BRISTOL PUBLIC SCHOOLS

REOPENING PLAN 2020

BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

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Bristol Public Schools
Reopening Goal

Above all else, upon reopening of schools, our students and staff will be assured to learn and thrive in a **safe and emotionally and intellectually supportive school and classroom environment**. Our students will learn through **high-quality, equity-centric instruction** delivered by skilled educators who **hold high expectations** for their learning, following our Vision of the Graduate and BPS curricula.

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Core Planning Team Members

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District and School Liaisons, Communications Plans, and Data Collection

District Liaisons

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

Covid-19 Health and Safety Compliance Liaisons

Dr. Michael Dietter   Dr. Samuel Galloway
Deputy Superintendent   Director of Talent Management
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Covid-19 School Medical Advisors

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School Health Service Coordinator   Director of Health
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School Liaisons

Name	Location	Contact Information	Phone
Principal Wininger Nurse:	BCHS	peterwininger@bristolk12.org	860-584-7735
Principal Higgins Nurse:	BEHS	michaelhiggins@bristolk12.org	860-584-7876
Director Mr. Covino Nurse:	BPA	lawrencecovino@bristolk12.org	860-584-7709
Principal Fitzpatrick Nurse:	CHMS	marilizfitzpatrick@bristolk12.org	860-584-3881
Principal Sonstrom Nurse:	NEMS	danielsonstrom@bristolk12.org	860-584-7839
Principal Gaudet Nurse:	GH	scottgaudet@bristolk12.org	860-584-7822
Principal LeVasseur Nurse:	WB	michellelevasseur@bristolk12.org	860-584-7815
Supervisor Ms. Peck Nurse:	BECC	kristenpeck@bristolk12.org	860-584-3335
Principal Irvine Nurse:	Edgewood Elem.	kristinirvine@bristolk12.org	860-584-7828
Principal DeLeo Nurse:	Hubbell Elem	kristinedeleo@bristolk12.org	860-584-7824
Principal Gomes Nurse	Ivy Dr.	emilygomes@bristolk12.org	860-584-7844
Principal Hawk	Mt. View Elem	maryhawk@bristolk12.org	860-584-7726

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Nurse:			
Principal Farrell Nurse:	Stafford	latanyafarrell@bristolk12.org	860-584-7824
Principal Huber Nurse:	Southside	davidhuber@bristolk12.org	860-584-7812

Communications Plan

Bristol Public Schools and the Bristol BOE will base all decisions related to school level and district level reopening, school closures, health and safety measures, school programming and transportation needs on research and in concert with the recommendations of the BBHD. The health and safety of our students and staff are paramount. Any potential school closing (and reopening) due to illness will be guided by public health officials. While education is important, the health and wellbeing of our students and staff are far more significant.

The BPS Communications Plan is designed to provide accurate, timely, and valuable information. To that end, parents and staff should expect to receive a weekly message for as long as there is concern about COVID-19. In the case of an emergency, a daily message will be sent to all stakeholders as soon as information is available and accurate. All BPS district letters and communications can also be found on the district website, the BPS website is updated as necessary. Communications will be sent in English and Spanish via email, Powerschool messenger, and SMS texting. As a secondary means of communication, school and district websites and Twitter will be used. Webinars will be used throughout the summer to ensure information is provided timely and thoroughly.

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

As a community, state, and country we must ensure we work as a team to mitigate and prevent the spread of COVID-19. Our collective efforts this past spring, show that we were able to keep our students and staff safe and healthy, these efforts must continue as we welcome the 2020-21 school year.   Our BPS commitment is to ensure all persons are safe and our scholars are taught in nurturing learning environments, this commitment remains as important today, as it was through the school closure in 2019-2020. As we make collective commitments to keep one another safe by following the guidelines found throughout this plan, we must also ensure our students, staff, and families are sensitive to our community members from varying

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backgrounds and cultures. COVID-19 is not isolated to a particular country and does not discriminate- it is vital that we avoid stereotypical assumptions or discriminatory actions to anyone, anywhere, and at any time.

Choosing Not to Participate

Students

BPS will offer a virtual learning option for parents and students who may temporarily choose not to participate in the return to school. There are defined requirements when the participation of a student in school is limited due to a verified medical reason. However, parents and guardians may also voluntarily choose for students to engage in learning from home for a variety of other reasons.

Teachers and Staff

Teachers or staff who voluntarily identify as "high risk" or otherwise will be accommodated outside of the schoolhouse and will support operational needs via remote learning, including but not limited to the following:

- Working with students (virtually) who are unable to attend school;
- Developing and implementing district professional development (PD) (virtual or in-person);
- Assisting with continued PD to train teachers who need assistance with best practices for virtual teaching and learning.
- Serving as online tutors for those who need additional assistance.

HEALTH AND SAFETY

Prevention Strategies

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

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

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

Strategies to Reduce the Spread of Infection

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

Hand Washing

- Students and staff will be expected to wash hands often with soap and water for at least 20 seconds especially after being in a shared place, after blowing your nose, coughing, or sneezing.
- If soap and water are not available, hand sanitizer that contains at least 60% alcohol will be provided. When using hand sanitizer, be sure to cover all surfaces of your hands (front and back) and rub them together until they feel dry.
- Avoid touching your eyes, nose, mouth, and face with unwashed hands.
- Wash/sanitize your hands upon arrival to school, when leaving/transitioning from a classroom for any reason, and when prompted to do so by an adult.
- Classroom cohorts, where applicable, will be assigned specific washing stations, and/or hand sanitizer dispensers.

Coughing and Sneezing

Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow. Throw used tissues in the trash and immediately wash hands with soap and water for at least 20 seconds. If soap and water are not available, use a hand sanitizer containing at least 60% alcohol.

Disinfection Efforts

BPS will ensure surfaces that are frequently touched will be cleaned and disinfected routinely and frequently throughout the day. This will include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, toys, and equipment or any items/surfaces expressly identified as in need of cleaning. All cleaning products are approved for use in schools.

Social Distancing

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

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

- Outdoor instruction will be considered, when possible. School nurses will communicate allergies and/or asthmatic concerns to every classroom teacher before outdoor instruction is executed.

Classroom and Program Spaces

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

Material Sharing

- BPS staff will minimize the need to have multiple students sharing high touch materials. Staff will plan in advance to determine if additional materials or supplies are necessary to support instruction. Materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.
- BPS employees will clean, disinfect, or sanitize materials at the end of each school day, consistent with CDC guidelines and procedures outlined further in this reopening plan.

Use of Face Coverings, Masks, and Face Shields

- All staff, students, and visitors are required to wear a cloth face cover when attending a BPS program, school, or activity.
- No person will be granted access to student transportation or BOE buildings without a mask or face coverings with certain exceptions listed below.
  - Anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings or masks will not be required, per CDC guidance.
  - Anyone who has a medical reason making it unsafe to wear a face covering or mask will not be required.
- BPS will provide a mask to any student or staff member who does not have one.
- Face coverings should be clean, secured via a loop or elastic, and provide coverage of the mouth and nose. Face coverings should comply with existing BOE dress guidelines (references to alcohol or tobacco products, offensive messages, or images that may be disruptive to the educational process are prohibited). In the event a face covering is determined to be disruptive to the educational process, the student will be provided with a disposable mask and the parent/guardian will be notified of the concern.

Use of Face Coverings, Masks, and Face Shields

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

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

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

BPS staff will:

- Teach and reinforce the use of cloth face coverings.
- Remind students and others not to touch their face covering and to wash their hands frequently.
- Provide staff, students, and students' families information on proper use, removal, and washing of cloth face coverings.
- Provide guidelines regarding limited exceptions for the use of face coverings when other mitigating practices are in place, such as:
  - While eating, drinking, or when students are outside, and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations.
  - When engaging in high intensity aerobic or anaerobic workouts, when distance running or swimming or when advised by a consulting physician or healthcare provider due to an existing medical condition.
  - Teachers and staff who provide related services or work with special populations, such as students with hearing impairments, as long as they are properly socially distancing or behind a physical barrier.
- A schedule of mask breaks will be developed by the building administration in collaboration with the classroom teacher and if necessary, BBHD nurse, or special education representative. Factors to consider include, but are not limited to:
  - Age of student
  - Development
  - Presence of a disability or other medical condition
  - Ambient temperature and activity level

Face shields alone are not a sufficient alternative to the wearing of face masks for source control, rather both should be worn for additional protection or while delivering related services. The decision to utilize the face shield should take into account the following:

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- Face shields protect the eyes, nose, and mouth from contamination from respiratory droplets, along with masks or respirators.
- If medically required or where services provided pursuant to an Individualized Education Program (IEP) would require it, including but not limited to, speech and language services, evaluations, language acquisition activities, etc..
- Students and/or staff may wear face shields and clear masks, or remove masks when face coverings/ masks are not appropriate for the activity. Other mitigating strategies should be implemented in these cases, including maximizing social distancing.
- Staff working with students who are not wearing face coverings due to one of the exceptions, and also cannot maintain social distancing, should be provided increased protective equipment, including face shields, masks, and disposable gowns.

Standard Public Health Practices and Adequate Supplies

All staff, students, and visitors to BPS will be educated and engaged in the expectations of all public health policies and protocols related to COVID - 19. As part of this requirement, BPS staff will assess the best approach to communicating the information for the age and developmental needs of their students. BPS schools and programs will set aside time at the beginning of the school year, as well as provide frequent reminders of the new policies and protocols.

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

BPS will provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings, and no touch trash

receptacle (no lid). Trash receptacles will be emptied when they are approaching ⅔ full. A covered waste receptacle for the disposal of feminine hygiene or related products is required.

Student Screening

Immunizations and Health Assessments

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

Immunizations: Guidance from the Department of Public Health was issued on June 17, 2020, and emphasized the importance of protecting students by staying up to date on immunizations.

Health Assessments: Guidance from the CSDE was issued on June 26, 2020, and outlined the requirements for Health Assessments prior to students enrolling in school.

Daily Screenings

Parents and guardians are strongly encouraged to screen their children on a daily basis for the following COVID-19 symptoms:

- Fever above 100.4 or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Parents and guardians should immediately notify the school nurse and their health care provider if they or their child display any of the above symptoms, become sick with COVID-19, test positive for COVID-19, or have been exposed to someone with COVID-19. Students who feel sick, have recently traveled to or from a CDC hotspot, or who have been exposed to a positive COVID-19 case, should stay at home and contact their health care provider and building administrator.

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

Staff Screening

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

- Fever above 100 or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

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

Employees who feel sick, have recently traveled to or from a CDC hotspot, or who have been exposed to a positive COVID case, should stay at home and contact their health care provider and building administrator.

Attendance Monitoring

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

BPS and BBHD staff will:

- Code all student and staff absences in PowerSchool (student) and AESOP (staff).
- A BBHD employee will maintain a secured log in each building with symptom codes for fever or COVID-related symptoms of employees or students.

- Staff, students, and families should immediately report all sickness directly to the school nurse. School nurses will assess self-report and engage in proper notification of BBHD and BPS administration.

The process to report Illnesses and Addressing Vulnerable Populations can be found here. If a school or region must cancel classes, attendance during periods of blended learning will be collected utilizing BPS login/check-in. For parents and students who choose not to participate and opt for a virtual platform, attendance will be monitored via logging in to the assigned BOE device and submission of work.

Containment Plans

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

- Immediate coordination with the BBHD, including being ready to comply with requests for information from the local health department to assist with contact tracing.
- Activation of the school-based response team (a school-based team may consist of crisis team members) and the District Crisis and Emergency Preparedness Team. The District Response Team's specific responsibilities are outlined in the Emergency Operations Manual.
- Use of the BPS Symptomatic Response Plan which includes the signs and symptoms exhibited by students or staff that would require their immediate dismissal from school; determine the period of time for absence; and conditions for their re-admittance to school.
- Notification to the BBHD if any person who has been present in school has a confirmed diagnosis of COVID-19.
  - Upon conferring with BBHD, BPS will determine appropriate response along continuum which may include:
    - Notification and alert via contact tracing
    - Selective temporary closure with deep cleaning protocol
    - Expanded closure with deep cleaning protocol
- Identification of an "isolation room" (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. Students will remain supervised in the isolation room. For the purposes of contact tracing, a log of all persons who entered the room will be maintained. Individuals supervising the room will be equipped with proper PPE.
- Recommended CDC cleaning procedures following a confirmed COVID-19 case.

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

BPS staff will:

- Educate the school community about the signs and symptoms of COVID-19: see more information on the CDC website.
- Provide resources to staff and families regarding local community testing, such as the contact information for BBHD 860.584.3000 and 211 of Connecticut.

Visitors

It is the goal of Bristol Public Schools to provide a safe and secure environment for our students, staff, and visitors. BPS will follow guidelines and recommendations from the BBHD and CDC in allowing visitors who need access to our schools. There will be minimum access to BPS buildings and offices. Visitor guidelines are posted at the entrance of each building and main office and will include an explanation and visual (English & Spanish) of social distancing guidelines. Specific guidance for each building will be available at the entrance of each building. Visitor guidelines will be posted on each school's website.

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

All BPS buildings and programs will establish a designated **pick-up and drop-off** location during school hours.   Parents and Guardians are asked to:

- Call the main office of the school if picking a child up early from school;
- Remain in the car upon arrival;

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- Roll down the vehicle's window when approached by a BPS employee and indicate the child they are picking up, and show an I.D.; and
- BPS office or nursing staff will check the parent/guardian list and school personnel will bring the child to the parent/guardian for dismissal.

Reporting Illnesses and Addressing Vulnerable Populations

Staying at Home

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

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

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

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

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

- School-wide sick protocols (BBHD), including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home include:
  - Fever above 100 or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache

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- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Use these checklists to assess your child- [Connecticut How We Feel](#) or [CDC self-check](#).

Returning to School

BPS in collaboration with BBHD will follow the relevant public health guidelines in place at that time and communicate with the local public health official related to the return of a student or staff member. At present, CDC's criteria to help inform when employees should return to work includes:
- If they have been sick with COVID-19
- If they have recently had close contact with a person with COVID-19
- [CDC isolation and quarantine guidelines](#)

Point of Service Operations

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

Signs and Messages Requirements

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

BPS staff will:

- Focus on the distribution of information and regular communication about the actions school communities can take to stop the spread. This includes posting signs in highly visible locations (e.g., school entrances, staff areas, and restrooms) that promote everyday protective measures and providing instruction related to properly washing hands and properly wearing a cloth face coverings.
- Educate students about how coronavirus is spread, and how preventative actions help avoid the spread.
- Broadcast regular announcements on school intercoms, and ensure related resources (e.g., messages and videos) are distributed when communicating with staff, students, and families on school websites, in emails, and social media accounts.
- Place signs near sinks reminding students and staff to wash hands before and after using the restroom.
- Free CDC print and digital resources in several languages are available on the CDC's communications resources main page.

Administrator Action Steps:

- ❏ Post social distancing and face covering signage at all entries, floor landings, and public gathering spaces (offices, lobby, fields, etc).
- ❏ Post hand washing signage in all bathrooms.
- ❏ Identify and designate an isolation room (other than nursing room).
- ❏ Identify pick-up and drop off areas for buses, walkers, and parent drop-off/pick-up.
- ❏ Secure and inventory approved cleaning supplies.
- ❏ Secure and inventory PPE and face covering supplies.
- ❏ Identify *Point of Service* location, needs for plexi-screening, and order from facilities.
- ❏ Communicate with BBHD nurse regarding attendance monitoring processes.

Educator Action Steps:

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❏ Identify high touch areas within your classroom and secure approved cleaning supplies and hand sanitizer for your classroom.
❏ Remove all items that cannot be sanitized or cleaned such as plush toys, chairs, etc..
❏ Incorporate social distancing, hand washing and hygiene reminders throughout the day.

Support Staff Action Steps:

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

Responsibilities for Maintenance and Facilities

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

- Hard surface cleaning protocols on high touch areas including student desks, door handles, common areas will occur frequently throughout the day;
- Locker rooms will not be used during school hours;
- Bristol Boys and Girls Club before/after school care will follow cleaning protocols and each space will be cleaned after each session;
- OSHA standards to protect workers from potential exposure to COVID-19 will be reviewed by all employees;
- BPS human resource policies and practices were reviewed and are consistent with public health recommendations and existing state and federal workplace laws. For more information on employer responsibilities, visit the Department of Labor's and the Equal Employment Opportunity Commission's.

Reopening of Facilities Before First Day of Classes

In preparation of the reopening of schools, BPS has reviewed the DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19 and is compliant with all guidance measures. Link to cleaning protocols/products used in schools.
- BPS will be compliant with DPH Return to Service Guidance for Building Water Systems by August 2020.
- School floor plans were reviewed to consider spacing and size of student cohorts.

- All water and ventilation system inspections will be completed during the month of August 2020 prior to reopening schools.
- All schools will be thoroughly cleaned and disinfected prior to the reopening of school.

Ventilation

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

No-Touch Usage

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

Training Related to Facilities

- All staff and students will be trained in the following COVID related strategies:
    - Stop the Spread
    - Face coverings
    - Social distancing
    - Recognizing COVID symptoms
    - Cleaning protocols
    - Hygiene practices
- Schools will ensure substitutes or others who join a school community outside of the first day or typical calendar start, receive proper training.

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- Training materials and videos will be available to parents/guardians and posted on schools websites.

Bathroom Protocols Requirements

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

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

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 (CASEL, 2020). Bristol Public Schools will work with all stakeholders to co-create supportive learning environments where all students and educators can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive (CASEL, 2020).

During the 2019-2020 school year, system-wide structures and practices were implemented to support students in developing social emotional competencies. As we return to school this fall we will ensure our programming and reentry plans focus on:
- Creating emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development;
- Enhancing social and emotional learning activities familiar to students such as those established through building based morning Advisory, Crew, Squad, PACK, etc.
- Considering the needs of students, families, and staff; garner input through surveys and provide frequent and transparent communication:
- Build and restore community partnerships, and relationships;
- Deepen stakeholders' understanding of and planning for social emotional learning; and
- Create opportunities for educators to connect, heal, and cultivate their own SEL competencies and capacities

BPS will continue to utilize and expand the SEL Toolkit created in April of 2020 for staff, students, and families. The BPS Tool Kit is available at: BPS Social Emotional Learning Tool Kit.

BPS employees who have concerns or questions are encouraged to contact the Office of Talent Management at 860-584-7019. 24/7 Employee Assistance Program services for BPS staff and their family members are available by contacting 1-800-275-3327.

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

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

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

School	School Based Supports	Community Based Supports
Greene-Hills	SQUAD, Behavior Interventionists SEBI, School Counselor Social Worker, Restorative Circles School Psychologist Kids At Hope, Mindfulness Strategies	Family Resource Center Wheeler Clinical Services Mentors
West Bristol	PACK, Behavior Interventionist SELC, SEBIs Restorative Circles School Psychologists School Counselor RULER, Calming Corners Student Support Team	Family Resource Center Wheeler Clinical Services Mentors
Chippens	HIVE SELC, SEBI School Counselor School Psychologist SEL lessons, MTSS Student Support Team	Wheeler Clinical Services Mentors
Northeast	Circles BIS, SEBI School Counselor School Psychologist SEL lessons, PBIS	Wheeler Clinical Services
Bristol Eastern	School Counselors School Psychologist Restorative Circles	Wheeler Clinical Services Bristol Youth Services

	Restorative Practices/Activities Lancer Nation Mentors Advisory Homeroom Mindfulness Strategies LSCI	
Bristol Central	Ramily, SEL Lessons School Psychologists Restorative Circles Restorative Practices School Counselors	Bristol Youth Services Wheeler clinical services Mentors
Bristol Prep	SEL Lessons Restorative Practices School Counselor	Bristol Youth Services Wheeler clinical services Community Health Center
Edgewood	CREW - SEL lessons School psychologist SEBI SRBI PBIS/Restorative practices Mindfulness Strategies Breaks (brain, sensory, movement) Reflect & Reset stations	Wheeler clinical services
Stafford	CREW - SEL lessons SOAR Code School psychologist SEBI Restorative practices Mindfulness Strategies Breaks (brain, sensory, movement)	Wheeler clinical services (expected fall 2020-21) Community Action Team
Ivy Drive	PRIDE (Crew) SELC School Psychologist Restorative Practices RULER Strategies/Practices Mindfulness Strategies Brain Breaks/Movement Breaks/Sensory Breaks	Bristol Youth Services- Lunch Bunches Wheeler Clinical Services Community Action Team Mentor Program

South Side	CREW SEBI,Lunch Bunches School Psychologist RULER, Mindfulness Strategies	Family Resource Center Wheeler Clinical Services Mentor Program
Mountain View	School Psychologist SEBI Restorative Practices RULER Strategies/Practices Mindful Moment Brain Breaks/Movement Breaks/Sensory Breaks	Mentor Program
Hubbell	PACK (Crew) SELC School Psychologist Restorative Practices Lunch Bunch RULER Strategies/Practices Mindfulness Strategies Brain Breaks/Movement Breaks/Sensory Breaks	Mentors Wheeler Clinical Services Community Action Team
BECC	STAR Code Second Ste, SEL Lessons CREW	School Psychologist
Adult Ed.	School Counselor Career Counselor Parent Educator	Family Resource Center Wheeler Clinical Services Central CT Chamber of Commerce Tunxis Community College United Way Bristol Cares

Mandated Reporting Requirements

BPS will prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

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OPERATIONS

Classroom Layout
- Social distancing between student workstations of 6 feet, when feasible, will be maintained. Desks must face in the same direction, classrooms with tables will require students to sit on only one side of the table.
- Space between the teacher and students will be maximized to reduce the risk of increased droplets from teachers during instruction.
- Teachers will wear face covering or masks upon entering the school building. Teachers and staff providing instruction and services for students with hearing impairment will wear clear masks and face shields. For teachers who stay seated, a physical barrier may be utilized.
- Floor markings will be installed to illustrate social/physical distancing.

Flexibility and Compartmentalization of Protective Measures

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

A "cohort" is a group or team of students and educators with consistent members that stay together throughout the school day. BPS will cohort students in grades Pre-K -grade 9 where possible. The purpose of cohorting is to limit the number of students who are exposed to or may be diagnosed with COVID-19. Maintaining stable cohorts helps to mitigate the risk of spreading COVID-19.

- A system for cohorting and recording attendance/participation has been established.
- Cohorts are not based upon any specific demographic or disability criteria.
- Teachers and support personnel will restrict mixing between teams.
- Teachers will change classrooms and rotate areas for teaching instead of student groups.
- Schools will maximize other safety precautions where cohorts may have contact, such as more closely monitored use of facial coverings, hand washing, and sanitizing between cohorts.

- Students that eat lunch or breakfast in their classroom will be asked to wipe down desks before and after eating.
- Cohorts will be assigned specific entry and exit that remains consistent day-to-day.
- BPS will consider a similar design for assignment of restrooms, classrooms, and outside space where it is possible to restrict primary use to a single cohort, or consistent group of cohorts.

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

Outside Time and Playgrounds
- Exposure from playground and fitness equipment will be minimized by use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.
- Class cohorts will be assigned recess time in designated play areas.

School Functions
- Full school, grade level, or class assemblies are postponed until a future date.
- Open house and back to school parent events will be held virtually.
- Professional conferences are postponed (both in-person and virtual).
- Review the testing calendar and anticipate the impact.
- Parent-teacher conferences will be held virtually.
- All field trips are postponed until a future date.

TEACHING AND LEARNING

Core Design principles
Our Bristol Vision of the Graduate is not limited by school walls. We believe that we should strive to continue to develop the skills and knowledge required to meet our vision for students

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as contributors to our world with the same passion and purpose our students have come to expect when they enter our physical classrooms. While educating on-line will require us to think about our instruction in new, creative, and sometimes challenging ways, the characteristics of high-quality instruction remain the same. For our students, we will create a positive on-line learning environment (North Star 1). We will share clear and challenging expectations for students (North Star 2). We will engage students in new learning and will offer them opportunities to extend their understanding (North Stars 3 and 4). We will foster individual goal-setting and reflection (North Star 5).

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

1. Our BPS Instructional North Stars, our model of **high quality instruction**, will guide our design for learning whether in-person or remotely.

2. Our curricular focus will be on the **grade-level learning targets within our curriculum**. We will provide students with the necessary on-ramps to learn grade-level content and skills based on our formative assessment, using an asset not deficit model.

3. We have used the **design process** to build our thinking; it will be a reiterative process as we learn more about our students and their learning. This plan will continue to develop.

4. We will **script the most critical moves** as a springboard for teachers. Collaboration, experience, creativity, and continuous improvement sculpts high quality teaching and learning from the foundational material of common expectations.

Administrator Action Steps:
- ❑ Narrow teachers' focus of attention to high quality instruction and learning targets within grade-level curriculum
- ❑ Participate in planning and collaboration meetings

Educator Action Steps:
- ❑ Focus on North Star 1, 2, and 5 in in-person and distance learning
- ❑ Collaborate with supervisors, department chairs, curriculum coordinators, and coaches to identify and plan priority learning targets and success criteria for each unit prior to the start of the unit.

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❏ Focus on frequent, informal formative assessment to gather information about students' strengths and areas of need as they relate to their achievement of priority learning targets.
❏ Share effective strategies and practices with colleagues; anticipate change.

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

Special Education

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

BPS will treat students eligible for special education as general education students first, meaning that guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. In instances where students with disabilities are unable to access the reopening plan as described, individualized and alternative means of re-entry will be facilitated based upon student need, present levels of functioning, developmental levels, and student/parent input. Further formal guidance from the Connecticut State Department of Education is expected regarding special education prior to the start of the school year. BPS will update and revise in compliance with further requirements provided by the CSDE.

Curriculum Scope and Sequence

The Bristol Public Schools Board of Education curriculum identifies the most essential knowledge and skills our students will need to fulfill the Vision of the Graduate. Using the BPS curriculum, educators will address students' needs and design learning experiences that focus on the principles developed by the CT State Department of Education in the plan: *Reimagining Connecticut Classrooms* https://portal.ct.gov/-/media/SDE/COVID-19/ReimaginingCTClassrooms.pdf).

1) *BPS will Focus on Families:* Learning plans will consider parents as a true partner in facilitating student learning. BPS will implement a learning plan aimed at providing high

quality learning experiences that will empower students and families to engage in the learning process in novel and routine ways. BPS will be thoughtful about the expectations placed upon families during blended and extended remote learning times.

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

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

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

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

4) **BPS will Focus on Equity**:
   - All staff and administrators will ensure our most vulnerable students and their families are supported during all models of learning.
   - All students will have access to devices and connectivity.
   - Digital tools and resources that are mobile-friendly and can be accessed offline will be integrated throughout each model of learning.
   - To support families and students, BPS and schools will increase the frequency of contact with learners and families.
   - Our plans minimize and balance the amount of synchronous learning sessions aligned to best practice.

- BPS staff and administration will ensure we remain mindful of each family and their needs.
- Learning activities will be designed to increase project-based learning and student-driven inquiry projects.
- Culturally and linguistically relevant resources will be provided for each student and family.

5) *BPS will Focus on Consistency*:
- *Identify essential outcomes/needs/competencies in content areas at a district level.*
- *Cross-curricular planning to assist in the students' ability to manage work and new responsibilities at home.*
- *Create projects/choice boards/playlists that give students and families' flexibility to complete the work and tap interest/motivation.*
- *Common platforms (suggested or already in use) across a district to alleviate any confusion for parents/ students whether students are completing work online or traditionally.*
- *All districts, buildings, and grade levels should include non-technology-based options.*
- *Single-delivery method consistency in expectations, timelines, and communication from the district to teachers, parents, and students.*
- *Consider ways to focus on relationships and connections, not just content.*

6) *BPS will Focus on Simplicity: Intentionally plan for an appropriate amount of active instruction per day based on the age of children. Give families and staff specific advice about when and how to use recommended materials. Consistent days and times for teacher-student phone calls, virtual learning sessions, and online conferences will simplify routines.*

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

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Educator Action Steps:

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

Instructional Scheduling Models

Phase In Plan

The Bristol Public Schools year for all students begins on Tuesday, September 8, 2020*. In order to ensure the safety of our youngest scholars and to support our students transitioning to new buildings within the district, with the exception of some students with special education programming, students in pre-kindergarten, kindergarten, grade 1, grade 6, and grade 9 will be the only students who will physically report to school buildings on September 8th. Such students with disabilities include those who receive special education programming and whose access to special education and related services was significantly impacted by remote learning and/or will require a high level of need to transition back to in person instruction (such as students attending specialized programs in BPS schools.) All other students will learn from home through synchronous and asynchronous learning. All students will begin in the physical school buildings on Monday, September 14th.

Elementary Level
Students in Pre-Kindergarten, Kindergarten, and Grade 1 will begin in-person instruction **within their school-building on September 8th**. Students in Grades 2-5 will have daily

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synchronous and asynchronous instruction beginning on **September 8th** as outlined in the schedule below.

Middle School
Students in grade 6 will begin in-person instruction **within their school-building on September 8th**. Students in Grades 7-8 will have daily synchronous and asynchronous instruction beginning on **September 8th** as outlined in the table below.

High School
Students in grade 9 will begin in-person instruction **within their school-building on September 8th**. Students in Grades 10-12 will have daily synchronous and asynchronous instruction beginning on **September 8th** as outlined in the table below.

All staff will be present in the school buildings daily on September 8, 2020.

Phase 1 Start 9/3 - 9/11 (6 days)		
Grade	*Teachers*	*Students*
PreK, K, 1 CORE	**Teach students as scheduled.** Get students acclimated to school, protocols and expectations Introduction to curricula.	Students attend the school day as scheduled. Students attend one special per day.
Grades K-5 Specials	Teach K,1 as scheduled. Post 1 Lesson for the week of 9/9 in Grades 2-5	K, 1 students attend specials. 2-5 students engage in asynchronous learning.
Grades 2-5 CORE	*Schedule below.*	Students will have synchronous instruction. **K-5 schools:** 10:00-10:30 Crew, 11am-12pm ELA and 1pm-2pm Math. Students will receive asynchronous instruction for ELA, Math, and one special area assignment. **K-8 schools** 9:00-9:30 Crew, 10:00-11:00 ELA and 12:30-1:30 Math. Students will receive asynchronous instruction for ELA, Math, and one special area assignment.
Grades 6 CORE	**Teach as scheduled.**	Students attend class and encore.

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Grades 6-8 Encore	**Teach Grade 6 as scheduled.** Develop and post 1 asynchronous lesson for the week of 9/9 in Gr. 7 & 8.	Grade 6 students attend encore. Grade 7 and 8 students will receive one asynchronous lesson.
Grades 7-8 CORE	**Synchronous Learning during class period as scheduled. Recommended structure** ● 20 minutes Full Class **Introduction** ● 20 minutes **Small group 1 (**Get to know you) ● 20 minutes **Small group 2** (Get to know you)	Attend core classes when scheduled using Zoom for synchronous instruction. Encore classes will provide students with one asynchronous lesson for the week.
Grade 9 CORE English Language Arts Social Studies Science Math World Language PE/Health	**Teach as scheduled.** Get students acclimated to school, protocols, and expectations. ***Teachers will need to reach out to their students who are not ninth graders who are assigned to the class to introduce themselves and share class assignments through Google Classroom.*** *Ideally, the teacher will be able to set up a small synchronous learning session with these students to introduce themselves.*	Grade 9 students attend all of their classes.
Grades 10-12 CORE English Language Arts Social Studies Science Math World Language	**Synchronous Learning during the class period as scheduled- Recommended structure** ● 20 minutes Full Class **Introduction** ● 20 minutes **Small group 1 (**Get to know you) ● 20 minutes **Small group 2** (Get to know you)	Attend core classes when scheduled using Zoom for synchronous instruction.
High School Electives with multi-grade levels	**Teach grade 9 students that are present in class and share any assignments digitally for students who are not in grade 9.** *Ideally, the teacher will be able to set up*	Grade 9 students attend all of their classes. Grade 10-12 students will receive asynchronous assignments through Google classroom.

	a small synchronous learning session with these students to introduce themselves.		

Elementary Level (K-5 Buildings)

K-5 Buildings Grades 2-5	Mon	Tues	Weds	Thurs	Friday WINN
9:00 - 10:00	Support Morning Arrival				
10:00- 10:30	CREW	CREW	CREW	CREW	CREW
10:30 - 11:00	Post Asynchronous ELA Learning				
11:00 - 11:30	Synch ELA	ELA Small Group ELA	Synch ELA	ELA Small Group	ELA Small Group
11:30 - 12:00	Small Group ELA		Small Group ELA		ELA Small Group
12:00 - 1:00	Lunch/Recess (1 duty)				
1:00 - 1:30	Post Asynchronous Math Learning				
1:00 - 1:30	Math Whole Group	Math Small Groups	Math Whole Group	Math Small Groups	Math Small Group
1:30 - 2:00	Math Small Group		Math Small Group		Math Small Group
2:00 - 2:45	Planning Time				

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2:45 - 3:25	Support Dismissal

Elementary Level (K-8 Buildings)

K-8 Version Grades 2-5	Mon	Tues	Weds	Thurs	Friday WINN
8:00 - 9:00	Support Morning Arrival				
9:00 - 9:30	CREW	CREW	CREW	CREW	CREW
9:30 - 10:00	Post Asynchronous ELA Learning				
10:00 - 10:30	Synch ELA	ELA Small Group ELA	Synch ELA	ELA Small Group	ELA Small Group
10:30 - 11:00	Small Group ELA		Small Group ELA		ELA Small Group
11:00 - 12:00	Lunch/Recess (1 duty)				
12:00 - 12:30	Post Asynchronous Math Learning				
12:30 - 1:00	Math Whole Group	Math Small Groups	Math Whole Group	Math Small Groups	Math Small Group
1:00 - 1:30	Math Small Group		Math Small Group		Math Small Group
1:30 - 2:10	Planning Time				
2:10 - 2:50	Support Dismissal				

*Dates pending BOE approval

Administrator Action Steps:
- ❑ Ensure that all students have their device prior to the start of school.
- ❑ Design a schedule for grade 2-5 teachers to support arrival, lunch, dismissal and other necessary functions of the school day.
- ❑ Be certain that all teachers have a class list that includes grade level (high school).

Educator Action Steps:
- ❑ Review schedule for phased in reopening.
- ❑ Set up See Saw/Google Classroom for the first day of school.
- ❑ Know how to use Zoom securely and access it prior to the first day of school.

100% In-person

In a cohort model, some adjustments will be made to students' typical schedule.

Elementary Level

At the elementary level, every effort will be made to minimize hallway traffic and reduce the number of spaces in which students sit. Students will eat breakfast and lunch within their general classrooms.   Teachers will escort students to their "specials" classrooms and gymnasium for their classes. Physical education teachers can escort students to the gymnasium for their class. In instances when two classes may be scheduled for physical education in the gym, one physical education teacher will teach within the classroom. Mask breaks will be built into the daily schedule.

Middle Level

At the middle school level, in order to maintain student cohorts, the schedule for encore classes will need to be revised. Students will have art, health, physical education, and career and technical education (CTE) one day per rotation. Teachers will escort students to their Encore classrooms and gymnasium for their classes. In instances when two classes may be scheduled for physical education in the gym, one physical education teacher will teach within the cohorted classroom. Students who selected band and choir will have the opportunity to take instrumental lessons through a cohort pull out from their art or CTE class.   Students will not change classes for REACH.   Mask breaks will be built into the daily schedule.
Scheduling guidance for MS Encore Cohort schedule here. Students who are enrolled in Spanish in seventh and eighth grade will meet for Spanish in a space that allows for greater distance between students since they will be stepping out of the cohort for that instruction.

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High School

At the high school level, students will be in cohorts for their core grade nine courses. Students will travel to their elective courses and receive instruction in classrooms assigned to the specialty area. Band and choir will be held outside or in the auditorium to meet the 12' of space required. PE will use the gym, cafeteria, and outdoors as space.   Mask breaks will be built into the daily schedule.

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

Administrator Action Steps:
- ❏ Examine the room capacity of every room in the school.
- ❏ Determine what adjustments need to be made to student schedules and make them.
- ❏ Determine cohorts and reschedule students.
- ❏ Review and adjust schedules for specialized instruction.
- ❏ Develop guidelines for mask breaks and designate mask break spaces.

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

Families Opting Out of Returning to School

There are two options for families who wish to keep their children at home. The Connecticut State Department of Education has shared that they will be offering additional guidance at a later date around these options and as such, these options may change.

Option 1: Cooperative Virtual Learning Education

Instruction in this model will be predominantly asynchronous and will require support from adults in the home. Elementary students will have weekly opportunities to engage in a 2-way zoom meeting with the teacher for guided reading and small group instruction. Secondary students may engage in individual/small group conferences with their teachers as available.

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All BPS teachers with identified distant learners will provide asynchronous instruction through videos posted to Google Classroom or Seesaw on Mondays and Wednesdays. Videos will:
- Outline learning targets and success criteria for upcoming lessons
- Provide direct instruction, models, or exemplars of new content or skills
- Clarify misconceptions identified through student work
- Provide whole class feedback and/or examples of student work

Should the district enter 100% virtual instruction for all students, students, and teachers will follow that plan as described in the reopening guidance.

Students at home will:
- Need to confirm with their school counselor (grades 9-12) that all courses can be provided within this context. Some students may need to adjust their schedule for courses such as Construction Technology, which cannot be run as a live and virtual course simultaneously
- K-5 students will not have access to specials classes (Music, PE, Art, Band, Chorus)
- View the direct instruction videos following identified dues dates
- Complete independent work daily that is posted by the teacher within SeeSaw/ Google Classroom
- Take assessments that are given by the teacher
- Participate in two-way zoom meetings as directed by their teacher
- Communicate the need for additional support to their teacher

Adults at home will:
- Provide the student with a quiet space conducive for learning
- Provide a time structure to support student access to content and digital material
- Ensure student login to digital material
- Provide technical support in navigating the online applications
- Ensure students are completing their independent work
- Monitor student work completion & progress
- Communicate with the teacher as needed

Grade K-5
Teachers will use the 90 minutes allocated for collaboration to plan Math, ELA, and Science asynchronous instruction for distant learners. Teachers can distribute the responsibility for content area among the grade-level teachers at that school and use this time to:

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- Record videos
- Meet with colleagues around grade level essential learning
- Provide feedback on student work/progress
- Record videos for individual students
- Monitor attendance per state/district guidelines
- Post assignments Monday/ Wednesday
- Schedule guided reading rotations and send invites to students
- Schedule small group instruction and send invites to students
- Assess learning regularly for formative and summative purposes
- Post independent work that aligns to the curriculum for that week (should mimic the in class work for in-person learners
- Adhere to the modifications and accommodations as identified within the IEP/IAP

Elementary buildings with only 2 sections can provide support through ISTs/ Literacy Coaches. Teachers can divide up content for the grade level through a designated ELA, Math, and Science distance learning teacher or provide instruction in all subject areas for the class. This will need to be determined by the grade level team.

Grade PK, 6-12 Pre-K is a half-day program and does not have collaboration time built into their schedule.

Teachers will use the 100 minutes of time allocated for Wednesday meetings (except Faculty/School Climate and any Extended Early Release Wednesdays) to plan and implement asynchronous learning opportunities for students opting not to return to school. Teachers can reach out to coaches for support and assistance with asynchronous planning and use this time to:

- Record videos
- Meet with colleagues around grade level essential learning
- Provide feedback on student work/progress
- Record videos for individual students
- Monitor attendance per state/district guidelines
- Post assignments Monday/ Wednesday
- Schedule zoom meeting with students as needed
- Post independent work that aligns to the curriculum for that week (should mimic the in class work for in-person learners
- Assess learning regularly for formative and summative purposes
- Schedule guided reading rotations and send invites to students (PK only)

- Schedule small group instruction and send invites to students (PK only)
- Provide additional support to struggling students as requested/needed (before school, after school, reach, coordinated scheduled time)
- Adhere to the modifications and accommodations as identified within the IEP/IAP

Start of School
Parents/Guardians should inform their school of their intent to participate in Cooperative Virtual Learning for school by **August 14th.** School administrators will send the document that can be electronically returned to the school. A dropbox will be made available at each school.

Transitioning back to in-person learning or to Cooperative Virtual Learning Education
Should a family decide that they would prefer the student to return to live instruction, the family should contact the building administrator PK-5 and or school counselor 6-12 to schedule an in-person start date. The school building will require notice on the Tuesday prior to transitioning back to live instruction on the following Monday.

Technology/Materials
Students will need a device to learn in the Cooperative Virtual Learning environment. Families will need to contact the school secretary to schedule an appointment to pick up the student's assigned device for learning.

Special Education and Related Services
Students will receive continued learning opportunities based upon their IEPs to the greatest extent possible and with student/parent input. Remote instructional and related services will include asynchronous learning and synchronous/2-way meeting with teachers and related services providers as applicable and arranged between the service provider and parent/guardian.

Option 2: Homeschooling
Homeschooling as an Option to Public School Education (CSDE)

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

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

Hybrid/Blended Learning

Blended Learning Environments is an educational design defined as learning that combines online digital tools, resources, and media with technology and classroom methods, with some element of student control over time, place, path or pace. Blended learning can take place on site, on campus, in a single classroom, or in remote settings. A Blended learning environment provides face-to-face and online learning opportunities. The blended learning environment is designed to provide teachers with the resources necessary to both innovate and differentiate instruction according to the needs and strengths of each student.

Research-based blended learning models can include:
1. [Station Rotation](#)
2. [Lab Rotation](#)
3. [Individual Rotation](#)
4. [Flipped Classroom](#)

Adapted from Clayton Christensen Institute, 2020

Bristol educators will utilize one or more of the blended learning models in the in-person learning context to better introduce students to the technologies they will be apt to use in a distance learning context.

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50% In-person schedule

In the event the CSDE and other state and/or local officials determine that there is a greater need for social distancing and a reduction of students in schools, Bristol Public Schools will utilize a blended learning approach. Within the blended learning approach, students will learn in school and at home through in-person teaching and learning followed by asynchronous learning at home.

Elementary Level

Students will be divided alphabetically, A-K, and L-Z. Students in the A-K cohort will attend school on A and C days. Students in the L-Z cohort will attend school on B and D days. Teachers will develop asynchronous lessons and will respond to asynchronous learning on Wednesdays. On the weekdays when students are not in school, they will engage in asynchronous learning that is built upon the in-person learning that was done on the prior day. A hybrid specials schedule can be found here.

	A	B	C	D
Students A-K	Attending		Attending	
Students L-Z		Attending		Attending

Middle Level

Students will be divided alphabetically, A-K and L-Z. Students in the A-K cohort will attend school on A and C days. Students in the L-Z cohort will attend school on B and D days. Students will be in school two or three days per week on a rotating schedule.   Teachers will develop asynchronous lessons and will respond to asynchronous learning on Wednesdays. On the weekdays when students are not in school, they will engage in asynchronous learning that is built upon the in-person learning that was done on the prior day.

	A	B	C	D
Students A-K	Attending		Attending	
Students L-Z		Attending		Attending

Scheduling guidance for MS Encore Cohort schedule here.

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High School

Students will be divided alphabetically, A-K and L-Z. The A/B schedule will be modified to A-D; C and D day will mirror the schedules A and B respectively. A-K students will attend their A day classes on A day and B day classes on B day. L-Z students will attend their A day classes on C day and B day classes on D day. Teachers will develop asynchronous lessons and will respond to asynchronous learning on Wednesdays. On the weekdays when students are not in school, they will engage in asynchronous learning that is built upon the in-person learning that was done on the prior day.

	A	B	C	D
Students A-K	Attending A ½, A3/4, A5/6, A7/8		Attending B ½, B3/4, B5/6, B7/8	
Students L-Z		Attending A ½, A3/4, A5/6, A7/8		Attending B ½, B3/4, B5/6, B7/8

Special Education in Hybrid Model

Students with Individualized Educational Programs (IEPs) will receive their specialized instruction and related services to the greatest extent possible through a blended learning approach. Special education teachers and related services staff will provide in-person and remote special education services, maximizing times of in-person attendance for service delivery. SeeSaw and Google Classroom platforms will be utilized for learning activities and feedback. Additionally, video conferencing will be utilized with student/parent input and parent consent when deemed appropriate for effective delivery of related services during periods of remote learning.

Example of Rotations with Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
9/7 No school	9/8 **A**	9/9	9/10 **B**	9/11 **C**

9/14 D	9/15 A	9/16	9/17 B	9/18 C
9/21 D	9/22 A	9/23	9/24 B	9/25 C
9/28 D	9/29 A	9/30		

Alternate Hybrid Model

Bristol Public Schools is also considering a second alternate hybrid model that is similar to the phase-in at the start of the year.

	Group 1	Group 2	Group 3
	PreK, K, 1, 6, 9	2, 3, 7, 10	4, 5, 8, 11, 12
Week 1	In-person	Distance	Distance
Week 2	Distance	In-person	Distance
Week 3	Distance	Distance	In-person
Week 4	In-person	Distance	Distance

Distance Learning

In the event the CSDE and other state and/or local officials determine that in-person instruction at the school site is not possible, all learning will take place online. Building upon our experiences with distance learning from the time of closure due to COVID-19, teachers will use both synchronous and asynchronous instructional methods. Instruction will be designed for 50% synchronous and 50% asynchronous instruction.

Synchronous Instruction.
Synchronous learning is when classes occur on set schedules and time frames. Students and instructors are online at the same time in synchronous classes since lectures, discussions, and presentations take place at specific hours. When blended or remote, all students must be online at that exact time in order to participate in the class.

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Synchronous instruction in Bristol Public Schools will be provided using Google Meet or Zoom, allowing students to interact with their teacher and with each other on a regular basis. BPS will allow educators and students to use their cameras to allow for "face to face" interaction.

Synchronous instruction will be focused on:
- Building classroom community
- Activating prior knowledge
- Directing and clarifying tasks
- Instructing and Responding to small groups of students

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

Asynchronous instruction will be provided through SeeSaw for students in grades Pre-K through grades 2 and Google Classroom for students in grades 3-12. Asynchronous instruction will include screencasts of direct instruction as well as opportunities for on-line discourse among students, using a variety of applications. Asynchronous instruction will allow all students to access their learning multiple times, if necessary. Asynchronous instruction will be focused on:

- Teaching processes
- Explaining concepts
- Explicit instruction of concepts and skills

In order to ensure that students will have access to synchronous time with each teacher, schedules for synchronous instruction have been built. Additionally, educators will post work and assignments at a mutually agreed upon time. This will ensure students will be able to create a routine or self-designed schedule for checking in.

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Elementary Level

K-2	Mon	Tues	Weds	Thurs	Fri
8:30-9:00	CREW	CREW	CREW	CREW	CREW
9:00 - 9:30	Post Asynchronous ELA Learning				
9:30- 10:00	Synch ELA	ELA Small Group ELA	Synch ELA	ELA Small Group ELA	Small group ELA
10:00-10:30	Small Group ELA		Small Group ELA		Small Group ELA
10:30-11:00	Post Asynchronous Math Learning				
11:00 - 11:30	Math Whole Group	Math Small Groups	Math Whole Group	Math Small Groups	WINN: Math Small Groups
11:30-12:00	Math Small Group		Math Small Group		
12:00-12:30	Asynchronous Science	Synchronous Science (Large or Small Group)	Asynchronous Science	Synchronous Science (Large or Small Group)	Synchronous Science (Large or Small Group)

Grades 3-5	Mon	Tues	Weds	Thurs	Fri
8:30-9:00	CREW	CREW	CREW	CREW	CREW
9:00 - 9:30	Post Asynchronous Math Learning				
9:30- 10:00	Math Whole Group	Math Small Groups	Math Whole Group	Math Small Groups	WINN: Math Small Groups

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10:00-10:30	Math Small Group		Math Small Group		
10:30-11:00	Post Asynchronous ELA Learning				
11:00 - 11:30	Synch ELA	ELA Small Group ELA	Synch ELA	ELA Small Group ELA	Small group ELA
11:30-12:00	Small Group ELA		Small Group ELA		Small Group ELA
12:00-12:30	Asynchronous Science	Synchronous Science (Large or Small Group)	Asynchronous Science	Synchronous Science (Large or Small Group)	Synchronous Science (Large or Small Group)

We would continue to use the collaborative planning approach used in Spring 2020. Planning leads will be located [here](#).

Specialized Subjects

Art	Mon	Tues	Weds	Thurs	Fri
9:30-10:00	K-Art Demo (A-H)	1-Art Demo (A-H)	2-Art Demo (A-H)	3-Art Demo (A-H)	4-Art Demo (A-H)
10:00-10:30	K-Art Demo (I-R)	1-Art Demo (I-R)	2-Art Demo (I-R)	3-Art Demo (I-R)	5-Art Demo (A-H)
11:30-12:00	K Art Demo (S-Z)	1-Art Demo (S-Z)	2- Art Demo (S-Z)	4 Art Demo (I-R)	5-Art Demo (I-R)
12:00-12:30	3-5 Catch up	3- Art Demo (S-Z)	K-2 Catch up	4 Art Demo (S-Z)	5-Art Demo (S-Z)

Music	Mon	Tues	Weds	Thurs	Fri
9:30-10:00	3-music Demo (A-H)	2-music Demo (A-H)	1-music Demo (A-H)	4-music Demo (A-H)	K-music Demo (A-H)
10:00-10:30	3-music Demo (I-R)	2-music Demo (I-R)	1-music Demo (I-R)	5-music Demo (A-H)	K-music Demo (I-R)
11:30-12:00	4 music Demo (I-R)	2- music Demo (S-Z)	1-music Demo (S-Z)	5-music Demo (I-R)	K music Demo (S-Z)

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12:00-12:30	4 music Demo (S-Z)	K-2 Catch up	3- music Demo (S-Z)	5-music Demo (S-Z)	3-5 Catch up
LMS	**Mon**	**Tues**	**Weds**	**Thurs**	**Fri**
9:30-10:00	2-LMS Demo (A-H)	4-LMS Demo (A-H)	K-LMS Demo (A-H)	1-LMS Demo (A-H)	3-LMS Demo (A-H)
10:00-10:30	2-LMS Demo (I-R)	5-LMS Demo (A-H)	K-LMS Demo (I-R)	1-LMS Demo (I-R)	3-LMS Demo (I-r)
11:30-12:00	2- LMS Demo (S-Z)	5-LMS Demo (I-R)	K LMS Demo (S-Z)	1-LMS Demo (S-Z)	4 LMS Demo (I-r)
12:00-12:30	K-2 Catch up	5-LMS Demo (S-Z)	3-5 Catch up	3- LMS Demo (S-Z)	4 LMS Demo (s-z)
PE	**Mon**	**Tues**	**Weds**	**Thurs**	**Fri**
9:30-10:00	1-PE Demo (A-H)	3-PE Demo (A-H)	4-PE Demo (A-H)	K-PE Demo (A-H)	2-PE Demo (A-H)
10:00-10:30	1-PE Demo (I-R)	3-PE Demo (I-R)	5-PE Demo (A-H)	K-PE Demo (I-R)	2-PE Demo (I-R)
11:30-12:00	1-PE Demo (S-Z)	4 PE Demo (I-R)	5-PE Demo (I-R)	K PE Demo (S-Z)	2 PE Demo (S-Z)
12:00-12:30	3- PE Demo (S-Z)	4 PE Demo (S-Z)	5-PE Demo (S-Z)	3-5 Catch up	K-2 Catch up
PE 2	**Mon**	**Tues**	**Weds**	**Thurs**	**Fri**
9:30-10:00	4-PE Demo (A-H)	K-PE Demo (A-H)	3-PE Demo (A-H)	2-PE Demo (A-H)	1-PE Demo (A-H)
10:00-10:30	5-PE Demo (A-H)	K-PE Demo (I-R)	3-PE Demo (I-R)	2-PE Demo (I-R)	1-PE Demo (I-R)
11:30-12:00	5-PE Demo (I-R)	K PE Demo (S-Z)	4 PE Demo (I-R)	2 PE Demo (S-Z)	1-PE Demo (S-Z)
12:00-12:30	5-PE Demo (S-Z)	3-5 Catch up	4 PE Demo (S-Z)	K-2 Catch up	3- PE Demo (S-Z)

**Building principals will adjust groupings for specials instruction based on the numbers in each section. Direct instruction is posted asynchronously. These time blocks are meant for a live version of the recording. A child may have the opportunity to work with the class in 'live'

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time. This <u>letter</u> will be sent so that families know they are assigned a time slot but there is room and flexibility for it to change. This flexibility ensures that children do not have to make a choice between small group instruction and their specials. Grading is based on assignments and not on attending this session.

Middle Level

		Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Advisory	ALL	ALL	ALL	ALL	
8:45-9:30 -	ELA	Group A	Group C	Group A	Group C	Build asynchronous video instruction Develop responsive/small group schedule by subject area
	SS	Group B	Group D	Group B	Group D	
	Math	Group C	Group A	Group C	Group A	
	Sci	Group D	Group B	Group D	Group B	
9:45-10:30	ELA	Group B	Group D	Group B	Group D	
	SS	Group A	Group C	Group A	Group C	
	Math	Group D	Group B	Group D	Group B	
	Sci	Group C	Group A	Group C	Group A	
10:30-11:00	Encore class					
11:10-11:40	Encore class					
11:50-12:20	Encore class					

High School
Schedule below depicts a synchronous schedule only. Time dedicated for asynchronous learning will occur later in the day.

	Mon A	Tues B	Weds A	Thurs B	Fri

Advisory 8:45-9:00	All	All	All	All	All
½ 9-9:45	A1/2	B1/2	A5/6	B5/6	Build A/B 1-8 period day for small group responsive instruction
¾ 10-10:45	A3/4	B3/4	A7/8	B7/8	
Office Hours 11-11:45	All	All	All	All	

Alternative

	Mon A	Tues B	Weds A	Thurs B	Fri
Advisory 8:45-9:00	All	All	All	All	All
½ 9:00-9:30	A1/2	B1/2	A Day Asynch Lesson	B Day Asynch Lesson	Build A/B 1-8 period day for small group responsive instruction
¾ 9:30-10:00	A3/4	B3/4			
⅚ 10:00-10:30	A5/6	B5/6			
⅞ 10:30-11:00	A7/8	B7/8			
Office Hours 11-11:45	All	All	All	All	

Special Education During Distance Learning
Students with Individualized Educational Programs (IEPs) will receive their specialized instruction and related services to the greatest extent possible through a remote learning approach. Special education teachers and related services staff will provide synchronous and asynchronous instruction and/or telehealth services based upon students' IEPs and with student/parent input. Special education teachers and staff will continue to utilize SeeSaw and Google Classroom for asynchronous instruction and related services learning opportunities.

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

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

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District/School Leaders

- Develop plan for school regarding online learning to provide structure and processes that are consistent across all grades, courses and or content areas
- Ensure sufficient professional development opportunities for educators to help them navigate through changes
- Understand that race, socioeconomic status, ability, language, and other social forces exacerbate inequities in terms of access to resources, opportunities, power, culturally responsive instruction, and education
- Master all of the items under "teacher" and know how to support teachers in doing those things
- Support families in crisis
- Utilize knowledge of and relationships in the school community so they can amplify and leverage resources and supports
- Work to identify their own biases and assumptions regarding distance learning and identify how these may impact the learning experiences of students
- Support opportunities for teacher collaboration to build cohesion among grade levels and schools and to maximize the collective brainpower of the teaching staff
- Prioritize and monitor assisting teachers and observing evidence of student engagement, ownership, and agency of learning through virtual "walkthroughs" and classroom check-ins.
- Seek feedback and check the understanding of teachers, parents, and students surrounding blended learning strategies.
- Empower learners to be active participants in the learning process.
- Provide feedback to teachers and students.
- Champion the implementation of Blended Learning not only in your building, but as a highly effective instructional model to support all learners.

Paraeducators and Other Support Staff

- Support specific students requiring additional instructional or social emotional supports as identified by general education teachers, special education teachers and/or student support teams
- Meet with small groups and individual students during face to face instruction time and support their learning needs
- Request help when needed, logging questions, best practices, and other insights that come up in the process of remote teaching
- Learn to support students online by engaging in PD provided by district and school

- Continuously work to communicate with and build relationships with families from different racial, cultural, linguistic, ability, and class backgrounds

Parents/Guardians/Family Members

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

Student

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

Instructional Planning

Educators will continue to use the 5E Planning Framework to plan instruction that maximizes student engagement, interaction, and development of conceptual understanding and application of skills. The Office of Teaching and Learning will support teachers as they think through how to blend both asynchronous and synchronous instruction using the 5E model to undergird the decisions teachers will make in designing instruction.

Example from 3-5 Mathematics

5.1 Section A: 1 session of whole group math time together (synchronously or in-person)

	Day 1 **Synchronous Large Group: Learning Target/ Preview week Asynchronous: Explore, Play, Synchronous: Discuss**	Day 2 **Asynchronous: Explore, Play, Synchronous: Discuss**	Day 3 **Synchronous: Deep Dive:**	Day 4 **Asynchronous: Synthesize Synchronous: Apply**	Day 5 **Asynchronous: WINN Practice and Assessment**
Engage Explore <mark>Asynchronous (30 min)</mark> Time: Students are on their own Teachers create and post	Send Explore, Play activities to students and families, and highlight the ones to be completed by the end of Day 2 and the ones that are optional. Send home relevant Ongoing Practice and Anytime Resources to use during the week.	Gather Lesson 4 Estimation Exploration student responses to launch the Together time on Day 3.	Create a display of the Lesson 4 Estimation Exploration student responses to the launch meeting. Prepare a space, such as a piece of poster paper or digital whiteboard, titled "Math Community" and a T-chart with the header "Doing Math."	Send the Synthesize, Apply activities. Let students know that when they feel confident with the material, they can take the Section A Checkpoint by the end of Day 5. .	Send additional Ongoing Practice activities, as needed, based on student responses in the section activities and cool-downs.

Explain and Elaborate <mark>Synchronous Time: 1 hour</mark>
Large group or small group live instruction
	Meet with small groups of students. During this time, consider doing an IM Talking Math prompt together to learn more about the students' understanding and experiences.
	
	Consider asking:
	   How are you?
	   What is going well?
	   Anything I can help with?
		Meet with small groups of students. During this time, consider doing an IM Talking Math prompt together to learn more about the students' understanding and experiences.
		
		Consider asking:
		   How are you?
		   What is going well?
		   Anything I can help with?
			Share and discuss the Lesson 4 warm-up student responses. Engage students in the activities. (Use breakout groups for small group discussions and encourage students to also write on paper if needed.)
			
			Math community discussion and display
			
			Ask students to complete the Cool-down.
			
			If time, share scavenger hunt.
				Hold office hours so students can discuss any questions they have before completing the checkpoint.	Hold office hours so students can discuss any questions they have before completing the checkpoint.

Evaluate <mark>Asynchronous</mark> Students complete on their own and teachers provide feedback	Completed warm-ups and activities	Completed warm-ups, activities, Lesson 2 cool-down	Lesson 3 and Lesson 4 (problem 1), Cool-down	Completed Section A Checkpoints	Completed Section A Checkpoints

Teams should meet regularly to review the learning load/demand on students. This will provide for consistency across content and teachers, as well as knowledge of the impact on individual students and families.

Further and more specifically, Bristol will follow the CSDE guidance regarding planning for instruction upon the reopening of school from *Adapt, Advance, Achieve: CT's Plan to Learn and Grow Together* through the steps as they are outlined below:

Summer 2020 — Prior to the Start of School

Review Available Information: This includes longitudinal data such as annual state tests, universal screening, early reading assessments, district benchmark tests from fall and winter, English language proficiency assessment results for ELs, IEP progress reports, student attendance patterns, disciplinary event, district and school mobility, course grades/failures, etc. Teachers can also learn a lot about their incoming class of students by talking individually with peers from the prior grade or in vertical teams. To assess means to evaluate or estimate. One does not need to administer a new test to "assess" students in fall 2020. Using multiple measures in lieu of a single test will result in a stronger "assessment" and better inferences. Students who are new to Connecticut public schools in 2020–21 will likely need a screening and/or overall assessment.

Plan the First Unit of Instruction: To reduce student anxiety and ease them back into learning, educators should design the first unit of instruction for the start of the school year to not only engage students but also ensure that students will have a high probability of success with that unit. The unit of instruction should be planned using grade-level curriculum but access students' prior knowledge in such a way that students will meet with success.

Support Professional Learning: Teachers may need professional learning opportunities on assessment/data literacy; formative assessment practices; differentiated instruction and personal learning; learning progressions of the Connecticut Core Standards; and blended learning (i.e., a class that combines in-person classroom teaching with online instruction) approaches/tools.

Start of the School Year

Build Community with the New Class: Some students may have experienced family issues, health emergencies, grief, and/or trauma due to the pandemic. Therefore, it is especially important in 2020–21 to take time at the start of the school year to build community and establish norms in the new class through fun and engaging activities. This will prepare students mentally to engage with the learning and any assessment. As mentioned earlier in this document, part of building community must include robust communication and engagement with families as learning partners, and these

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relationships should continue to be nurtured so if remote learning resumes, relation-ships between teachers and families will be strong. Without such community building at the outset, any formal assessment may artificially depress student achievement.

Deliver the First Unit: The first unit should not only be engaging but also allow students to have a high probability of success in learning the material. This will help students to ease into learning in the new school year and experience success early. Teachers should differentiate instruction and utilize formative assessment practices to gauge the impact of their teaching and adjust instruction as necessary. To minimize student anxiety at the start of the school year, this unit should not require the administration of a separate test. For certain students, Tier 2 supports can be embedded within the classroom to accelerate learning and advance equity.

Assessment

Assessment is critical in the teaching and learning process. The period of distance learning in Spring 2020 broadened the type of assessment our educators must consider within their instruction. In addition to assessing students' progress toward mastery of concepts and skills, educators must also assess the social-emotional well-being of students and as well as students' ability to access and utilize technology.
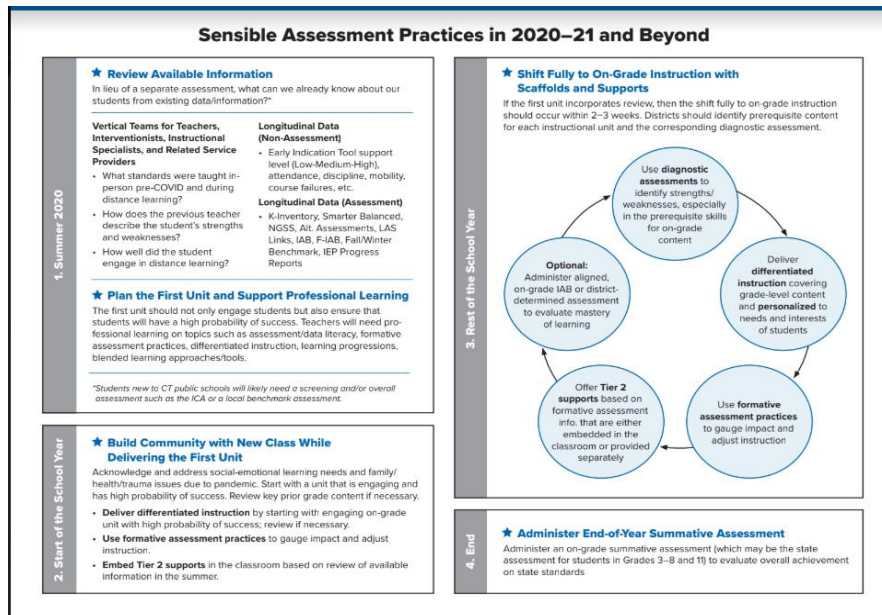
Educators must develop and use a comprehensive system of assessment when schools are reopened. With students at the center, educators should plan to assess students' current knowledge and skills as they relate to the grade-level learning targets for the unit of instruction. It is not in students' best interest to broadly assess students on a wide variety of content and skills in a battery of assessments at the beginning of the school year. As the CSDE Reopening plan states, " For the vast majority of students who will enroll in Connecticut public schools in fall 2020, teachers already have a lot of longitudinal information available to them (e.g., annual state tests, universal screenings, early reading assessments, district benchmark tests from fall and winter, IEP progress reports, English language proficiency test results for ELs, student attendance patterns, disciplinary events, district and school mobility, course grades/failures, etc.)." Rather, continuous monitoring of student performance, embedded within the instructional experience, is critical. Educators should use daily, on-going formative assessment to inform both synchronous and asynchronous experiences, most importantly, to inform small group, responsive instruction. Additionally, a greater reliance on performance-based summative assessments will allow students to demonstrate their knowledge and skills in an asynchronous and authentic manner.

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It is likely that periodic district-wide, norm-referenced assessments, such as IABs or District Math Assessments, will also be administered, allowing educators and school/district leaders to identify students, grade-levels, and/or schools needing additional resources and support to meet students' needs.

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

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

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Sensible Assessment Practices in 2020–21 and Beyond

Grading

Grades are one communication tool that provides students and families with information about how they are progressing within the curriculum. Established grading policies will be reviewed at all levels coupled with professional learning and dialogue about such topics as assessment, feedback, and mastery-based learning. At this time, educators will not use the alternative grades of PD, P, CD, C, or I used during the Spring 2020 COVID distance learning and will return to the grading system with which our students and families are most familiar.

Technologies

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

Expectations:

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

SeeSaw in Grades Pre-K through 2

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

Google Classroom in Grades 3-12

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

Google Drive

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

Google Docs, Forms, Slides

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

Zoom

The main platform for live instruction, support sessions and meeting with students is Zoom. Educators will need to have a laptop, Chromebook or other device in their classroom available in order to live stream and record face-to-face sessions or videos used in asynchronous learning opportunities.

Google Voice

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

Screencastify

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

Specific Content Supportive Software

Lexia, Grades K-2

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

ST Math, Grades K-5

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

Aleks, Grades 6-12

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

Newsela, Grades 6-12

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

Recommendations:

Padlet

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

FlipGrid

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

Peardeck

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

Edpuzzle

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

Technology Instruction

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

Art, Music, Physical Education

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

Physical education

Physical education will be provided through a combination of in-classroom instruction and activities tailored according to available spaces and, use of shared equipment. Most often, physical education will take place in the gymnasium or outdoors at elementary, middle, and high school levels. Locker rooms will not be used during school hours. On days students are scheduled to take a Physical Education class, students should wear sneakers and comfortable clothes.

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

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

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

Arts and Music Education

Bristol Public Schools is striving to maintain the current program of studies and course offerings in this area within safety precautions. Even within a 100% return to an in-person school schedule, adjustments in timing will need to be made to account for the time needed to distribute and collect materials and tools, to designate specific learning areas, and to allow for the proper cleaning of materials.

Teachers and students will need to maintain proper spacing of at least 12 feet when students are singing or performing wind instruments. This spacing can be accomplished by holding large ensembles in the auditorium, outdoors, or in the cafeteria. Distancing is critical for instruments that require blowing or for singing, compared to spacing needed for percussion instruments.

Since the district will be cohorting students in grades K-8, the curriculum will focus on solo and small ensemble work.   Concerts cannot be held; rather, teachers should plan on shifting from a concert to recital format and can consider virtual performance experiences.

Bristol Public Schools will provide individual art supply kits for each student in grades K-8 and for students enrolled in art courses at the high school, allowing students to continue their learning in these areas should the need arise to return to distance learning. Students in art classes cannot share materials. Student materials and projects may not be stored in the art classroom.

Career Technical Education

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

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

Use of Library

- **Library Visits.** No students can physically go to the library.
- **Virtual browsing**. Students and educators will use resource lists, circulation software, booktalk playlists, and other curation tools to allow students to browse without touching.
- **Browsing precautions.** Students and teachers should wash their hands before and after handling any books. Students should only touch books they intend to borrow. No sharing of books will be allowed between students.
- **Encourage digital materials**. Share and promote ebooks, audiobooks, and digital resources available from the school and public libraries.
- **Quarantine materials**. After use, books should be quarantined for 72 hours before reshelving or loaning to another student. Bins are recommended for collecting and storing books.

Grade Band	Check Out	Delivery/Return
K-5	**Grades K-1:** Pull small selections of books from shelves, set out on display, and allow students to select from them **Grades 2-4:** Select books on Destiny and complete a Google Form to order books. Library clerk monitors lists, collects books for delivery **Grade 5:** Log into Destiny account, select books, and do a book hold. Library clerk monitors hold lists, collects books for delivery	- Clerk delivers the book to classrooms wearing gloves and a mask - Students return books on a special day into a labeled bin for the day (M, T, W, TR, F) brought to the classroom - Bin stored for 72 hours

6-8	**Print Editions** ● Create video tutorial series for Destiny Discover searches and holds ● Create Destiny Discover Collections for easier electronic browsing of library collection ● Students place holds on books ● Library clerk pulls and organizes books for delivery ● Library clerk uses email to student and guardian accounts to eliminate paper notices **eBooks** ● Explore Open eBooks and provide detailed guidance on using it.	● Clerk delivers the book to classrooms wearing gloves and a mask ● Clerk comes to each team pod to pick up books wearing gloves and a mask. ● Bin stored for 72 hours after pick up ● LMS create a schedule for team collection and delivery of books
9-12	**Print Editions** ● Create video tutorial series for Destiny Discover searches and holds ● Create Destiny Discover Collections for easier electronic browsing of library collection ● Students place holds on books using Destiny ● Library clerk pulls and organizes books for delivery ● Library clerk uses email to student and guardian accounts to eliminate paper notices **eBooks** ● Explore Open eBooks and provide detailed guidance on using it	● Clerk delivers books to English classrooms wearing gloves and a mask. ● Books could be placed in English teacher's mailbox to give to students ● Students drop off books in a bin outside the library and books must be stored for 72 hours ● 5 bins (M, T, W, TR, F)

Considerations for Students

English Learners (ELs)

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

Like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974), and the Elementary and Secondary Education Act (1965)

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provide guidance on these services. Our EL scholars will have access to the general education curriculum and a supplemental language instruction program. During school closures due to COVID-19, ELs are entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level, and content-area instruction.

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

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

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

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

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

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

PROFESSIONAL LEARNING AND COLLABORATION

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

It is important that we provide all users with access to current information and resources that will increase student achievement as well as empower collaborative learning, problem-solving, creativity, innovation, and informed decision making. The primary goals of professional learning for 2020-2021 are:

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

Professional Learning Modules

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

1. **School-Level Focus: Organizing for Learning**
   a. This session will focus on school routines, protocols, and procedures necessary for the reopening of schools.
2. **School-Level Focus: Positive Climate and Culture-Part A: Schoolwide Expectations**

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   a. This session will focus on schoolwide expectations to support a positive school climate and culture. Topics will include: creating relationships and positive classroom communities, examining student attendance and performance data, identifying students most at-risk in distance learning, developing multi-tiered systems of support for students.

3. **School-Level Focus: Positive Climate and Culture-Part B: Focus on Equity**
   a. This session will focus on creating a learning/growing community within our schools. Educators will develop an understanding of their story of self, their racial identity, the impact of bias, and will develop a vision of equity in their school and classroom.

4. **Classroom-Level Focus: Organizing for Learning**
   a. This session will focus on developing organization and communication structures for blended and remote learning classrooms utilizing the tools of SeeSaw, Google Classroom, and PearDeck.

5. **Classroom-Level Focus: North Star 1-Positive Learning Environment**
   a. This session will focus on using crew or advisory to support students' social-emotional growth, developing a sense of community and belonging through synchronous and asynchronous methods in a distance learning environment, and increasing opportunities both synchronously and asynchronously for student discourse and collaboration. Technological tools taught will be: Zoom, Padlet, Flipgrid

6. **Classroom-Level Focus: North Star 2-Clear and Challenging Expectations**
   a. This session will focus on 5E planning for both synchronous and asynchronous learning. Special attention will be dedicated to supporting teachers in building highly effective, focused, and specific explanations of content, particularly in an asynchronous context. Content-specific teaching concerns will be addressed in this session. Technological tools taught will be: Edpuzzle, ST Math, Lexia, Newsela, and ALEKS

7. **Classroom-Level Focus: North Star 5-Individual Goal-Setting and Reflection**
   a. This session will focus on formative assessment and feedback as it relates to students' individual goal setting and reflection on their learning. Technological tools taught will be: Google Forms, Peardeck

8. **Classroom-Level Focus: Personalizing Learning**
   a. This session will focus on using the universal design for learning, accommodating and modifying instruction within an e-learning environment, and collaborating with colleagues through co-teaching.

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Professional Learning Schedule

Modules 1-5 will be provided to educators prior to the start of the school year on professional development days of August 25, 26, and 27. Modules 6-8 will be provided to educators on Wednesday extended early release afternoons in September and October.

	8/25	8/26	8/27
	School Based **FULL DAY** **8:30am-3:30pm**	**School/Dept. Based** **FULL DAY** **8:30am-3:30pm**	**School Based** **FULL DAY** **8:30am-3:30pm**
Elementary	Convocation Module 1	Module 4 Module 5	Module 2 Module 3 Vertical Team time for the purpose of discussing student data
K-5 at K-8 schools	Convocation Module 1	Module 4 Module 5	Module 2 Module 3 Vertical Team time for the purpose of discussing student data
6-8 at K-8 Schools	Convocation Module 1	Module 4 Module 5	Module 2 Module 3 Vertical Team time for the purpose of discussing student data
Middle School	Convocation Module 1	Module 4 Module 5	Module 2 Module 3 Vertical Team time for the purpose of discussing student data
High School	Convocation Module 1	Module 4 Module 5	Module 2 Module 3 Vertical Team time for the purpose of discussing student data

Citywide ELL/SPED/ART/ MUSIC/PE	Convocation Module 1	Special Education K-5-Join grade assigned to. Content area specified by supervisor. Middle/HS-content specific. Specialized programs by level (Facilitated by special service) EL will meet by dept.	Special Education-join building based PD EL will join schoolPL
School Counselors Psych SLP	Convocation Module 1	Department Work-CIIC Trauma Informed Practices Counseling practices SLP delivery practices	Join Building PD

The schedule for professional learning held on Wednesday afternoons is located here.

The need for greater professional collaboration and planning may increase should the district enter into distance learning. The following schedule for collaboration and planning will be utilized. District grade-level or course-level planning meetings will be held on Mondays and Tuesdays. Grade-level teams will meet on Thursdays. The district will continue to follow the Wednesday calendar of learning should we enter into distance learning.

Professional Collaboration

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

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

We must focus on learner outcomes to inform and improve professional practice through job-embedded, differentiated professional development to meet the needs of students through guaranteed and viable Tier 1 instruction, enrichment, and intervention. Aligned to the BPS Standards for Professional Learning, BPS staff will engage in cycles of continuous instructional improvement. Instructional Improvement Cycles are structured to intentionally promote

positive, and measurable student results. Time is built into the elementary school day to allow teachers the opportunity to collaborate with one another. Teachers at the secondary level will be able to collaborate with colleagues on scheduled Wednesday afternoons. Teachers will be able to work together following social distancing guidelines outlined earlier in this document. Educators will be utilizing Zoom to interact synchronously for the purposes of collaboration across schools.

Support for Beginning Teachers/Teachers new to the district

A professional learning plan for supporting beginning teachers and teachers who are new to the district has been developed for both in-person and distance learning contexts.

Bristol will continue to participate in the Teacher Education and Mentoring (TEAM) program. All beginning teachers will be assigned a trained TEAM mentor, who will provide at least ten hours of mentoring per semester to all beginning teachers in our district.

Induction Week--In-Person Schedule			
TUESDAY, AUGUST 18			
Time	**Session**	**Location**	**Presenter**
8:30-10:30am	**New Teacher Orientation and Welcome**	BOE, Auditorium	District Leadership
10:30-12:30 pm	**Bristol's Equity through Excellence Framework for High Quality Instruction and School Leadership** ● Instructional North Stars ● Learning Targets	BOE, Auditorium	Office of Teaching and Learning
1:30-3:30pm	**North Star 1, Circles (Crew, Advisory) and Classroom Roles and Routines for the First Weeks of School**	Secondary teachers: BEHS, Rm 222 Elementary teachers: GH, Room 221	Secondary Teacher, Gina Brower Elementary Teacher, Kara Rossi and Elementary STEM Supervisor, Gina Rivera
WEDNESDAY, AUGUST 19			
Time	**Session**	**Location**	**Presenter**

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8:30-10:00am	**TEAM Overview and Module 5 Professional Responsibilities**	BOE, Room 36	Director of Teaching/Learning Director of Human Resources
10:00am-12:00pm	**Special Education Overview and Bristol Teacher Responsibilities**	BOE, Room 36	Director of Special Services
12:30-1:00pm	**Welcome from Bristol Federation of Teachers**	BOE, Auditorium	BFT Representative
1:00-3:00pm	**PowerTeacher: Grading system**	BOE, Auditorium	Teacher, Michelle Cantin
THURSDAY, AUGUST 20			
Time	**Session**	**Location**	**Presenter**
8:30-9:30am	Office Hours for Follow up questions on Self-directed learning through webinars: ● Evaluation ● TEAM	n/a	Carly Fortin
9:30-11:30am	Technology Overview	TBD	Robert Puzio Eric Evans
12:30-3:30pm	**New Teacher Orientation at your school site**	Your School	School principals

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SCHOOL SERVICES

Transportation

Family or Guardian Transport

Parents and/or guardians are encouraged to transport their children to school.
BPS will survey families regarding their plans to transport their own children or to rely upon BPS to provide transportation for their student(s).

BPS recognizes that parents or guardians generally cannot be compelled to transport their children if they choose not to, in which case BPS maintains responsibility for transporting the student.

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

Pick Up/Drop Off

BPS will assess if a staggered arrival and drop off, properly communicated, will enhance safety protocols in place. We will plan vehicle flow and logistics particularly if there are more family transport vehicles. Arrival/departure procedures that limit the unnecessary entrance of visitors, parents, and guardians into the building will be determined by building location.

Buses, Vans and Student Transportation Vehicles

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

Safe Status
Bus transportation can operate with no restrictions.

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

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

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

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

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

During the first 10 days of school, a temporary monitor will facilitate successful compliance with school health policies as these new protocols are implemented, particularly for younger students.

In instances when a second adult such as a bus monitor is not available in the vehicle, for cases wherein use of safety belts, harnesses, and/or car seats is required, parents will be required to wear face coverings that completely cover their mouth and nose when boarding the vehicle to secure and fasten seatbelt(s) or to disembark their child.

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

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

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

Child Nutrition

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

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

Off-site Meal Service (for days students who are remote learning or for unanticipated school closures) will be communicated throughout the school closure. Drive-up service will continue at BCHS and BEHS, Monday through Friday from 11 a.m. through 1 p.m.

- Cleaning and Sanitation: In consultation with the appropriate local health departments, food safety protocols, including standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, alternative meal distribution locations, and central production kitchens will be updated and implemented. Personal Protective Equipment (PPE) will be required and provided in food service operations such as masks, gloves, physical barriers in serving areas, etc.

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

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APPENDIX A

Appendix A: Transportation Vendor Protocols

Ambassador

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

Curtin

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

SKM

- Drivers are supplied with disposable wipes to clean vehicle surfaces before and after students are picked up and dropped off
- Drivers temperatures will be taken when they arrive at the depot each day
- Drivers are asked to wash hands or use alcohol-based hand sanitizer before entering and then when the run clears
- If more than 3 drivers and or monitors call out, we would be notified to see if we can combo runs or delay in the transportation when/where necessary
- All Drivers and Monitors will be required to wear face masks - students will need to wear face masks.
- Office Staff will be required to wear face masks and to social distance the 6 feet where possible.
- PPE will be on board each vehicle in case a passenger comes to the vehicle without

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TLC

- Each vehicle is equipped with Clorox wipes – vehicles are wiped down during pre-trip routines each day
- Vehicles are sprayed with Lysol 2x/week and windows are cleaned
- Hand sanitizer, gloves, and tissues are provided to drivers
- In the case of large call outs, TLC has a trained/licensed office staff to cover routes
- TLC would contact us if it became necessary to combo routes or make delays if necessary

First Student

- Buses are deep cleaned at the beginning of each school year
- All buses will be treated with a monthly application of Zoono Z-71 Microbe Shield Surface Sanitizer, with a secondary application to doors and handles weekly
    - Sanitizing germ protection spray that kills 99.99% of germs and keeps critical surfaces and touchpoints hygienic for longer.
    - Protects against 99.99% of bacteria for up to 30 days
    - Forms an antimicrobial coating that bonds to surfaces
- Drivers are responsible for the cleanliness of their buses
- M/W/F staff are wiping down tops and backs of seats per recommendation of BBHD. Drivers from other
- First Student yards can be utilized to fill call outs if necessary

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