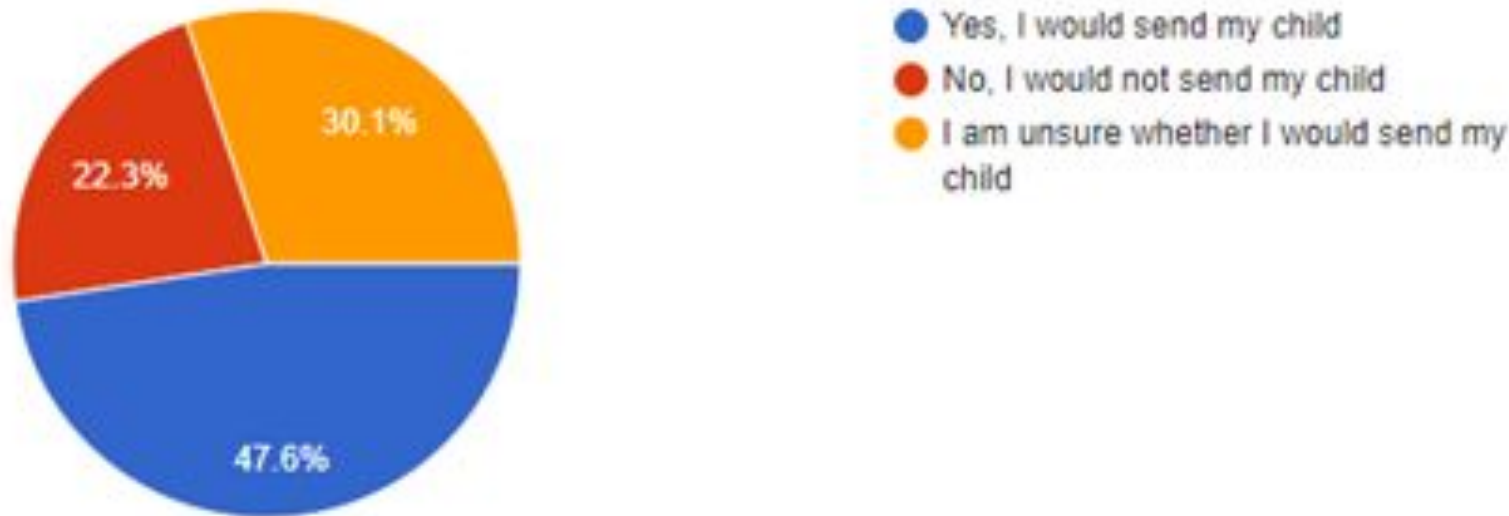


Overview of Transitional Reopening Plan

Hamden Public Schools

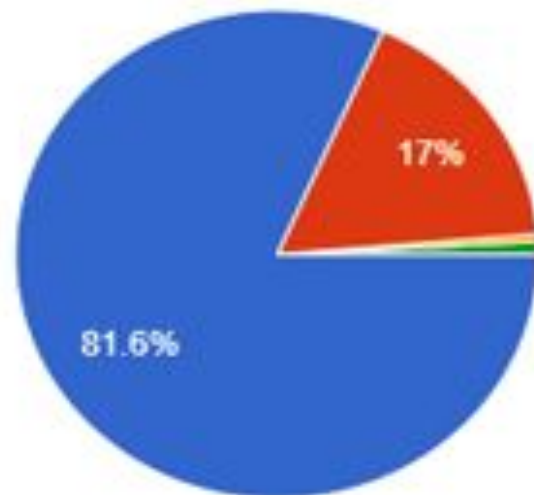
If schools operated on a typical schedule (5 days a week, full-day), would you send your child? This may be different for each child in your family, so remember to fill this out for each child who is a Hamden Public Schools student.

1,644 responses



If schools operated in a hybrid model (partially in school and partially online learning at home), which option would you choose? This may be different for each child in your family, so remember to fill this out for each child who is a Hamden Public Schools student.

1,644 responses



- My child will return if school is open in a hybrid model (partially in school buildings, partially at home.)
- My child will stay home and participate only in the virtual distance learning offered by the district.
- I will be withdrawing my child from Hamden Public Schools for the purpose of enrolling in a private school.
- I will be withdrawing my child from Hamden Public Schools and enrolling in a private school.

GUIDING PRINCIPLES CENTER FOR DISEASE CONTROL (CDC)

The more people a student or staff member interacts with, and the longer that interaction, the proximity of that interaction, the higher the risk of COVID-19 spread to students and staff. The risk of COVID-19 spread increases in school settings as follows:

- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.
- **Moderate Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.

School Reopening Options

*Parents/Guardians will opt for one of the options below

Hybrid Model



Families may opt to participate in a blended learning environment

Full Distance Learning



Families may opt to engage in full online learning

Sample Elementary Hybrid Model

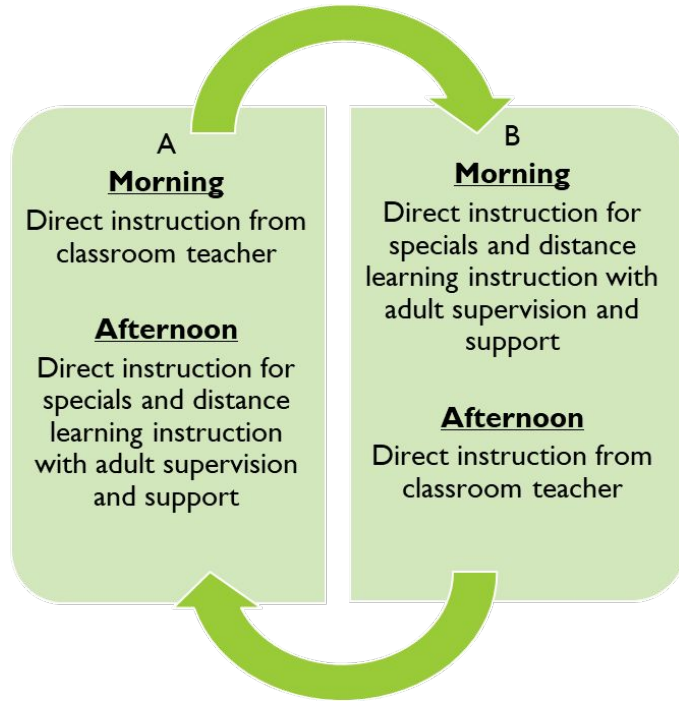
K-6

Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten will participate in at-home distance learning	Grades 1 and 2 will participate in at-home distance learning	Grades 3 and 4 will participate in at-home distance learning	Grade 5 will participate in at-home distance learning	Grade 6 will participate in at-home distance learning
Grades 1-6 will be in school	Grades K, 3, 4, 5, 6 will be in school	Grades K, 1, 2, 5, 6 will be in school	Grades K, 1, 2, 3, 4, 6 will be in school	Grades K-5 will be in school

Right at School will provide wraparound services on the off day and during shortened day for 100 Students per school. This program will be subsidized by the school district.

Elementary Hybrid Model

Sample School Schedule



- 4 Days in School, 5 ½ hours per day
- 1 Day of Distance Learning

Sample Student Schedule

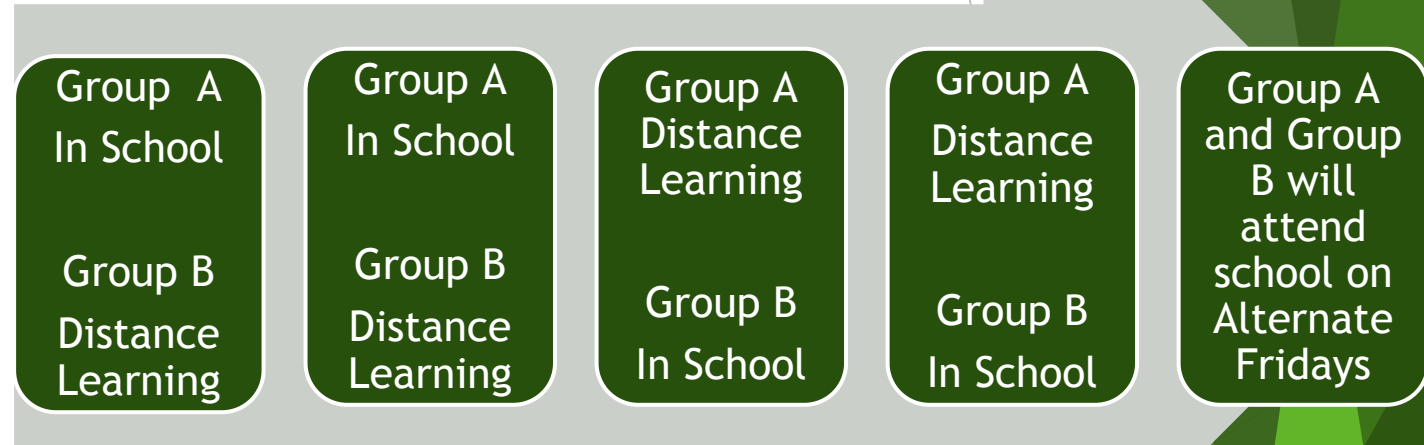
8:00-8:30	Morning Wellness/Socio-Emotional
8:30-9:00	Language Arts
9:00-9:30	
9:30-10:00	Mathematics
10:00-10:30	
10:30-11:00	Recess
11:00-11:30	Science and Social Studies
11:30-12:00	
12:00-12:30	Art/Music/PE/Media
12:30-1:00	Lunch

Sample Grade 7-12 Hybrid Model

2-3 Days In-Person Instruction

2-3 Days Distance Learning

- ▶ 5 ½ hours per day
- ▶ ½ of the student population will arrive on two consecutive days
Monday/Tuesday, ½ of the student population will arrive on alternate consecutive days Wednesday/Thursday
- ▶ Students will alternately attend school on Friday
- ▶ Students will receive 2-3 days of synchronous and asynchronous distance learning per week



Wellness of Students and Staff

Our mission is to provide a tiered system of supports for our students, staff and families to ensure the social and emotional well being of all given the time away from structured schooling and the reality that readjustment will be challenging for many.

We are looking to utilize a universal screening tool as well as trauma informed, culturally responsive teaching practices to support all learners.

We intend to provide embedded social emotional learning for both in person and online learning for students and staff.

Wellness System of Supports

Social Wellness: Developing and managing relationships, awareness of different perspectives and culture, connection, and sense of belonging.

Emotional Wellness: Awareness of one's feelings and being able to self-manage emotions, being aware of emotional triggers and biases that impact how one approaches/thinks about one's work and community.

Tiered System of Supports:



Tier 2 and 3 Supports: Early and Targeted Intervention for Students and Staff

Planning for Wellness

- Researching possible ‘screeners’ to establish possible areas of need upon return to building
- Developing transition back to building plans for students and staff to address new safety guidelines, as well as assisting with transitioning back into an academic environment
- Addressing staff concerns regarding student non-compliance with safety protocols
- Developing instructional tools/lessons to address safety protocols
 - Possible use of videos, social stories and other tools to help students prior to the start of the school year.
- Creating a bank of Social Emotional Learning resources for staff, students and families
- Incorporating Social Emotional Learning into daily work and online programming
- Reviewing current mental health supports available in buildings:
 - increasing certain types of support as needed
 - providing additional training and professional learning (self care, “healthy adults,” stress management techniques for adults and students)
- Attendance data used to help inform possible supports, interventions and resources.

Teaching and Learning

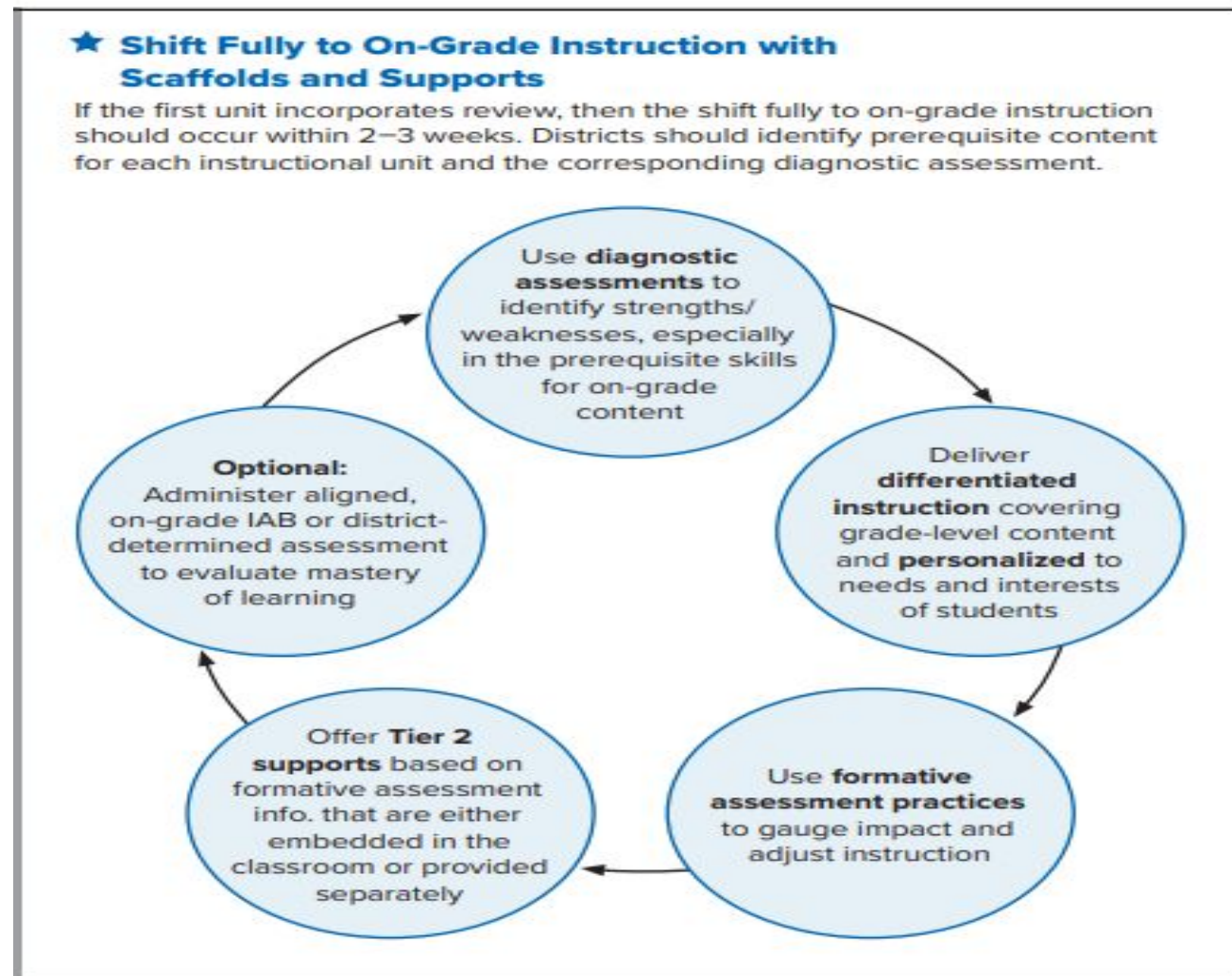
Summer 2020:

- Address curriculum changes
- Support professional learning

Start of School Year:

- Build community with new class while delivering first unit of instruction
- Use formative assessment practices to differentiate instruction
- Use formative assessment practices to embed tiered supports

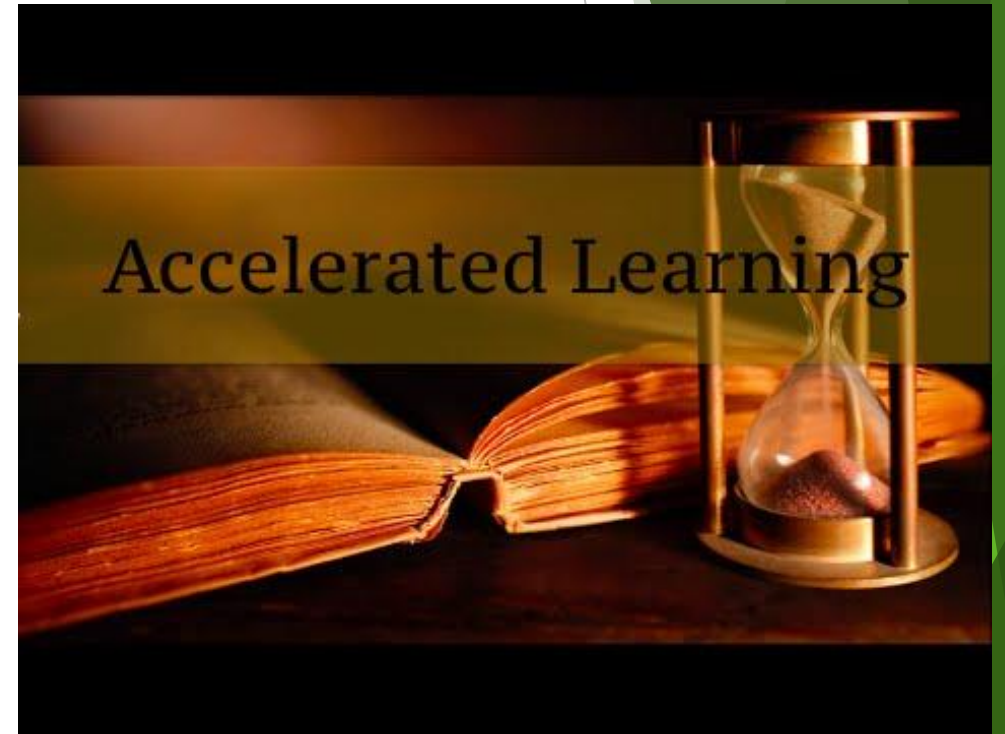
Connecticut State Department of Education recommendation:



Curriculum

To help address learning loss, our district will develop and implement an accelerated curriculum learning plan. The accelerated learning plan is founded on several key pillars:

- Updated scope and sequences to focus on priority grade-level standards
- Critical learning gaps will be addressed as needed
- Students will be provided with appropriate scaffolds to help access grade-level learning



Face-To-Face Instruction

- **Instructional Design:**

- Prioritize effective instructional strategies
 - Direct teacher-led instruction
 - Small-group instruction
- Continue support model for our student subgroups - Tier 2 and 3 Interventions, English Language Learners, and Special Education

- **Safety Guidelines on Shared Resources:**

- Limit the sharing of resources
- Individual sets of resources/materials assigned to students for use in school as well as at home (e.g. technology, manipulatives, art supplies)
- Quarantine of materials that cannot be assigned to individual students such as library media books

Church Street School Example Classroom



Hamden Middle School Example Classroom



Hamden High School Example Classroom



Technology

Strong and reliable technology is essential for our schools, especially during hybrid and full distance learning. We are significantly upgrading our infrastructure and adding devices, as well as purchasing services that will ensure that technology works as it should, to help our teachers teach and our students learn.



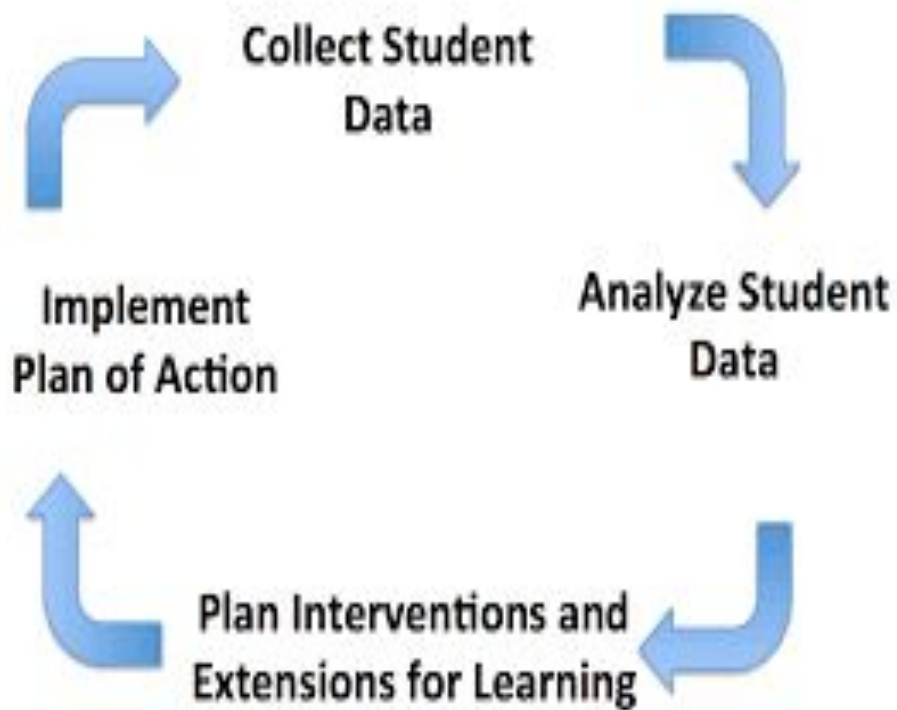
- **Device for every student** (chromebook K-8, laptop 9-12)
- **Connectivity at home**
- **Google Classroom K-12** Assignments and assessments will be housed in Google Classroom for both in school and at home learning activities. This will minimize paper (and possible contagion) as well as allow for seamless transitions from school to at-home learning, should health conditions warrant changes.
- **Zoom will be used for synchronous learning.** Teachers will present lessons using Zoom to students who are learning remotely. Teachers will be encouraged to record introductory lessons so that students can view or review them asynchronously.
- **Common applications** will be used by grades/subjects, to facilitate home use as well as professional development
- **Helpdesk support** will be provided to families when technical support is needed. Media Specialists will provide 'loaners' for devices in need of repair to assure students have access to technology in school and at home.

Live (Synchronous) Learning

Hamden will video stream instruction at all grade levels so that students learning at home will be connected at scheduled times in real-time to their classes.

- The teacher will be able to provide direct instruction on camera at scheduled times during the day, then work with students in the room and/or virtually as appropriate.
- Teachers will be able to assign students to conduct work in groups via Zoom; groups could include a combination of in-school and at-home learners. This will help at-home learners to maintain connections to peers.

Assessment



- Teachers will use formative assessments to monitor student progress
 - Formative assessments are informal checks of student understanding and used to measure student progress during a unit
- Technology tools will be used as much as possible to assess student progress for both students at home and in-class
- Ongoing progress monitoring of student learning will drive differentiated instruction
- Professional development will be provided to teachers on formative assessments and tech tools, as needed

Assessment

- Grading Practices
 - Using formative assessment to monitor student progress and grade appropriately
 - Change grading criteria, as needed
 - Identify grading criteria that is equitable whether or not student opts in or out of hybrid model
- District-wide assessment schedule for year will delay formal, summative assessments to mid-October, if/when possible



Special Education Services

In Class / Building

K-6 IIC students will remain with their classroom teachers and classmates. Cohorts within these classrooms, with an assigned adult, will further decrease the amount of interactions between multiple adults/students.

7-12 ALsC (Academic Like Skill Classrooms) and our **High Road ISC** (Intensive Support Classrooms) will participate in 4-day instruction, as opposed to the AA/BB days. They will remain in their own cohort and not participate in the 2 day on/2 day off programming.

Specialized instruction through the K-6 Resource model will be delivered in building in collaboration with general education teacher and taking building schedule into consideration.

The Middle School and High School Resource model will continue receiving specialized instruction and supports through the student schedule of classes and collaboration with classroom teachers.

Alice Peck Special Education Pre K program will continue with its 4 day per week classroom instruction utilizing AM and PM time slots for those families choosing in building instruction. The class periods may be shortened by 30 minutes (2.5 hours rather than 3) in order to allow for distance learning preparation and monitoring.

Special Education Services

Some video-based instruction is being considered for in building instruction and related services in order to maintain integrity of cohorts. (i.e. provider in one room, students join on video for group lessons while in the building).

There will increased use of appropriate PPE for all of our specialized programs and for related service providers.

The use of social distancing, proper PPE, use of dividers and other safety protocols will be considered and implemented for all student instruction, including students' time with non-disabled peers. Teams are working on the use of video inclusion, scheduled participation with certain cohorts and participation in outdoor activities as some strategies that may be used.

Special Education Services

At-home / Distance Learning

Distance learning will include video-based instruction, both live and recorded, in addition to several other techniques and strategies trialed during our extended school year program.

State guided distance learning plan documents will be shared and discussed with families that opt to stay home for online instruction.

Leadership is meeting with outside providers (OT, PT, behavior, etc.) in order to discuss both in building services and services available for those students participating in distance learning.

Special Education Services

PPTs

PPT meetings will be held virtually.

Main Service Provider model will continue to allow for consistency and streamlining of communication. This also allows for a more consistent approach to case management should the building or district need to convert to complete online instruction.

School teams are working to prioritize meetings that were missed during the closure.

Parents will be contacted by their school teams to discuss plans for either model, as well as discuss possible transition activities for reentry.

Communications

We are committed to ongoing, two-way communications with our students, families and staff, especially at a time with so much uncertainty and many changes in how schools typically function.

The plan includes two distinct focus areas for HPS communications:

- District and school-wide communications
- Classroom communications (students-teachers-parents)



District and School-wide Communications



Multiple efforts will be made to keep the Hamden community informed with the most current information available related to teaching and learning, schedule updates, health and safety information and more:

Website: The District will maintain a Coronavirus webpage (linked from every school's main webpage) in which information and guidance can be updated regularly. Schools will also update their Websites to reflect school-specific information.

Availability to All: When possible, communications will be available in multiple languages. All Website-based communications will be enabled to use Google Translate directly, and will meet standards for ADA compliance to be accessible to those with visual and/or hearing impairments.

School-based Communications: Principals will communicate updates to their families, through email, electronic newsletters, phone messages and/or other means.

Announcements/Signs: Schools will help to educate students and staff about how Coronavirus is spread and how to help stop the spread.

Surveys: Periodically we will be surveying students, parents, and staff about their needs, concerns, ideas and satisfaction with the districts' program and plan implementation.

Email and Social Media: Regular district-wide updates will be sent to families through email and phone calls, and shared via social media.

Classroom Communications

Maintaining open and frequent communication among students, teachers and families has never been so important. Our plan formalizes structures that will ensure that students and families stay connected to their teachers throughout the year, whether in school or at home in distance learning.

- **Contacting Teachers:** All teachers should make sure students know how to reach them through email, Google Classroom comments, by phone or other communication platforms, and through consultation available through virtual office hours at the secondary level. Students/parents wanting to talk to the teacher can leave a message at school for the teacher to call or send a request via email. Teachers should respond to messages within 24 hours on school days.
- **Not Connecting - Not an Option:** Teachers who cannot reach a student or family will inform their building administrators to make them aware of the inability to connect. The school administration will make all efforts to attain more accurate contact information and connect with families.
- **Frequent Connections:** Teachers will keep in regular contact with their families. When students are learning from home in distance learning, more frequent contact is necessary and we know helps maintain strong home-school connections.

2020-2021 Professional Development Plan

Our professional development plan covers critical areas to success in teaching and learning, as well as procedural and mandatory trainings:

- Equity (through the HPS Equity Logic Model)
 - Social Justice Standards
 - Culturally Responsive Teaching Practices
 - Social Emotional Learning
 - Trauma Informed Teaching Practices
- Learning Models and Expectations (in person, hybrid and distance learning)
 - Curricular Review
 - Technology and Instructional Design in various models
- Mindfulness Training with Copper Beech Institute
- ASCD Activate Resources inclusive of courses, webinars, professional readings and videos
- Partnerships with Dr. Tamika LaSalle and Kellen Nixon
- Mandatory training: DCF, Bullying, Sexual Harassment, Human Trafficking, and Bloodborne Pathogens
- COVID Procedures and Policies

Currently-CIAC



- Following guidance from CIAC
 - <https://www.casciac.org/pdfs/CIACResocializationofAthleticsGuidanceUpdate%20d6-29-2020.pdf>
- Plans to currently start on time with fall sports
- Plans to currently play all fall sports
- CIAC committee should provide updated guidance within the next two weeks.



SCC

- Our league is prepared to adapt any schedule necessary to assure safety of our student athletes
- Current plan is to keep schedule as is
- If regional based schedule is needed our conference will be able to adjust
- The League is reviewing both Sub-Varsity and Middle School Scheduling



Summer Training

- Over 300 Student Fall Athletes are training at various times throughout the week in cohorts of 10 or fewer
- Safety Protocols in place follow CIAC Recommended Guidelines
 - Reviewed by QVHD
 - Parents check for symptoms and temperature Student Athlete prior to arrival
 - Information on Athletics Website
- Phase 3 of Athletics on schedule to start on August 4th
 - Groups of 25 outside
 - Groups of 10 inside



Extra-Curricular Activities

- Band and Musical Plays can still be conducted with careful planning and social distancing
- Band Safety Study for wind instruments.
 - <https://www.nfhs.org/media/4029958/preliminary-testing-report-7-13-20.pdf>
- Chorus study due out in a week or two
- Clubs can meet but recommendation would be to do so virtually



Health Protocols

- **Mandated use of face coverings** for all students and staff when inside a school building as an essential component of the prevention of transmission of COVID-19 and other respiratory ailments; exceptions are built into the Plan.
- **Health and Safety liaisons** at the District level and in every school (nurses) to assist Principals in promoting a culture of health, safety, and a shared responsibility for wellness.
- **Limiting access to buildings by visitors** not required for school operations to limit opportunities for viral transmission.
- **A Health and Medical Subcommittee** (HPS leadership and medical advisor, QVHD, and our SBHC staff) continues to meet to clarify health office access, promote family awareness of and access to immunizations, and to create a clear and medically sound Infection Control Plan to ensure ongoing monitoring of health conditions within each school, identification and containment of possible COVID-19 cases, communication to staff, students, and families, and procedures for a return to school of affected students or staff.

Facilities Reopening Plan

- Classroom and hallway layouts will be modified for proper social distancing.
- Appropriate signage to be located throughout buildings.
- Building water systems will be flushed prior to opening.
- Schools will be ventilated prior to opening.
- Hand sanitizing stations will be located throughout the facility.
- HVAC systems to be modified to allow maximum fresh air into facilities.
- No-Touch Usage.
- Building and restroom cleaning and disinfecting protocols have been instituted.
- Pre-purchasing of PPE and supplies and development of training in PPE usage.

Food Service

- Whitsons developed protocols to mandate masks for staff, institute daily symptom screening for staff, promote distancing and touchless operations, and to provide training to all team members regarding COVID-19 safety precautions, sanitizing, visitor policies, illness reporting, and food safety.
- Menu adjustments will be made to allow for pre-packaged breakfasts and lunches.
- Student cohorts will pick up pre-packaged meals from the serving line and eat in a designated location (i.e. classroom) to promote cohort distancing. Serving lines will be sanitized between cohorts.

Transportation

- First Student and HPS will work collaboratively to adapt bus capacity and routes to changing conditions of community spread of COVID-19.
- Specialized transportation will continue based on the child's IEP.
- First Student and HPS will implement best practices for bus disinfection.
- All adults and students will wear masks while riding the bus. Exceptions are built into the plan.
- Seating plans will promote distancing as much as possible. Bus windows and roof hatches would remain open to increase ventilation.
- Modifications to school arrival and dismissal plans to promote social distancing.