)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|---|
| Student Group A 50% of Students in school | Student Group A 50% of Students in school | A & B Groups Distance Learning with Teachers | Student Group B 50% of Students in school | Student Group B 50% of Students in school |

Example 3: Rotating Weeks




DISTANCE LEARNING Short-Term Closure (2-5 days, 2 weeks, etc.) or Long Term Closure

Students and parents engage in Distance Learning with materials and support from the school. Classroom learning and instructional activities are shared through contact with teacher. This is the Distance Learning model from the spring of 2020 with a blend of synchronous and asynchronous learning.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---|
| Distance Learning 100% of Students | Distance Learning 100% of Students | Distance Learning 100% of Students | Distance Learning 100% of Students | Independent Distance Learning 100% of Students Flex Friday |

Monitoring COVID-19

The Beecher Road School will follow a traditional schedule of school while monitoring the level of transmission of COVID-19 with the assistance of the Quinnipiac Valley Health District. Ideally, the Town of Woodbridge will remain in the “green” level with little or no community transmission. School schedules and/or protocols may be adjusted if the community enters a “yellow” level with minimal or moderate community transmission. If there is a substantial surge in local cases, based on guidance from the State of Connecticut and/or the Quinnipiac Valley Health District, the school will likely revert to a Distance Learning Model similar in nature to the spring of 2020.

|  |  |  |
|--|---|---|
| LITTLE or NO COMMUNITY TRANSMISSION Minimal/No spread of Virus (or Virus Contained) | MINIMAL OR MODERATE COMMUNITY TRANSMISSION Moderate Spread of Virus (requires possible adjusted schedule and adjusted transportation) | SUBSTANTIAL COMMUNITY TRANSMISSION High Spread of Virus (requires quarantine) |
| Instruction is 100% in-person | Instruction is 100% in-person or a possible 50/50% Hybrid | Instruction is 100% Distance Learning |
| Daily attendance rates monitored | Daily attendance rates monitored and shared with local health officials | Attendance for Distance Learning is monitored based on participation from home |
| Teaching and reinforcing of healthy hygiene | Concentrated reinforcement of healthy hygiene | Communication to home on healthy hygiene practices |
| Prevention measures in place | Heightened prevention measures in place | Strict prevention measures in place for essential personnel |
| Social distancing in place | Heightened social distancing in place with limitations in activities/events | Quarantine measures in place |
| Group gatherings/events limited; all events require approval | Group gatherings/events postponed | All group gatherings/events canceled |
| Remain prepared for Distance Learning while learning is in-person at school | Active Preparation for Distance Learning and/or short-term school dismissals resulting in possible Distance learning for two-week periods | Continued engagement in Distance Learning during extended school dismissals and/or closures for long periods |
| Cleaning and disinfecting in place | Intensified cleaning and sanitizing in place | Classroom and building sanitized and shut down |
| Regular communication with local health officials | Coordination of closure with local health officials | Order of closure from local health officials and/or Executive Order for closure from Governor's Office |

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

COVID-19 Cases in School



IN SCHOOL TRANSMISSION

If a student, staff member, volunteer, or visitor has been present in school has a **confirmed diagnosis** of COVID-19, the School Nurse and the building Principal contact the Superintendent. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

The Superintendent notifies the local health officials (Quinnipiack Valley Health District) immediately.

The Quinnipiack Valley Health District will assess risk of further transmission in the school.

Decisions are made concerning:

- CONTACT TRACING
- CLOSURE
- CLEANING
- CONTINUITY OF EDUCATION
- REOPENING OF SCHOOL

The decision to suspend or close school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials (Quinnipiack Valley Health District). Board of Education members and town officials are notified of closure as well as the State Department of Education.

The school will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

All communications to the school community including staff and families are made through the District Office.

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

A confirmed case in the school building:

Assess risk with local health officials.

Plan for short (2-5 days) or longer (10 days) closure

to clean, disinfect, and contract trace

in consultation with the Quinnipiack Valley Health

District Committee Focus Areas



The purpose of this section of the document, “**Reopening Our Schools**” is to articulate a [checklist for reopening](#) in each of the above focus areas for at least the first 12-weeks of school (or longer/shorter as conditions warrant). The checklist is meant to be shared with staff, families, and community members. The length of time for the various protocols will be adjusted based on expectations from the State of Connecticut and local health officials (Quinnipiac Valley Health District).

All of the focus areas above will be addressed by the **Superintendent’s Reopening Committee** and then shared with the school to allow for specific planning by the building-level administration.

Compliance Liaison: The Superintendent has appointed the Assistant Principal to serve as COVID-19 Health & Safety Compliance Liaison and COVID-19 Response Leader.

- The Liaison, along with the Superintendent, will engage with students, parents, faculty, staff and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance.
- The Liaison, along with the Superintendent, will support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Quinnipiac Valley Health District.

District Reopening Committee Leadership

Pandemic Response

Analisa Sherman
Principal
Doreen Merrill
Assistant Principal

Health & Wellness

Cheryl Mammen
Special Services Director
Stacey Katz
Nursing Supervisor

Facilities & Operations

Vito Esparo
Facilities Manager
Al Pullo
Dir. Business Operations/Svs

Technology

James Crawford
Technology

Instruction

Cheryl Mammen, Special Services Director
Analisa Sherman, Principal
Doreen Merrill, Asst. Principal

Transportation

Beth Cohen
BOWA
Transportation Coordinator

Compliance Liaison

Doreen Merrill
Assistant Principal

Social/Emotional Growth

Cheryl Mammen, Special Services Director
Analisa Sherman, Principal
Doreen Merrill, Asst. Principal



REOPENING Beecher Road School

Robert F. Gilbert
Superintendent

School Reopening Committee

Robert F. Gilbert, Superintendent
Lynn Piascyk, Board of Education Vice Chair
Sandy Stein, Town Liaison
Cheryl Mammen, Special Services Director
Al Pullo, Director of Business Operations/Services
Analisa Sherman, Principal
Doreen Merrill, Assistant Principal
Vito Esparo, Facilities Manager
Stacey Katz, Nursing Supervisor
Aisling Fagan, School Nurse
Jane Roddy, Cafeteria Supervisor
James Crawford, Technology
Linda Acheson and Mary Vincitorio, WEA
Debby Pines, CSEA
Judy Silva, CILU
Dr. Mohini Ranganathan and Emily Banach, Parents
Beth Cohen, BOWA Transportation Coordinator
John Adamovich, Recreation Director
Cathy Salindari, Extended Day
Shannon Martinello, M.D.
John Laudano, QVHD / CDC

Checklist - Health & Wellness



Health & Wellness

The health and safety of students and staff is the top priority in planning for the Beecher Road School reopening. The Beecher Road School will work in collaboration with local health officials (Quinnipiack Valley Health District), the Connecticut State Department of Education, and the Office of the Governor in planning for health and wellness procedures, as well as making decisions regarding the status of school.

| Health Expectations for Reopening the Beecher Road School | |
|---|--|
| 1 | Conditions for reopening have been confirmed by the State of Connecticut and/or local health officials (Quinnipiack Valley Health District). |
| | The State of Connecticut has lifted, adjusted, or removed any school closure or Executive Order allowing schools to physically reopen. |
| | The local health officials (Quinnipiack Valley Health District) have determined that local conditions safely allow for schools to physically reopen. |
| 2 | Planning guidelines for reopening have been issued by the State of Connecticut and Beecher Road School and have been developed and approved at the local level under the supervision of the Superintendent. |
| | The State of Connecticut and State Department of Education have issued guidelines on which school reopening plans are to be based. |
| | The Beecher Road School reopening plan, "Reopening Our School" has been developed in consultation with the Quinnipiack Valley Health District. |
| | The Beecher Road School reopening plan, "Reopening Our School" has been reviewed by the Beecher Road School Reopening Committee. |
| 3 | The Nursing Supervisor and District Office health supplies procurer have confirmed that there is adequate protective equipment in place for reopening. |
| | There is protective equipment (including masks) available, if needed. |
| | There is protective equipment (including masks and PPE) for staff appropriate for each classification or duty. |
| | There is a plan for an ongoing supply of protective equipment. |
| | There is a sufficient number of no-touch thermal scan thermometers for symptom screenings. |
| | There is sufficient PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance). |
| | There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut & DPH guidance. |
| | There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels. |

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| 4 | The Superintendent has established a procedure should there be COVID-19 cases in the school or in the community that could possibly impact the school. |
| | The Superintendent and Principal have updated the Beecher Road School Pandemic Response Plan that includes procedures for a cases or cases of COVID-19. This procedure includes communication to the local health officials (Quinnipiack Valley Health District) when a student, teacher, or staff member or a member of their household has tested positive for COVID-19 and has possibly exposed others at the school. |
| | The Principals and Compliance Liaison have procedures for (1) a positive COVID-19 case or cases in the school and (2) the risk level within the school/community as determined by the Quinnipiack Valley Health District. |
| | The Superintendent has a procedure for the closure of schools for a length of time based on (1) a positive COVID-19 case or cases and (2) the risk level within the school/community as determined by the local health officials. |
| | The Board of Education has granted the Superintendent the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees, or to respond to direction from the State of Connecticut and/or the Quinnipiack Valley Health District. |
| | The Board of Education has granted the Superintendent the authority to limit access to public school grounds and school building during school closures or elevated levels of transmission in the area. |
| | Under the supervision of the Principals, the school is able to provide for a continuity of instruction / distance learning, if necessary. |
| | Under the supervision of the Special Services Director, the school will be prepared for any special or unique needs for students with disabilities related to planned district or school-wide procedures. |
| | Under the supervision of the Cafeteria Supervisor and the Business Manager, the school is able to provide for continuity of meal service, if necessary. |
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| 5 | The Board of Education has authorized limited access and/or restricted access to the schools by the public. |
| | The Board of Education has approved restricting access to the school building during the school day by nonessential visitors and minimal use of school building outside of school hours. |
| | Students, parents and staff are excluded from school facilities if showing symptoms of COVID-19 or if a member of their household has tested positive for COVID-19. |
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| 6 | The Nursing Supervisor and Principals have organized a screening procedure for students at home and to the extent possible, at school. |
| | Screening: Parents are instructed to screen students before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent with COVID-19. Parents are asked to keep students at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19. |
| | Students with a temperature greater than 100.0 degrees are not permitted into the school. Students will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test. |
| | The school nurse will monitor screening information / data of students while complying with relevant privacy and health laws. |

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| | The school nurse will monitor symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws. |
| | The Principals will oversee procedures for all frequent hand washing/sanitizing throughout the day. |
| | The Principals will oversee that upon entry to school large gatherings are avoided. Students will proceed directly to classrooms or small group designated areas. |
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| 7 | The Nursing Supervisor and Principals have organized a screening of staff at home and to the extent possible, at school. |
| | Screening: Staff are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent with COVID-19. Staff should stay home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19. |
| | Staff with a temperature greater than 100.0 degrees are not permitted into the school. Staff will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test. |
| | The school nurse will monitor screening information / data of staff while complying with relevant privacy and health laws. |
| | The school nurse will monitor symptoms in staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws. |
| | The Principals will oversee procedures for all staff to sanitize hands upon entering schools. |
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| 8 | The Superintendent has developed a uniform procedure for the school for symptomatic students. |
| | Students who are symptomatic while entering school or become symptomatic during the school day will be separated from others right away by the school nurse. |
| | Students exhibiting symptoms will be required to continue to wear mask and wait in a supervised, designated isolated area through which others do not enter until student can be transported home. |
| | If more than one student is in the isolation area, physical distancing will be maintained. |
| | The school nurse will have a plan for triaging students in the health office, recognizing that not all symptoms are COVID-19 related. |
| | The school nurse will advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html . Students will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test. |
| | There will be no COVID-19 testing of students at school. Local testing site information will be shared with families. The schools' nursing offices will monitor testing results of students once made available by parents, complying with relevant privacy and health laws. |
| | If a student has been present in school has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal contact the Superintendent / Nursing Supervisor notifies the local health officials (Quinnipiac Valley Health District) immediately. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA). |

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| | The school has a response team coordinated by the Principals with designated responsibilities including monitoring of attendance, symptoms, and screening; communications to families; overseeing cleaning procedures; and responding to suspected confirmed cases. |
| 9 | The Superintendent has developed a uniform procedure for the school for symptomatic staff. |
| | Adults who become symptomatic during the school day will be sent home and advised to seek medical care. |
| | The school nurse will advise adults not to return until they have met CDC criteria to discontinue home isolation. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html Staff will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test. |
| | There will be no COVID-19 testing of staff at school. Local testing site information will be shared with staff. The schools' nursing offices will monitor testing results of staff complying with relevant privacy and health laws. |
| | If a staff member has been present in school has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal contact and the Superintendent / Nursing Supervisor notifies the local health officials (Quinnipiac Valley Health District) immediately. In addition, the Superintendent will be notified by school personnel that a staff member or a volunteer is suspected of being sick, maintaining confidentiality in accordance with privacy expectations and the Americans with Disabilities Act (ADA). |
| 10 | Outside visitors and groups will have very limited or no access to schools during the school day. |
| | Access to the building by visitors/parents will be extremely limited and only for specific educational purposes. |
| | The school will post a "No Visitors Policy" that includes the following wording, "Visitors will not be permitted into school facilities unless scheduled to enter, or required by law, or otherwise required by a student's individualized educational plan." |
| | Screening: Visitors/parents with prior approval to enter the building are instructed to self- screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent COVID-19. Visitors/parents are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19. |
| | Screening: Visitors/parents may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. |
| | The Main Office will maintain a log for those visitors allowed into the building. The log will include name, contact phone number, and arrival/departure time of each individual. |
| | Principals and office staff will organize parent pick-up / drop-off of students. The use of a face mask will be required of all parents who are picking up or dropping off students during the school day and required to enter the school office in the process. Pick-up in the afternoon will be modified to ensure that parents have limited or no access to the interior of the school building. |
| | The Superintendent will review all requests for use of the school – before and after school. There will be limited access to outside organizations' use of school sites and schools' resources after school hours. |
| | The Superintendent will ensure that external community organizations (including those that sponsor before- or after-school childcare) that are allowed use of the facilities also follow the school's health and safety plans, as well as the expectations of local health officials (Quinnipiac Valley Health District). |
| | There are procedures developed by the Principals and the custodial staff for accepting deliveries in a safe manner. |

| Wellness Expectations for Reopening the Beecher Road School | |
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| 1 | The Nursing Supervisor and School Nurses will oversee high standards of hygiene (handwashing / sanitizing) and training for all in each school. |
| | School nurses will ensure, in accordance with CDC guidance, that handwashing/sanitizing includes: <ul style="list-style-type: none"> • Opportunities for students and staff to meet handwashing/sanitizing frequency guidance. • Sufficient access to handwashing and sanitizer stations. • Children under age nine use hand sanitizer under adult supervision. |
| | The Nursing Supervisor and School Nurses will identify the training needs of staff related to health and safety protocols and work with the Compliance Liaison who will oversee such training prior to the first day of classes. |
| | The Compliance Liaison/his/her designee will plan in-person or online training that includes: social distancing, cleaning protocols and hygiene practices. The Principals will ensure access for all students and staff, as well as for family members who are interested. |
| | Training will be provided to substitutes or others who may enter the school outside of the first day or typical calendar start. |
| | The Special Services Director and Compliance Liaison will designate, in addition to the School Nurses, an additional 1 to 2 people to assist with training as needed. |
| | Principals and teachers will review guidance/training and post signage on proper handwashing techniques with students, including the following: <ul style="list-style-type: none"> • Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. • Staff and students should dry hands thoroughly. • Wash/sanitize hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods and recess. |
| | Principals and Teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one's mouth/nose/eyes). |
| | Principals will assess the best approach to communicating wellness information for each age group, and plan to set aside time at the beginning of the school year, as well as scheduling frequent reminders, to review the new policies and protocols. These practices include, but are not limited to: <ul style="list-style-type: none"> • social distancing, • use of face coverings that completely cover the nose and mouth, • respiratory and cough etiquette, and enhanced cleaning/disinfection of surfaces. |

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| 2 | All school employees will assist in the expectation from the State of Connecticut that face coverings /masks are in place during the school day by all. |
| | The following communication will appear in school email, website, and social media: “For the safety of all students and all staff, the State of Connecticut guidelines for returning to schools and Beecher Road School Board of Education policy require that all students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus.” |
| | <p>The only exceptions for face coverings or masks are as follows:</p> <ul style="list-style-type: none"> • For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per <u>CDC guidance</u>. • For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. |
| | For students, face coverings/masks may be removed while eating, drinking, during PE (if outside and six feet apart), or when students are outside and effectively practicing social distancing. Exceptions may also be necessary for certain special education students or other special populations. |
| | Parents will be responsible for providing students with face coverings or masks. |
| | Schools will have back-up disposable masks available for students who forget them. |
| | Principals will establish times for “Mask Breaks” that will be provided during the school day. Breaks will occur when students can practice social distancing and/or when they are outside. |
| | Staff members will wear masks that completely cover the nose and mouth inside the schools and will be assigned all necessary PPE as required for their role. |
| | For teachers and staff, face coverings/masks may be removed while teaching if the following conditions are in place: Enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking, or when outside and effectively practicing social distancing. |
| | Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating). |
| | Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns. |
| | Schools will have back-up disposable masks available for staff members who forget them. |
| | Staff members will receive guidance/training on proper use of PPE required for their role: https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html |
| | School Nurses and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves. |
| | Front office and food service employees will be provided face coverings or masks and disposable gloves. |
| | <p>Custodial staff will be provided equipment and PPE for cleaning and disinfecting:</p> <p>(1) For regular surface cleaning, gloves appropriate for all cleaning and disinfecting will be provided.</p> <p>(2) Classified staff engaged in deep cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and masks) in addition to PPE as required by product instructions.</p> |

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| | Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth. |
| | Information will be given to staff, students and, parents on proper use, removal, and washing of face coverings. https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html |
| 3 | All school employees will assist in the expectation that Physical Distancing / Social distancing is maintained as much as possible. |
| | The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. |
| | The Principals will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID- 19 disease, including transmission. |
| | The school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium) based on maintaining reasonable social distancing prior to use by a classroom or group. |
| | Even with social distancing expectations in classroom, school spaces, hallways, students and staff members will wear face coverings / masks in school and on the bus. |
| | To the extent possible the schools will create student/teacher classroom cohorts to minimize the mixing of student groups throughout the day. Consistent teams/cohorts will minimize cross-contamination of student groups. |
| | The school will have plans to minimize movement of students and staff as much as possible and reduce the amount of students and staff that move at the same time. |
| | Traffic patterns in hallways will be designed to promote social distancing during passing times. Strategies will include staggered passing times or one-way traffic in hallways. |
| | Classroom seating shall be assigned to students at all times during the day. Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed. |
| | Grades PreK through 6 will utilize individual Plexiglas desk shields as deemed necessary at their assigned location to assist with social distancing in the classroom. |
| | Schools will restrict the sharing of educational materials between individuals. These materials include such items as books, manipulatives, computers, calculators, writing utensils, and art supplies. No two individuals should use the same materials in a given school day without appropriate cleaning / disinfecting in between uses. |
| 4 | The Superintendent will oversee school activities, which will be allowed in a limited capacity on a case by case basis. |
| | After school clubs, activities, and events will be approved in advance by the Superintendent. Approval will be based on the ability to meet the safety expectations of students and staff members involved. |
| | Recess time and use of playgrounds /will be supervised and scheduled to ensure physical distancing. Recess time will be adjusted for specific classroom and/or cohorts. |
| | The Principals will work with the Physical Education Teachers in adapting curriculum and activities to be in line with guidance found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i> . In general, activities will be limited to those that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials. |
| | The Principals will work with the Art and Music Teachers in adapting curriculum and activities to be in line with guidance found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i> . |

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| | Courses and activities that may involve any potential risk to students and staff will be approved in advance by the Principals and the Superintendent. |
| | School assemblies, concerts, and other programs with a larger number of students will be restricted at the start of the school year. Future decisions will be made based on further public health guidance and require approval of the Principals and the Superintendent. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations. |
| | Field trips and off campus experiences will be limited at the start of the school year and require approval of the Principals and the Superintendent. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged. |
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| 5 | The Nursing Supervisor and School Nurses will oversee and monitor changes and updates to the State of Connecticut Requirements for Immunizations and Health Assessments |
| | Immunizations: Guidance from the Department of Public Health was issued dated June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations. |
| | Health Assessments: Guidance from the CSDE was issued dated June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school. |
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| * | If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID-19: |
| | The school will determine the student and staff capacity of classrooms and school spaces based on state of local guidelines limiting existing class groups/sizes in every classroom. |
| | The classrooms will be arranged in a manner that minimizes face-to-face contact and increases the space between desks and/or providing barriers between children at tables. Desks/tables will be separated and turned to face in the same direction (rather than facing each other). |
| | Other spaces in the building may be used for instructional activities to allow for appropriate distancing including gyms, cafeterias, libraries, larger rooms, outdoors. |
| | The school may need to limit the number of students present in classrooms and/or limit the number of students physically reporting to each day based on guidelines issued from the State of Connecticut. |
| | <p>The <u>school schedule</u> may be adjusted to meet the needs of social distancing (in classrooms) based on adjusted guidelines issued from the State of Connecticut.</p> <ul style="list-style-type: none"> • If student numbers are to be limited, the schedule may result in A-B day (alternating days) for students: "Monday & Thursday" or "Tuesday & Friday." An alternative version would be "Monday & Tuesday" or "Thursday and Friday". A-B weeks (alternating weeks) may be considered. • Adjusted State Guidelines may result in an extended period of Distance Learning by all students. |

Checklist - Facilities & Operation



Facilities & Operations

Policies and protocols related to facilities and operations will be reviewed regularly by the Board of Education, the Superintendent, and the School Administration with the understanding that schools may need to react quickly to changing conditions. Given the possibility of changes in public health data, there may be an increase or a relaxation of restrictions throughout the school year to respond effectively to health concerns.

| | Facility expectations for reopening the Beecher Road School |
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| 1 | The Facility Manager and Director of Operations will ensure that schools meet <u>high cleanliness standards</u> prior to reopening and maintain a high level of cleanliness during the school year. |
| | The Facility Manager and Business Manager will oversee the reopening of the school building that specifically addresses high standards of cleanliness for all classrooms, bathrooms, hallways, and offices in the school. |
| | The Board of Education will do a walkthrough of the building prior to reopening with the Superintendent, the building Principal, a QVHD representative and the Facility Manager to review cleanliness expectations as well as conducting a review of reopening plans specific to the building. |
| | The Facilities Manager and School Administrators will communicate cleaning and hygiene protocols as recommended by the State of Connecticut and the CDC to staff and families. |
| | Building plans for disinfecting high touch surfaces will include: <ul style="list-style-type: none"> • Door handles • Handrails • Drinking fountains • Sink, toilet and urinal handles • Light switches and cover plates • Bathroom paper towel and toilet paper touch points • Restroom surfaces • Instructional materials that cannot be supplied to a specific student |
| | Frequently touched surfaces and other equipment will be cleaned throughout the day. Desks and classroom equipment should not be shared; however, those that are used by more than one group will be cleaned in between usage. |
| | The building will have a plan for disinfecting the following between uses: <ul style="list-style-type: none"> • Desks that are shared during the day • Tables that are shared throughout the day • Chairs that are shared during the day • Classroom/office items, such as phones, headsets, copy machines , etc. |
| | The School will maximize use of disposable towels. |
| | Members of the custodial team will continue to be on-call to respond to emergency cleaning and/or time-sensitive cleaning needs. |
| | Principals will work with teachers to assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand-washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use. |

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| | Bathrooms will be sanitized at least twice a day. Where possible, schools will consider designating separate bathrooms for different classes. |
| | <p>The Facility Manager will use products that are approved for the State of Connecticut that are labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. The cleaning staff will be outfitted with several Hillyard Arsenal one dilution systems and appropriate chemicals for cleaning safety within the building. Below is information on the chemicals used for cleaning and disinfecting classrooms, bathrooms and touch points.</p> <p>#24 QT Plus Disinfectant Cleaner – “EPA Reg #6836-77-1658) has demonstrated effectiveness against viruses similar to 2019 Novel Coronavirus (SARS-CoV-2) on hard non-porous surfaces. Therefore, QT-Plus can be used against 20-19 Novel Coronavirus when used in accordance with the directions for use against Norovirus on hard, non-porous surfaces.”</p> <p>https://www.hillyard.com?mediaCenter/Documents/Product%20Data%20Sheets/HIL00824.pdf https://images.hillyard.com/IMAGES/MSDS/MSDSHIL00824.pdf</p> <p>#38 Supprox Multipurpose Peroxide Cleaner – Green Seal Certified – “This multipurpose, stabilized hydrogen peroxide and natural citrus solvent cleaner provides highly effective cleaning for surfaces including, restroom fixtures, tile, grout, counters and more.”</p> <p>https://b2reports.hillyard.com/Reports/Product/ProductDetailsheet.aspx?productId=HIL0083825 https://images.hillyard.com/IMAGES/MSDS/MSDSHIL00838.pdf</p> |
| | Cleaning logs will be used in the building to track cleaning frequency of area bathrooms. |
| | <p>The Facility Manager will ensure that the schools comply with DPH guidelines including:</p> <ul style="list-style-type: none"> • Guidance for Cleaning and Disinfecting of Schools during COVID-19 • Return to Service Guidance for Building Water Systems • Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems |
| 2 | The Superintendent and School Administrators will ensure that the school meets <u>distancing expectations</u> by adjusting the set-up in all classrooms. |
| | <p>The Superintendent will oversee a reopening plan for the building that specifically addresses social distancing for all classrooms, bathrooms, hallways, and offices in the school.</p> <ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet if feasible (not required) when determining the classroom layout. Desks should face in the same direction (rather than facing each other) or students should sit on only one side of tables, spaced apart. • Where necessary, assess other spaces that may be repurposed for instruction in the school. • Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be considered an option. • Floor markings throughout classrooms and the school may be included to illustrate social/physical distancing. |
| | The Facility Manager and Principals will work together to ensure that classroom furniture besides desks is adjusted to create the maximum amount of space between students. |

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| | Some classroom bookcases, reading nooks, storage cabinets will be removed/repositioned to create the maximum amount of space between students. |
| | The Facility Manager and Principals will work together to ensure that a dedicated medical isolation room has been identified in the building. |
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| 3 | School Administrators will ensure that schools restrict the shared use of materials. |
| | Principals will work to ensure that staff restrict the sharing of educational materials between individuals (including such items as books, manipulatives, computers, calculators, writing utensils, and art supplies). Teachers will ensure that there is a procedure for disinfecting any electronic devices, toys, books, and other games or learning aids that must be shared during the same schoolday. |
| | Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed. Items that cannot be cleaned and sanitized (such as shared stuffed animals in classrooms) will not be allowed in classrooms. |
| | Each student's belongings/school supplies will be separated and in an individually labeled storage container, cubby, locker, or other designated area depending on the grade level and/specific course. Students will be encouraged to take home belongings each day to be cleaned. Belongings such as personal stuffed animals and other toys will be strongly discouraged. |
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| 4 | The Facility Manager will ensure that handwashing and sanitizing stations will be readily available. |
| | The school will ensure that staff, students, and visitors have access to soap and water and/or hand sanitizer containing at least 60% alcohol at all times. |
| 5 | The Facility Manager and School Administrators will oversee a rapid response plan for suspected or confirmed cases of COVID-19. |
| | The building will have a plan to close off areas used by any sick person and not reopening those areas or using areas before cleaning and disinfection. The Facility Manager will oversee the proper cleaning of any such area. |
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| Operations Expectations for reopening Beecher Road School | |
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| 1 | The Nursing Supervisor will oversee staff training on the physical protection of the school community. |
| | <p>The schools will provide required staff training on the following as part of the reopening prior to the start of school:</p> <ul style="list-style-type: none"> • Physical distancing of staff and students • Symptom screening, including temperature checks • Proper use of protective equipment • The correct use of cloth face coverings / masks • Cough and sneeze etiquette • Keeping one's hands away from one's face • Frequent handwashing and proper technique • Confidentiality around health recording and reporting |
| 2 | Staff training on the mental health wellness of students will be available throughout the year. |
| | <p>The schools will provide staff training on the following (in addition to Social/Emotional Learning expectations):</p> <ul style="list-style-type: none"> • Training on trauma-informed practices and suicide prevention. • Youth Mental Health First Aid • Confidentiality around health recording and reporting. |
| 3 | Signage in will be posted in school that is highly visible as well as being accessible for students with disabilities. |
| | <p>The Facility Manager and Principals will work together to ensure the distribution of information and regular communication about the actions school communities can take to stop the spread. Signs will be posted in highly visible locations (e.g., school entrances, staff areas, and restrooms) that promote everyday protective measures and provide instruction related to properly washing hands and properly wearing a cloth face coverings or masks. https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html</p> |
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| Food Service Expectations for Reopening Beecher Road School | |
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| 1 | The Cafeteria Supervisor will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition. |
| | The Cafeteria Supervisor will actively promote and determine eligibility for and make available free and reduced-price meals to all eligible students. |
| | The Cafeteria Supervisor will comply with the U.S. Department of Agriculture's (USDA) regulations and policies (and any changes occurring) for school meals and milk including the meal pattern requirements. |
| | The Cafeteria Supervisor will ensure that the schools 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. |
| | The Cafeteria Supervisor will proactively plan and be prepared at all times throughout the year for expedited meal access during including a short period (2-5 days) and a longer period (2 weeks) of closure. |
| | The Cafeteria Supervisor will oversee PPE for food service operations such as masks, gloves, physical barriers in serving areas, etc. |
| 2 | Food service will be designed to promote social distancing. |
| | The Cafeteria Supervisor working with Principals will determine the appropriate meal distribution method (Cafeteria Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc. |
| | The school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options. Meals service communications will communicate social distancing requirements and include any additional school options as follows: <ul style="list-style-type: none"> • additional lunch waves to separate classroom cohorts; • staggering cafeteria use throughout the late morning/early afternoon; • increasing the number of meal service access points; • serving meals in cafeteria and then returning to classrooms or alternate locations; • serving meals in classrooms and alternate locations; |
| | The Principals will possibly arrange for smaller lunch waves. For all grades, classroom cohorts may have staggered entrance time into the cafeteria to purchase lunch items, students must remain separated remain separated from each other by a distance that is recommended to be at least 6 feet. |
| | School cafeteria and meal service plans will be adjusted based on level of concern of transmission. |
| | Physical barriers, such as sneeze guards and partitions, at point of sale and other areas will be installed where maintaining physical distance of 6 feet is difficult. |
| | If meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning will be in place. |
| Communications Expectations for Reopening Beecher Road School | |
| 1 | The Superintendent will oversee communications regarding planning and reopening. |
| | Families, staff, and the community will receive weekly updates via email, website and/or social media during the school year directly from the Superintendent regarding this plan and future COVID-19 planning. |
| | Changes to planning, changes in the status of the school schedules, and any school closures will be communicated directly from the Superintendents or his designee to the school community. |

Checklist - Instruction



Instruction



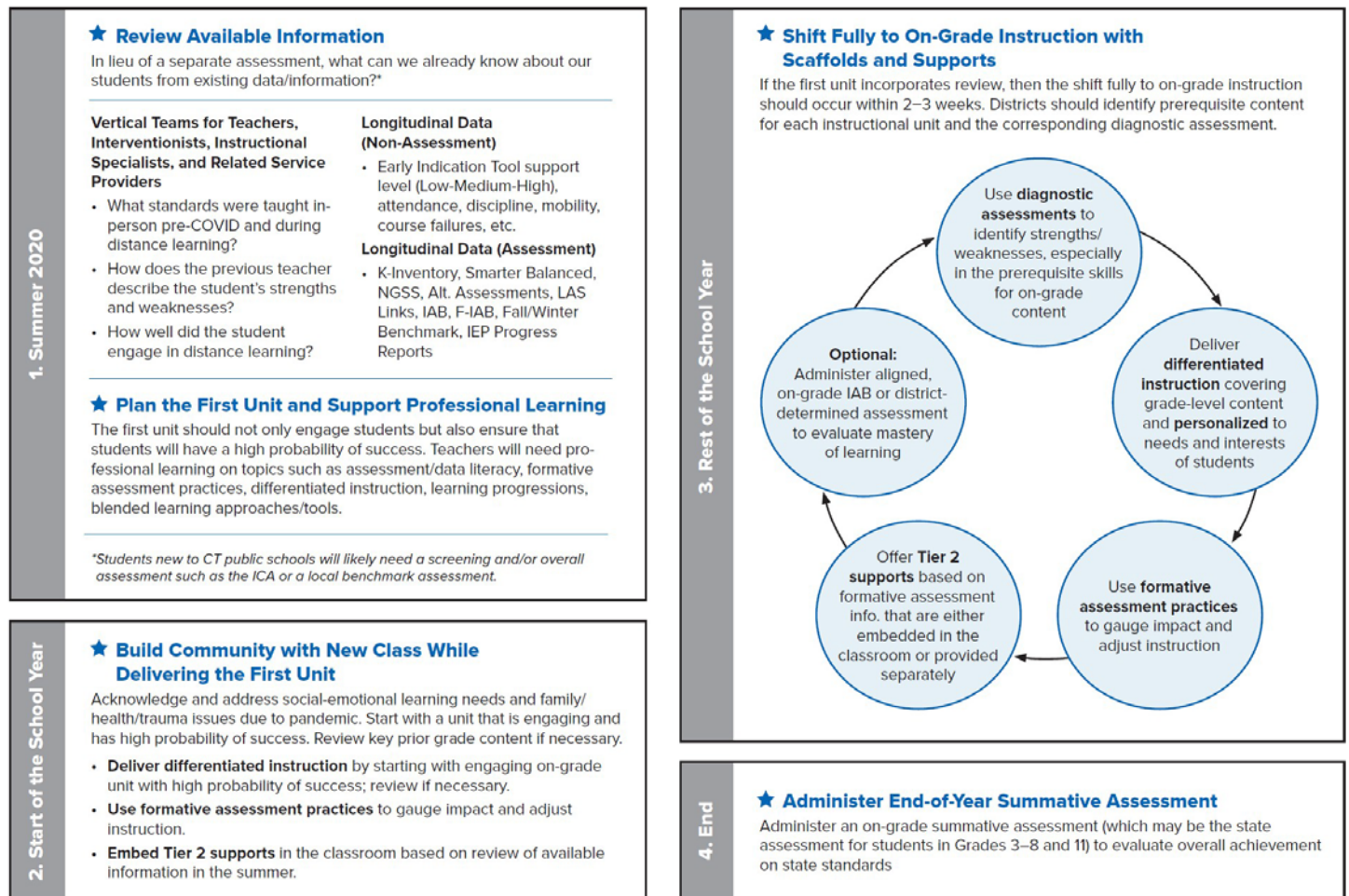
The **Classroom Cohort Model** will be used predominantly in Grades PreK-6. A Cohort is a stable group of students and educators with consistent members that stay together throughout the school day to help mitigate the risk of spreading the virus. It is still expected that students & individuals within the cohorts maintain as much physical distance as possible. The classroom cohort will spend as much of the day together as a group as possible with a single teacher or with teachers of different subject areas meeting the cohort in the cohort's assigned classroom(s).

| Instructional expectations for reopening Beecher Road School | |
|--|---|
| 1 | The instructional day and building schedules may be modified to meet the current health situation. |
| | The Superintendent will communicate to staff and families any class cancelation (or adjustment in schedule) and subsequent reopening in the event that the State cancels in-school classes for all or restricts attendance requiring employing the school's plan for a Hybrid Model. |
| | The Superintendent will base district closure using the most up-to-date information on specific cases in the community or in a school with the consultation of local health officials and the district medical supervisor. |
| | The Superintendent will notify the State Department of Education should a local decision be made to close under the guidance of local health officials and/or the district medical supervisor. |
| | The Principals will review current instructional schedules in each school and make any modifications necessary to reopen and best meet the needs of students and staff members for a full return to school. |
| | The Principals will be prepared to amend schedules as necessary due to increased transmission in the school and/or the community. Alternate Models will include: <ul style="list-style-type: none"> • 50%/50% Hybrid Models for a moderate increase in transmission including A-B Student Cohorts of alternating days or alternating weeks, or • Distance Learning for a large increase in transmission |
| | The Principals and teachers will proactively plan and be prepared at all times throughout the year for an expedited shift to Distance Learning instruction during a required short period (2-5 days) and a longer period (2 weeks) of closure. |
| | The Principals and technology department will proactively plan and be prepared at all times throughout the year for expedited technology access/support for a required period of Distance Learning including a short period (2-5 days) and a longer period (2 weeks) of closure. |
| | The building administration will consult and share resources for teaching in a Distance Learning environment which can be found in the Plan to Reimagine CT Classrooms for Continuous Learning and the CT Remote Learning Hub |
| | The schools will evaluate and adapt any revised models of instruction throughout the year with all educational partners and staff. |
| | |
| 2 | Principals will groups students in Classroom Cohorts in Grades PreK-6 as much as possible. |
| | Classroom cohorts will be established and use the same classroom every day and for the most part utilize the same hallways, bathrooms, and other area of the school as much as possible. Cohorts will be assigned a team of teachers and support personnel. |

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| | Principals and teachers will educate students, families, and staff on the value of cohorts, ensuring they understand that other health and safety guidelines remain important to minimize the risk of infection. |
| | Principals and teachers will restrict the mixing of classroom cohorts for the start of the school year as much as possible. |
| | Teachers will push into the cohort classroom as much as possible for academic classes and specials including Art, Music, Library, & Technology resulting in teachers of specific content areas rotating through the building, instated of student groups. Physical Education classes will take place in the cohort classroom and/or outdoors to the greatest extent possible. |
| | Students in each cohort will have assigned seating in the cohort classroom as much as possible. |
| | Students in each cohort will have assigned materials in the cohort classroom as much as possible. |
| | The Principals will create schedules that stagger passing in hall by adjusting schedules to ensure students change rooms, if necessary, at different times as much as possible. |
| | |
| 3 | All learning experiences will be reviewed in order to ensure safe and appropriate instructional practices. |
| | The building administration will oversee all learning experiences and any curricular modifications in order to provide safe environments for students and teachers. |
| | The building administration will oversee all learning experiences and any curricular modifications in order to provide an appropriate, high standard of learning for students and teachers. |
| | Courses and activities that may involve risk to students and staff (singing, playing instruments, food production and consumption, etc.) will be approved in advance by the Principals and the Superintendent. |
| | School assemblies, concerts, and other programs with a larger number of students will be limited and require approval of the Principals and the Superintendent. Decisions will be made based on size of activity, ability to maintain proper distancing and safety expectations. |
| | Field trips and off campus experiences will be limited and require approval of the Principals and the Superintendent. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged. |
| | |
| 4 | Building Principals and Instructional Leaders will work together to identify learning gaps, learning barriers, and find innovative ways to meet the needs of children. |
| | Diagnostic assessments will be used to identify specific areas where instruction or intervention may be needed to improve student learning (after first 30 days in school). |
| | Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal. |
| | Teachers will use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals. |
| | School teams will develop common diagnostic, formative, and summative assessment tools across the district/school for comparative analysis to identify specific targeted student learning needs. |
| | The Principals and SRBI team will refine the school's multi-tiered system of support and include guidance for implementing Tier 1 strategies before offering Tier 2 interventions and when and how to offer Tier 2 and Tier 3 supports. |
| | District Administrators and Specialists will identify and plan for grade level/subject level/team improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process. |
| | The Special Services Director will oversee appropriate accommodations for students and share innovative ways to meet unique student needs with teachers. |
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| 5 | Utilize data to ensure that all children are performing at grade level by the end of the 2020-21 school year. |
| | Clearly established learning goals will be shared with students and families (i.e., progress reports). |
| 6 | The State of Connecticut will develop a Remote Learning Model for learning at home due to medical concern, illness, quarantine, or other reasons. |
| | A survey will be shared to find out which students will participate in In-Person Learning, State of Connecticut Remote Learning with school support, or Home Schooling without school support. |
| | The CT Remote Learning Hub (https://portal.ct.gov/SDE/Academic-Office/CT- Learning-Hub) will provide high quality, high impact resources from experts in the field for academic content, social, emotional health and well-being. |
| 7 | The schools will base assessment practices for 20-21 on the Connecticut Department of Education model found in: <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i>. |

Sensible Assessment Practices in 2020–21 and Beyond



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| 8 | The Special Services Director, and Special Education staff will oversee programming and transition back to school for all students with IEPs. |
| | The school will oversee programming for the fall with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During the spring of 2020 closure, the schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. |
| | The school will treat students eligible for special education and other special populations as general education students first. 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. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider remote learning schedules if needed. |
| | Programming decisions will not be based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills. |
| | The Special Education teacher and staff will communicate with families of students with a high level of need to develop transition plans to assist special population and special education students in their return to the school building. |
| | When a high need special education student is unable to wear a mask, staff members will be provided a mask, face shield and gown (clear masks could also be utilized). |
| | The EL teacher will work with EL students assuring the provision of a free and appropriate public education (FAPE). |
| | Upon request, families may be provided communication through translation and/or interpretation in their native language. |
| | If a student, who is EL and also has an IEP, they would continue to receive both services whether instruction takes place in school or through a blended or remote learning model. |
| 9 | The Principals will oversee the safe implementation of Physical Education Art, and Music, Courses and extracurricular activities. |
| | All educational programming in PE, Art, and Music will be expected to adhere to all CDC, state, and local guidelines related to social distancing and disinfecting areas & equipment. |
| | The Principals will work with teachers to plan for physical education, fine arts, and music curricula that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education activities to ensure the full inclusion by all students. |
| | PE at all levels will focus as much as possible on activities, fitness, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness, utilizing alternative environments, land-based activities, and individual sports/activities. |
| | PE activities will assist as much as possible in the support of social-emotional learning. |
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| | <p>Music and Art classes will strive to maintain current program of studies and course offerings, utilizing the following safety precautions:</p> <ul style="list-style-type: none"> • Maintain proper spacing of at least 12 feet when students are singing or performing wind instruments by scheduling large ensembles in auditoriums, outdoors, cafeterias, gyms or other large spaces. Focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments. • Schedule large ensembles into smaller groups throughout the day. Shift curriculum focus to solo and small ensemble work and create virtual performance experiences and assessments. • Continue full access to beginning instrumental music. Maintain small homogeneous groupings of instruments for lesson instruction. • Provide individual art supply kits for each student or plan for increased sanitization between all use. • Explore the use of on-line apps or platforms for student art work. |
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Checklist - Social/Emotional Growth



Social/Emotional Growth

While much uncertainty surrounds how and when school will reopen, we know that social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. Administrators need to bring together teachers, school staff, families and community partners to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

From "Leveraging the Power of Social and Emotional Learning" (casel.org)

| Social/Emotional Expectations for Reopening Beecher Road School | |
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| 1 | The Special Services Director will work with mental health staff to ensure the inclusion of Social/Emotional Learning (SEL) to benefit the entire school community. |
| | Plan for experiences that ensure that the schools place adult and student wellness first to establish a positive, safe, and supportive learning environment. Strategies will be identified to engage populations and specific students that have been disengaged. |
| | Develop programming designed to help children and adults in the school community to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. |
| | An emphasis on the social emotional well-being of students at the start of the year will be crucial. Many teachers have been trained in Responsive Classroom philosophy and should focus on the first six weeks of school (https://www.responsiveclassroom.org/the-first-six-weeks-of-school/). Focusing on the well-being of our students, rather than academic assessments is imperative to ease fears and build a community of caring, trust and support. |
| 2 | Coordinate SEL activities prior to the reopening. |
| | Communicate to the school community that SEL is foundational to the holistic success of the school community and a necessary aspect of a highly functioning school community. |
| | Seek the voices of perspectives of students, families, educators, and other adults to develop responsive transitions plans. Engage directly with staff families and provide activities to help them feel comfortable back in the schools. |
| | Explore piloting SEL curriculum. |
| | Assess the social and emotional support needed by the students during the initial reopening period as a result of the Distance Learning period. Encourage that all parties reflect on the students' ability to navigate the unprecedented challenges of the alternative learning contexts during Distance Learning. |
| | Engage the staff in reflecting on what they've learned from the spring of 2020 and how this experience will shape the coming years for them and their students. |
| | Provide professional development as available prior to the start of school. Share resources on SEL, including the Collaborative for Academic, Social, and Emotional Learning (CASEL) publication, "Leveraging the Power of SEL". |

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| 3 | Integrate SEL activities into to the reopening process. |
| | Consider how staff can coordinate to check in regularly with a small groups of students and families; and how counselors, social workers, school psychologists, and nurses can connect with students and families before schools reopen. |
| | Intentionally build structures that promote supportive adult-student relationships and a sense of belonging. Ensure every student has at least one caring adult at the school who checks in regularly with them and whom they can reach out to. |
| | Develop a plan in each school to provide non-academic-focused check-ins with students. |
| | Create exercises/lessons or videos on alternative ways to communicate feelings given that wearing masks may alter the understandings of how individuals are feeling. |
| | Create exercises/lessons or videos on positively communicating the need for physical distancing in the classroom as children naturally hug, touch, etc. when playing. |
| | Help staff with strategies to handle students' and/or families' varied understandings of physical distancing measures by school personnel. |
| | Coordinate with all staff the best ways to assist students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability. |
| | Coordinate with all staff the best ways to support movement to ensure children are expending adequate energy. As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Assist staff in building in transition activities that allow for movement. |
| | Weave in opportunities for students to practice and reflect upon social and emotional competencies throughout the day |
| | Assist staff in engaging students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world. Include discussions that will elevate racial consciousness as students were not present together in school during recent events in the U.S. |
| | |




The coming months will mark continued transitions for everyone in school communities as they prepare for an academic year that offers new types of relationships, learning and operations. The transition may bring excitement, anxiety, concern, and other complex emotions as students wonder what the return to classrooms will look like, anticipate reconnecting with peers and teachers, and look forward to engaging in person in supportive learning environments. This moment will also call upon educators to intentionally and relentlessly foster emotional and physical safety and a sense of belonging throughout their school community.

High-quality SEL implementation provides students and adults an opportunity to continue cultivating critical skills - such as empathy and compassion, self-regulation, stress management, communication, collaboration—that they will need not only to manage their experiences during the pandemic, but also to be caring, contributing members of their communities. SEL can also help educators reflect on how this experience has shaped our understanding of what and how we teach in schools, as well as the conditions that fully and equitably support student learning.

Checklist -Transportation



Transportation

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|  <p>CONNECTICUT SAFE STATUS Vaccine available or effective treatments for COVID-19</p> |  <p>CONNECTICUT LOW STATUS Low transmission risk in the community of COVID-19</p> |  <p>CONNECTICUT MODERATE STATUS Moderate or more severe spread of COVID-19</p> |
| <p>Full Capacity on Bus Bus transportation can operate with no restrictions</p> | <p>Up to Full Capacity on Bus Bus transportation can operate up to full status with face coverings / mask requirements and loading and unloading restrictions</p> <p style="text-align: center;">★</p> <div style="border: 1px solid red; padding: 5px; text-align: center;"> <p>This is the status for the beginning of school.</p> </div> | <p>Limited Capacity on Bus Bus transportation can operate with seating and spacing restrictions, face coverings / mask requirements, and loading and unloading restrictions.</p> <p>Reduced Number of Students and seating based on strict social distancing guidelines</p> |

| Transportation expectations for reopening Beecher Road School | |
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| 1 | Transportation status will be determined by the State of Connecticut and/or DPH. |
| | In the “ low status ” currently determined to be the status of Connecticut, student passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The passenger’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. Passengers should 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 front to back by seat. This will reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading. |
| | If the state determines that we are in a “ moderate status ” student passenger density will be significantly reduced because schools will be employing a hybrid model of learning (A-B days or A-B weeks) when in this status. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Passengers will be required to wear a face covering or mask 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 should 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 front to back by seat. This will reduce the number of people passengers pass by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading. |

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| 2 | Transportation to and from by parents/guardians will be encouraged. |
| | Parents are encouraged to transport their children to school to avoid possible exposure on the bus. |
| | The Principals will conduct a survey to find out which students will be driven by parents at the start of the school year. |
| | The Principals will assess if a staggered arrival and drop off of buses and cars will enhance safety protocols in place. |
| | The Principals will plan vehicle flow and logistics particularly if there are more family transport vehicles. |
| | The Principals will develop arrival/departure procedures that limit unnecessary entrance of parents and guardians into the building. The school will allow for minimal contact of parents with school personnel and students while dropping off and/or picking up students during the day. |
| 3 | Proper hygiene habits will be practiced on the bus. |
| | Parents of students in younger grades will be asked to assist in social distancing at bus stops and during pick-up and drop-off. |
| | Parents of students in younger grades will be asked to secure masks on students at bus stops prior to students entering the bus. |
| | Students will be required to wear a face covering or mask that completely covers the nose and mouth during transit. |
| | Seating arrangements will be adjusted on buses to prevent students from passing one another while loading/unloading as much as possible. <ul style="list-style-type: none"> • First students to load on bus sit in back, filling seats toward the front of bus • Students in front unload first • Loading process at school based on route to promote limited passing in aisles • Assigned seats will be arranged for students in Grades K-6 |
| | The Bus Cohort Model will be expected in all Grades K-6. Stable groups help to mitigate the risk of spreading the virus. Students will only be permitted on the bus to which they have been assigned in order to minimize cross-contamination of student groups. Students will be expected to ride the bus they are assigned to in the AM and PM daily. <i>The only exceptions will be for permanent daily daycare.</i> |
| 4 | Bus drivers will follow the expectations for school employees regarding health and screening. |
| | Screening: Drivers are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms outlined by public health officials. Drivers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19. |
| | Drivers are instructed to self-screen before beginning their bus run by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent with COVID-19. Drivers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19. |
| | Bus Drivers must wear face masks. These must always be worn when children are in the bus. |
| 5 | Numbers of students on each bus will be confirmed by the State and/or by local health officials. |
| | Schools will ideally adjust schedules with as little impact as possible to meet transportation requirements. Bus routes will not initially be based on survey results from parents whether they will drive students to school; however, this information will be important if the State indicates that the number of students on buses must be reduced. If extra runs are required to accommodate students and distancing expectations, students will not be penalized for arriving late to school. |

Checklist –Other Areas



Staffing / After School Programs




| Staffing and Personnel Expectations for Reopening Beecher Road School | |
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| Certification and Personnel Planning | |
| 1 | Administration will survey Faculty and Staff regarding plans to return to work for the first day of school. |
| 2 | Administration will work with staff and CSDE Certification Bureau when appropriate. |
| 3 | Administration will determine vacancies and other needs. |
| 4 | Administration will interview and employ additional staff as needed. |
| Professional Development | |
| 1 | Beecher Road School faculty and staff will return to school on August 21st, 24th, and 25th for Professional Development Training. Training will include the following: signs and symptoms of COVID-19, standard Public Health protocols, hygiene practices, PPE, reporting illnesses and supporting SEL. Faculty and staff will have ongoing training as changes occur in recommendations to public health data. |
| 2 | Our PDEC (Professional Development and Evaluation Committee) will meet virtually to make recommendations about professional learning topics and resources for teachers, teaching assistants and administrators. |
| 3 | Training will continue on the technological needs of our faculty and staff. Training videos have been developed and are located on Beecher Today will assist teachers and teaching assistants with commonly used applications. |
| 4 | Student accessibility to technology will be assessed and addressed. |
| 5 | School Mental Health staff will assist teachers and teaching assistants with the SEL needs of our learners as well as their own mental health needs. |
| 6 | Wellness days/times will be established within our school community to assist with SEL for both faculty, staff, and students. |
| After-School Programming | |
| 1 | Our afterschool programs, which include but not limited to the following: Chorus, Guided Study, Student Council, Math Olympiads EDay, and Recreation, will follow the requirements outlined in this document, as applicable, for the use of face coverings that cover the nose and mouth and maximizing social distancing. |
| 2 | Providing spaces in our school building that ensure social distancing rules and guidelines are maintained as well as the cohorting of students as applicable. |
| 3 | Classroom usage for after-school programs will be consistent to maximize the disinfecting of rooms by custodial staff and minimizes student exposure to others. |
| 4 | Maximizing social distancing to other groups with assigned classroom spaces, assigned bathrooms for student use and strict dismissal policies will limit exposure. |
| 5 | When feasible, the same cohorting recommendations as outlined in this document will apply to after school programs. |

Pandemic Response Planning



Pandemic Response

Pandemic Response planning for reopening Beecher Road School

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| LITTLE OR NO COMMUNITY TRANSMISSION | MINIMAL or MODERATE COMMUNITY TRANSMISSION | SUBSTANTIAL COMMUNITY TRANSMISSION |
| Instruction is 100% in-person | Instruction is 100% in-person or 50/50% Hybrid | Instruction is 100% Distance Learning |
| Daily attendance rates monitored | Daily attendance rates monitored and shared with local health officials | Attendance for Distance Learning is monitored based on participation from home |
| Teaching and reinforcing of healthy hygiene | Concentrated reinforcement of healthy hygiene | Communication to home on healthy hygiene practices |
| Prevention measures in place | Heightened prevention measures in place | Quarantine measures in place for essential personnel |
| Social distancing in place | Heightened social distancing in place with limitations in activities/events | Quarantine measures in place |
| Group gatherings/events limited; all require approval | Group gatherings/events postponed | All group gatherings/events canceled |
| Remain prepared for Distance Learning while learning is In-Person at school or hybrid learning takes place | Active Preparation for Distance Learning and/or short-term school dismissals resulting in possible Distance learning for two-week periods | Continued engagement in Distance Learning during extended school dismissals for long periods |
| Cleaning and disinfecting in place | Intensified cleaning and sanitizing in place | Classroom and building sanitized and shut down |
| Regular communication with local health officials | Coordination of closure with local health officials | Order of closure from local health officials and/or Executive Order for closure from Governor's Office |





A confirmed case in the school building:



Assess risk with local health officials.



Plan for short (2-5 days) or longer (10 days) closure

to clean, disinfect, and contract trace

in consultation with the Quinnipiack Valley Health District.

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| 1 | The Beecher Road School Pandemic Response includes a tiered response for school attendance based on transmission in the community and/or in the school. | | |
| |  NO COMMUNITY TRANSMISSION |  MINIMAL COMMUNITY TRANSMISSION |  SUBSTANTIAL COMMUNITY TRANSMISSION |
| | Community transmission of COVID-19 will impact the school planning, operations, and instruction as indicated in the chart above. (Detailed schedules included earlier in this reopening packet). | | |
| 2 | The Beecher Road School Pandemic Response includes for an immediate response for a confirmed diagnosis in the school. | | |
| | |  IN SCHOOL TRANSMISSION | |
| | <p>If a student, staff member or visitor has been present in school has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal will contact the District Office and the Superintendent. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).</p> <p>The Superintendent/Nursing Supervisor notifies the local health officials (Quinnipiack Valley Health District) immediately.</p> <p>The Quinnipiack Valley Health District will assess risk of further transmission in the school.</p> <p>Decisions are made concerning:</p> <ul style="list-style-type: none">• CONTACT TRACING• CLOSURE• CLEANING• CONTINUITY OF EDUCATION• REOPENING OF SCHOOL <p>The decision to suspend or close the school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials (Quinnipiack Valley Health District). Board of Education members and town officials are notified of closure as well as the State Department of Education.</p> <p>BRS will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.</p> <p>All communications to the school community including staff and families are made through the District Office.</p> <p>During school dismissals, all extracurricular activities and school-based after-school programs are canceled.</p> | | |

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| 3 | <p>As part of the Beecher Road School Pandemic Response, the Superintendent is authorized to make immediate decisions for the safety of the students and staff.</p> |
| | <p>The Superintendent may exclude staff and/or students who have signs or symptoms of COVID-19 until a documented negative COVID-19 test result of note from a healthcare provider clearing them to return to schools is provided.</p> <p>The Superintendent may exclude staff and/or students who have recently had close contact with a person with COVID-19 for a duration that is appropriate given the situation.</p> <p>The Superintendent may suspend any activity or program at any time due to health and safety risks.</p> <p>The Superintendent may suspend in-person classes at any time due to health and safety risks.</p> |
| 4 | <p>There will be a coordinated effort among the school to ensure that students and staff take everyday preventive actions to prevent the spread of respiratory illnesses.</p> |
| | <p>The Superintendent and Principals will develop a strong communication program, “Keeping our Schools Open” encouraging all parties to stay home when sick or feeling sick; appropriately covering coughs and sneezes; practicing social distancing; cleaning and disinfecting frequently touched surfaces; and washing hands often with soap and water or using hand sanitizer.</p> <div data-bbox="667 716 1062 993" data-label="Image"> <p>A graphic with a blue background. On the left, the text 'Keeping our schools' is in a small white font, and 'OPEN' is in a larger, bold white font. To the right of the text is a white illustration of an open door with a small window showing a blue square.</p> </div> |
| 5 | <p>Communication guidelines are established in the school according to the appropriate transmission tiers or an in-school case.</p> |
|  | <ul style="list-style-type: none"> • Daily to weekly communication will be shared with staff and families concerning the status of school's reopening efforts and continuing safety efforts. • The Beecher Road School website, newsletters, Instagram page, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Quinpiack Valley Health District as materials become available. • Information will be made available to parents and community members if one of the school building is designated or participates as vaccination site. |
|  | <ul style="list-style-type: none"> • Daily to weekly communication will be shared with staff and families concerning the status of school. • The Beecher Road School website, newsletters, Instagram pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Quinpiack Valley Health District as materials become available. • As needed, update and share information on Distance Learning plan and procedures for school closure and moving to learning at home. • If necessary, update and share information on moving to hybrid scheduling (50% of students) and procedures for any adjusted schedule. • Students who are absent from school are called to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care. • Close communication is maintained with absent staff members to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care. • Provide information and education to staff, students and families regarding pandemic flu, individual prevention measures, and various community/school plans and updates. |

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|  | <ul style="list-style-type: none"> • The Beecher Road School website, newsletters, Instagram pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Quinnipiack Valley Health District as materials become available. • As needed, update and share information on length of Distance Learning and procedures for school reopening. • If necessary, share information on possible return to school and outline procedures for moving to a hybrid scheduling (50% of students) and procedures for any adjusted schedule. • Students who are absent from online instruction are called to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care. • Close communication is maintained with absent staff members to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care. • Provide information and education to staff, students and families regarding pandemic flu, individual prevention measures, and various community/school plans and updates. |
|  | <ul style="list-style-type: none"> • <u>A confirmed case in the school building</u> results in immediate communication with local health officials (Quinnipiack Valley Health District) resulting in a determination of length of closure. • Communication is immediate to all staff and families, as well as to local and state officials that a school or the school district is shutting down for a time period (to be determined). • The Beecher Road School website, newsletters, Instagram page and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Quinnipiack Valley Health District as materials become available. • Procedures for closure and reopening are shared with the staff and parents. |

Implications from Medical Literature

This section summarizes some of the emerging themes and implications from the medical literature on childhood susceptibility to and transmission of COVID-19 as of mid-June 2020. Because COVID-19 is a novel disease, this literature is growing rapidly, and new information is emerging almost every day. Our guidance will continue to evolve as the science develops.

At this time, the evidence suggests schools have not played a significant role in COVID-19 transmission and that children, particularly younger children, are less likely than adults to be infected with COVID-19. Furthermore, if they become infected, it appears children may be less likely to transmit COVID-19 to others.

Based on these initial findings, the health and safety requirements throughout this guidance, as well as considering the key features of school programming at different grade spans, the current evidence supports a safe in-person return to school with implementation details varying for elementary schools (including pre-kindergarten programs), middle schools, and high schools.

Schools do not appear to have played a major role in COVID-19 transmission.

- In a review of COVID clusters, only 4% (8 of 210) involved school transmission.¹
- In a case study from New South Wales Australia, after 18 cases were found in schools (12 in high schools and 6 in primary schools), only 0.3% of student contacts were infected (1 in 695 individuals in 10 high schools and 1 in 168 individuals in primary schools). No teachers or staff were infected.²

In general, rates of COVID-19 infection are lower for children than for adults.

- Based on an analysis of data from six countries, children under 20 are half as susceptible to COVID-19 infection than adults.³
- Although children under the age of 18 make up 22% of the U.S. population, they account for less than 2% of all cases of COVID-19.⁴
- In Massachusetts, children under the age of 19 were about four times less likely than the population at large to be diagnosed with COVID-19.⁵ Children are more likely to be asymptomatic, however, which underscores the importance of health behaviors for everyone (masks/face coverings, distancing, handwashing, surface cleaning).⁶

If exposed, children may be less likely to become infected with COVID-19.

- A meta-analysis of studies from several countries found that children were only 44% as likely as adults to become infected after exposure (note: pre-print study).⁷
- In China, in households with COVID-19 exposure, children under the age of 18 were infected at a rate of 4% compared with 17% for adults.⁸

If infected, it appears children may be less likely to infect others with COVID-19.

- Most transmissions are from adults to children, rather than vice versa; this is different from some other respiratory viruses (note: pre-print study).⁹
- In a U.S. study of 15 households, 73% of transmissions were from adult to child (the remaining were child-to-child or child-to adult).¹⁰

Reopening Our Schools: Sources

Please note that sections of this document have been taken from or based on the following sources:

- **“Adapt, Advance, Achieve” Connecticut’s Plan to Learn and Grow Together** - Connecticut State Department of Education
- **“Reopen Connecticut”** - Rules for operating Summer School during COVID-19 - State of Connecticut
- **“Preparing for a Safe Return to Classroom Learning”** - State of Connecticut
- **“Stronger Together”** - A Guidebook for the Safe Reopening of California’s Public Schools - California Department of Education
- **“Back to School RI”** - Reopening RI: Health and Safety Guidance - State of Rhode Island
- **“Guidance on Required Safety Supplies for Reopening Schools”** - Massachusetts Department of Elementary and Secondary Education
- **“Initial Fall School Reopening Guidance”** - Massachusetts Department of Elementary and Secondary Education
- **“Preliminary Guidance for Phased Reopening of Pre-K to 12 Schools”** - State of Pennsylvania Department of Education
- **K-12 Schools and Childcare Programs** - FAQs for Administrators, Teachers, and Parents - CDC.gov/coronavirus
- **Recommendations for Protections and Procedures Regrading Education and Connecticut’s Public Schools** – Connecticut Education Association, CEA
- **Leveraging the Power of Social and Emotional Learning** - Available at https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf

References

- ¹ Leclerc, Q. J., Fuller, N. M., Knight, L. E., Funk, S., Knight, G. M., & CMMID COVID-19 Working Group. (2020). What settings have been linked to SARS-CoV-2 transmission clusters?. *Wellcome Open Research*, 5(83), 83. Available at <https://wellcomeopenresearch.org/articles/5-83/v2>
- ² National Centre for Immunisation Research and Surveillance (NCIRS) (2020). COVID-19 in schools – the experience in NSW. Available at http://ncirs.org.au/sites/default/files/2020-04/NCIRS%20NSW%20Schools%20COVID_Summary_FINAL%20public_26%20April%202020.pdf
- ³ Davies, N.G., Klepac, P., Liu, Y. *et al.* Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0962-9>
- ⁴ Coronavirus Disease 2019 in Children — United States, February 12–April 2, 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:422–426. DOI: <http://dx.doi.org/10.15585/mmwr.mm6914e4>
- ⁵ <https://www.mass.gov/info-details/covid-19-response-reporting>
- ⁶ Davies, N.G., Klepac, P., Liu, Y. *et al.* Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0962-9>
- ⁷ Viner, R. M., Mytton, O. T., Bonell, C., Melendez-Torres, G. J., Ward, J. L., Hudson, L., ... & Panovska-Griffiths, J. (2020). Susceptibility to and transmission of COVID-19 amongst children and adolescents compared with adults: a systematic review and meta-analysis. *medRxiv*. Available at <https://www.medrxiv.org/content/10.1101/2020.05.20.20108126v1>
- ⁸ Wei Li, Bo Zhang, Jianhua Lu, Shihua Liu, Zhiqiang Chang, Cao Peng, Xinghua Liu, Peng Zhang, Yan Ling, Kaixiong Tao, Jianying Chen, Characteristics of Household Transmission of COVID-19, *Clinical Infectious Diseases*, , ciaa450, <https://doi.org/10.1093/cid/ciaa450>
- ⁹ Zhu, Y., Bloxham, C. J., Hulme, K. D., Sinclair, J. E., Tong, Z. W. M., Steele, L. E., ... & Gilks, C. (2020). Children are unlikely to have been the primary source of household SARS-CoV-2 infections. Available at <https://www.medrxiv.org/content/10.1101/2020.03.26.20044826v1>
- ¹⁰ Mannheim, J., Gretschi, S., Layden, J. E., & Fricchione, M. J. (2020). Characteristics of Hospitalized Pediatric COVID-19 Cases—Chicago, Illinois, March–April 2020. *Journal of the Pediatric Infectious Diseases Society*. Available at <https://academic.oup.com/jpids/advance-article/doi/10.1093/jpids/piaa070/5849922>



REOPENING Beecher Road School

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

Contact the Superintendent for additional information and/or questions:

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Parents and community members are welcome to attend meetings of the Woodbridge Board of Education during which these plans will be shared and discussed.