



Suffield Public Schools

COVID-19 Strategic School Reopening and Sustainment Operating Plan

Suffield Public Schools
350 Mountain Road
Suffield, CT 06078
July 24, 2020

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Introduction

The purpose of this COVID-19 Strategic School Reopening and Sustainment Operating Plan is to provide a clear and concise pathway for logistical planning as it relates to the reopening and sustained operations of the Suffield Public Schools during the COVID-19 pandemic. This plan has been designed through the collaborative efforts of district and school personnel in conjunction with the guidance provided by the Office of the Governor, Connecticut State Department of Education, Department of Public Health, Centers for Disease Control and Prevention, North Central District Health Department, and the Town of Suffield First Selectwoman and Emergency Management Director.

It is important to note that this strategic plan will remain a working document throughout the COVID-19 pandemic response period. Due to the unknown and evolving nature of the pandemic, it is important that this document remain open and flexible as new trends and guidance emerge. In developing the following plan, the district has defined eight Core Functions that will guide our planning efforts. These Core Functions are comprised of a subset of Sustainability Initiatives that the district will develop short and long-range plans for reopening and sustaining school functions in the months ahead. The Core Functions are as follows:

Core Function 1:	Health Services
Core Function 2:	Finance & Facilities
Core Function 3:	Technology
Core Function 4:	Human Resources
Core Function 5:	School Operations
Core Function 6:	Curriculum & Instruction
Core Function 7:	Special Services
Core Function 8:	Communication

Throughout the development of our Strategic School Reopening and Sustainment Operating Plan, the administration of the Suffield Public Schools worked in partnership with multiple stakeholder groups in hopes of engaging in a reflective and collaborative process. Toward this end, several ad-hoc reopening advisement committees were developed. I would like to extend my sincere appreciation to the following subcommittees that were instrumental in the creation of this plan in a limited timeframe amid tremendous uncertainty:

Suffield Public Schools Administration and Central Office Staff
Suffield Board of Education Ad-hoc Reopening Subcommittee
Healthcare Professionals Subcommittee (School Medical Advisor & School Nurses)
Collective Bargaining Leadership Subcommittee
Parent Advisory Subcommittee

While we recognize the important role that the Suffield Public Schools serve in the reopening of our community and state, we will continue to follow the executive orders of the Governor and the direction of the Department of Public Health to ensure the safety and well-being of our students, staff, and the community of Suffield. I thank everyone for their patience, understanding, and support throughout this unprecedented time in public education.

Sincerely,

Timothy M. Van Tassel
Superintendent of Schools

Summary of Core Functions & Sustainment Initiatives

Core Function 1	Health Services	Core Function 2	Finance and Facilities
Sustainment Initiatives <ul style="list-style-type: none"> ✚ Interagency Coordination <ul style="list-style-type: none"> ○ Town of Suffield Emergency Management ○ North Central Department Health District ○ Department of Public Health ✚ Student and Staff Monitoring ✚ Medical Supplies Inventory and Acquisition ✚ Health Needs Assessments & Accommodations <ul style="list-style-type: none"> ○ Staff ○ Students ✚ Nursing Coverage and Substitute Support 		Sustainment Initiatives <ul style="list-style-type: none"> ✚ Financial Reporting ✚ Budget Monitoring & FY22 Planning ✚ Grants Management ✚ Accounts Payables/Ordering ✚ Payroll Management ✚ Food Services ✚ Transportation ✚ Facilities Access ✚ Facilities Maintenance (Summer and School Year) ✚ Facilities Inspections ✚ Safety Planning ✚ Long-range Facilities Projects 	
Core Function 3	Technology	Core Function 4	Human Resources
Sustainment Initiatives <ul style="list-style-type: none"> ✚ Device Management ✚ Distance Access ✚ Infrastructure Management ✚ State Reporting 		Sustainment Initiatives <ul style="list-style-type: none"> ✚ Recruitment/Hiring ✚ Attendance/Absence Coverage ✚ Wellness Planning ✚ Contract Negotiations ✚ Contractual Matters ✚ FMLA & FFCRA Processing ✚ State Reporting 	
Core Function 5	School Operations	Core Function 6	Curriculum and Instruction
Sustainment Initiatives <ul style="list-style-type: none"> ✚ Scheduling ✚ Facilities Utilization <ul style="list-style-type: none"> ○ Classroom ○ Hallway ○ Cafeteria ○ Bathroom ✚ Safety and Security ✚ Staff Coverage and Substitute Support ✚ Program Monitoring ✚ Communication 		Sustainment Initiatives <ul style="list-style-type: none"> ✚ Continuity of Learning <ul style="list-style-type: none"> ○ Distance ○ Classroom ○ Hybrid ✚ Student Assessment ✚ Curriculum Compacting ✚ Student Interventions ✚ Student Grading ✚ Instructional Materials ✚ Professional Development 	
Core Function 7	Special Services	Core Function 8	Communication
Sustainment Initiatives <ul style="list-style-type: none"> ✚ Continuity of Learning (Special Populations) ✚ Student Transition Planning ✚ Planning and Placement Team Processes ✚ Individualized Education Plan Implementation and Monitoring ✚ Related Services 		Sustainment Initiatives <ul style="list-style-type: none"> ✚ Board Communications ✚ District Communications ✚ School Communications 	

Core Function 1 – Health Services Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Interagency Coordination <ul style="list-style-type: none"> ○ Town of Suffield Emergency Management ○ North Central Department Health District ○ Department of Public Health 	To foster communication between state and local agencies	<ul style="list-style-type: none"> • Superintendent • Town Leaders • Director of North Central Health District • DPH 	<ul style="list-style-type: none"> • Designate Accountability Liaison • Weekly/Bi-weekly Meetings or Conference Calls • Daily/Weekly Student Surveillance Reports • Updates on Guidelines and/or Protocols w/administrative review • Health Inspections • Contact Tracing Communications
Student and Staff Monitoring	To develop protocols for monitoring symptoms in students and staff	<ul style="list-style-type: none"> • Superintendent • Director of Special Services • NCDHD • Head Nurse • Business Manager • Building Administrators 	<ul style="list-style-type: none"> • Review of potential for part-time (am and pm) health aide to monitor temperatures • Following the Guidance of the DPH and NCDHD • Protocol Communication to staff and parents <ul style="list-style-type: none"> ○ Done in classroom settings ○ Temperature Monitoring by non-certified staff • Protocol for removing and relocating ill students that do not violate individual privacy • Protocols for Staff Self-Assessment
Medical Supplies Inventory and Acquisition and Facilities	To monitor and retain an adequate inventory of medical supplies	<ul style="list-style-type: none"> • Superintendent • Business Manager • Director of Special Services • Nurses 	<ul style="list-style-type: none"> • Development of Google Form Inventory List and Monitoring by Nursing Supervisor <ul style="list-style-type: none"> ○ Thermometers ○ Face covering guidelines ○ Shields ○ Gowns ○ Gloves ○ Disinfectant/Sterilizer • Alternate location for potentially ill students
Health Needs Assessments & Accommodations <ul style="list-style-type: none"> ○ Staff ○ Students 	To conduct health needs assessments and determine accommodations that may be necessary for students and staff	<ul style="list-style-type: none"> • Director of Special Services • Nurses • Business Manager • HR Manager • Building Administrators 	<ul style="list-style-type: none"> • Follow all HIPPA Guidelines • Coordinate immune-compromised rosters
Nursing Coverage and Substitute Support	To develop a process for maintaining adequate substitute coverage for all school nurses	<ul style="list-style-type: none"> • Director of Special Services • Business Manager • HR Manager • Head Nurse 	<ul style="list-style-type: none"> • Contact local nursing homes and pools to identify backup support • Post positions for substitute nurses • Coordinate with neighboring districts and private schools regarding nursing pools

Core Function 2 – Finance & Facilities Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Financial Reporting	Close out FY20 budget and implement FY 21 budget. Complete FY20 state reporting and audit. Produce monthly financial reports. Adjust budget line items as needed to reflect changing conditions.	<ul style="list-style-type: none"> • Business Manager • AP Coordinator • Superintendent 	<ul style="list-style-type: none"> • Close out all FY 19 POs • Review all FY 20 POs. Close and adjust as needed. • Enter all POs for FY20 and complete Choice transfers prior to June 30 • Complete EFS by Sept 1 • Provide all needed documentation to auditor • Complete monthly financial reports and review projections.
Budget Monitoring & FY22 Planning	Create and implement budget calendar for FY22. Target to complete draft budget by 11/15/20.	<ul style="list-style-type: none"> • Business Manager • Superintendent • All Administrators and Central Office Staff 	<ul style="list-style-type: none"> • Development of FY22 Planning Calendar • Providing spreadsheets to administration for budget preparation • Completing initial proposal w/budget book and transmittal for December
Grants Management	Monitor compliance with current grants and any adjustments allowed due to conditions. Complete applications for all new regular grants and any additional grants which might become available.	<ul style="list-style-type: none"> • Business Manager • AP Coordinator • Assistant Superintendent • Director of Special Services 	<ul style="list-style-type: none"> • Monitor deadlines for grant applications • Monitoring allocation disbursement • Grant reports are completed as per requirements
Accounts Payables/Ordering	Process supply orders for 2020-21 school year. Continue timely payments of bills. Properly process all requisitions and receipts.	<ul style="list-style-type: none"> • Business Manager • AP Coordinator • Building Secretaries 	<ul style="list-style-type: none"> • Review all orders based on needs depending on school opening plan. Guidelines issued by May 22, 2020. • Secretaries to enter FY21 orders by June 18, 2020. • Orders to be reviewed and approved or returned by July 10, 2020. • Develop process for receiving items whether in or out of school • Process invoices as usual
Payroll Management	Process bi-weekly payroll including annualized and hourly staff as well as stipends, overtime, etc. Includes enrolling new employees for payroll and insurance.	<ul style="list-style-type: none"> • Business Manager • Payroll Coordinator • HR Specialist 	<ul style="list-style-type: none"> • ESS Automation <ul style="list-style-type: none"> ○ Access for all ○ Protocols for tracking attendance ○ Electronic Time Card Process/Paperless ○ Move all employees to Direct Deposit • Remote VPN Access

Sustainment Initiative	Description	Collaborators	Metrics
Food Services	Provide food services in safe, sustainable, and cost-effective manner. Maintain compliance with all state requirements including FRL.	<ul style="list-style-type: none"> • Director of Food Service • Business Manager • Registrar / Technology Secretary 	<ul style="list-style-type: none"> • Complete all required CSDE documentation • Evaluate options for lunch service based on school scheduling options being considered <ul style="list-style-type: none"> ○ Additional lunch waves ○ Lunch in classrooms ○ Reduced lunch options
Transportation	Provide required regular and SPED transportation for all students.	<ul style="list-style-type: none"> • Business Manager • Special Services Secretary • M&J 	<ul style="list-style-type: none"> • Establish protocols with transportation providers for staff health protocols and monitoring • Review Bus to School communication protocol for reporting ill students • Review the potential for lessening busses with high rider volume • Bus seating arrangements • Management protocols for significant numbers of drop-offs and pick-ups (am and pm) • Tiered bussing for each school • Bus disinfection protocols
Facilities Access	Develop plan for staff, student, contractor, and visitor access including health monitoring and safety.	<ul style="list-style-type: none"> • Director of Facilities • Business Manager • Superintendent 	<ul style="list-style-type: none"> • Contractor protocols for school entry <ul style="list-style-type: none"> ○ Temperature checks ○ Masks and gloves ○ Distance from students • SchoolGate/Redbox disinfecting • Parent/Visitor monitoring protocols
Facilities Inspections and Maintenance (Summer and School Year)	Monitor all buildings for safety, mechanical issues, and cleanliness. Compliance with all required inspections.	<ul style="list-style-type: none"> • Director of Facilities • Head Custodians 	<ul style="list-style-type: none"> • Determine schedule of inspections for all mechanical systems. <ul style="list-style-type: none"> ○ Contractor or internal • Determine cleaning schedule based on school schedule
Safety Planning	Review of current safety plans for updates due to new conditions. Monitor compliance and implement all required drills.	<ul style="list-style-type: none"> • Director of Facilities • Superintendent • Principals 	<ul style="list-style-type: none"> • Review of School Safety Plans – ensure protocols in place for phased reopening • Monitor drill logs • Volunteer and Visitor Planning • Health supplies • Emergency classroom supplies

Core Function 3 – Technology Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Device Management	Ensure all district devices are accounted for and repaired, replaced, and ready for re-deployment.	<ul style="list-style-type: none"> Registrar / Technology Secretary Technology Specialist Data Specialist School Administrators 	<ul style="list-style-type: none"> Inventory <ul style="list-style-type: none"> Confirming Purchasing Collection and Distribution Planning Repair Planning and Costs Proving proper equipment to particular grade levels Device Insurance Break and Fix Invoicing
Distance Access	Organize and centralize online resources that were created and distributed to teachers and students during the closure period.	<ul style="list-style-type: none"> Webmaster Registrar / Technology Secretary Assistant Superintendent 	<ul style="list-style-type: none"> Privacy Policy monitoring Monitoring licenses and budgeting for online programs that are no longer “free”
Infrastructure Management	WiFi access points and wired network devices will be tested to ensure operability.	<ul style="list-style-type: none"> Network Administrator Systems Administrator 	<ul style="list-style-type: none"> Alternate site planning access (possibility) Verifying access points in school provide adequate coverage for all spaces
State Reporting	Ensure data for state reporting is accurate and up to date	<ul style="list-style-type: none"> Registrar / Technology Secretary Data Specialist School Administrators 	<ul style="list-style-type: none"> Ensure all reports are completed in a timely fashion Establishing a backup for each of the following reports: <ul style="list-style-type: none"> Civil Rights TCS PSIS ED166 SEDAC EDS EFS

Core Function 4 – Human Resources Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Recruitment/ Hiring	Utilize web based recruitment sources and track hiring process with electronic onboarding system.	<ul style="list-style-type: none"> • Superintendent • Administrators • Business Office • HR Specialist 	<ul style="list-style-type: none"> • Prepare for post-budget approval postings • Enable Zoom platform for position interviews • Develop performance task for teachers on distance learning
Attendance/ Absence Coverage	Track staff attendance and coverage through our electronic portal	<ul style="list-style-type: none"> • Administrators • Staff • HR Specialist 	<ul style="list-style-type: none"> • Coordinate with Kelly Services regarding Phased Reopening and staffing availability • Recruit for substitutes • Permanent Building Substitutes will be prepared to provide distance learning • FMLA and FFCRA protocols need to be developed • Review staff health needs and assign based on availability <ul style="list-style-type: none"> ○ Distance Learning Teams ○ Direct Instruction Teams ○ Hybrid Teams (both)
Wellness Planning	Continue behavior health and wellness support to staff	<ul style="list-style-type: none"> • Business Office • Staff • HR Specialist 	<ul style="list-style-type: none"> • Utilization of Cigna wellness funding • Develop a potential “virtual wellness fair” • Implement the walking challenge (fall) • Utilization of Deer Oaks EAP programming for staff support
Contract Negotiations	Discuss and compromise on union contract terms. Teamsters Union only pending negotiations.	<ul style="list-style-type: none"> • Union • Superintendent • BOE • Business Office • HR Specialist 	<ul style="list-style-type: none"> • Coordinate with Teamsters regarding continuation of collective bargaining • Plan for virtual monthly meetings with stewards (summer and fall)
Contractual Matters	Initiate Salary contracts, maintain staff supports and updates through our HR Frontline Central Portal	<ul style="list-style-type: none"> • Superintendent • Business Office • Staff • HR Specialist 	<ul style="list-style-type: none"> • Follow all contractual processes
FMLA & FFCRA Processing	Maintain communication with staff regarding medical leave and provide coverage during absences	<ul style="list-style-type: none"> • Superintendent • Business Office • Administrator • Staff • HR Specialist 	<ul style="list-style-type: none"> • Follow federal guidance on FFCRA and FMLA procedures <ul style="list-style-type: none"> ○ Emergency sick leave period expires December 31st ○ Update staff guidelines for FMLA and FFCRA applications • Review job descriptions to determine if remote efforts are acceptable • FMLA Request Form added to Frontline Central • FFCRA Request Form added to Frontline Central

State Reporting	Submit annual and ongoing State reports via the state portal	<ul style="list-style-type: none"> • HR Specialist • Superintendent • Secretary to the Technology Director • Secretary to the Superintendent • Secretary to the Assistant Superintendent 	<ul style="list-style-type: none"> • EDS (certified staff file) • ED165 (school data report) • ED162 (non-certified staff file) • Teacher/Administrator Evaluation • TEAM
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Core Function 5 – Elementary School Operations Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Scheduling	To develop a variety of schedules that meet the academic and social emotional needs of our students while providing for social distancing as needed.	<ul style="list-style-type: none"> • Building Admin. • Special Ed Supervisor • Team Leaders • Coaches • Transportation Coordinator • Food Service Director 	<ul style="list-style-type: none"> • Develop and implement parent survey with school schedule options • Develop variety of schedules to address potential needs (full reopening, hybrid reopening and full remote reopening) • Develop in-school schedules that address social distancing, maintaining cohorts and various safety needs (i.e., specials classes, related services, intervention, lunch, recess) • Weekly meeting with admin, custodial staff, nurse, team leaders to review plan and revise as needed
Facilities Utilization <ul style="list-style-type: none"> ○ Classroom ○ Hallway ○ Cafeteria ○ Bathroom 	Establish protocols and processes for safe use of all areas within and outside the school as well as safe movement throughout the school to meet social distancing needs/guidelines.	<ul style="list-style-type: none"> • Building Admin. • Special Ed Supervisor • Facilities Director • Custodial Staff • Duty Clerks • Teachers 	<ul style="list-style-type: none"> • Identify classroom furniture needs (desks vs. tables) and reconfigure classrooms for social distancing • Develop protocols for in class safety (i.e. sharing materials, partner work) • Identify alternate areas to be utilized for social distancing needs • Develop protocols for hallway movement, bathroom use, lunch service, recess, and safety drills.
Safety and Security	To develop and implement protocols that will promote a safe and secure environment for all members of the school community.	<ul style="list-style-type: none"> • Building Admin. • Special Ed Supervisor • School Secretaries • Custodial Staff • Local Police/Fire/Emergency Services • NCDHD • Town Leaders 	<ul style="list-style-type: none"> • Develop protocols for maintaining a virus-free environment (i.e., temperature checks, sanitizing protocols) • Develop guidelines for building access (i.e., substitutes, parents, volunteers, deliveries, repairs) • Develop and communicate protocols for safety drills that address social distancing and provide practice for all students and staff in all scenarios • Weekly meetings with admin, custodial staff, school nurse
Staff Coverage and Substitute Support	To identify coverage options for a variety of instructional arrangements of students and staff absences as well as to meet social distancing and contact tracing requirements.	<ul style="list-style-type: none"> • Building Admin. • Special Ed Supervisor • School Secretaries • Team Leaders • Sub Service 	<ul style="list-style-type: none"> • Develop Buddy Teachers to provide and implement substitute plans as needed • Develop Prepared Alternate substitute plans (i.e. classroom and online) for emergency situations • Train Building Substitutes to use online platforms; provide them with appropriate technology

			<ul style="list-style-type: none"> ● Split class schedules assigned to support staff ● Hire two building substitutes per building
Program Monitoring	<p>Develop procedures and processes to monitor and address student needs (i.e., SRBI, SEL)</p> <p>Ensure development and implementation efficacy and fidelity of teaching and learning of intended curriculum, including best practice instruction resulting in expected student outcomes.</p>	<ul style="list-style-type: none"> ● Building Admin. ● Special Ed Supervisor ● Coaches ● Interventionists ● Assistant Superintendent 	<ul style="list-style-type: none"> ● Ongoing technology professional development ● PLC emphasis on technology integration ● Review weekly lesson plans for remote learning ● Weekly meetings with teams, coaches, admin ● Develop procedures for program monitoring during a school closing (i.e., SRBI, Attendance) ● Technology platforms and software to support remote learning ● Professional development options for remote learning ● Determine online learning platform (CF3) and monitor the implementation ● (CF4) Determine teacher evaluation and non-certified staff procedures and timelines for alternate situations
Communication	To establish ongoing communication between staff, families, and the larger Suffield community.	<ul style="list-style-type: none"> ● Building Admin ● Special Ed Supervisor ● School Secretaries ● Team Leaders 	<ul style="list-style-type: none"> ● Daily staff updates ● Weekly family updates to provide ongoing information related to school operation ● Submissions to Suffield Observer ● Website, Marquee, District Facebook page, School Messenger, ● Determine appropriate video conferencing platform for communicating with families that is reliable for live lessons and parent meetings(CF3)

Core Function 5 – Middle School Operations Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Scheduling	Complete the master schedule for the middle school – including flexible components to address social distancing requirements.	<ul style="list-style-type: none"> Principal Asst. Principal Guidance Staff SMS Team Leaders 	<ul style="list-style-type: none"> Develop and implement parent survey with school schedule options. Develop flexible scheduling components (classroom arrangements, student movement, class assignments) that can adjust to the current school setting (full reopening, hybrid reopening and full remote reopening) in alignment with prescribed state guidelines.
Facilities Utilization <ul style="list-style-type: none"> Classroom Hallway Cafeteria Bathroom 	To adapt the movement (and stationing) of students and staff throughout the building during the school day to address social distancing and safety requirements.	<ul style="list-style-type: none"> Principal Asst. Principal SMS Team Leaders Office Staff Building and Grounds Director Head Custodian Director of Food Services 	<ul style="list-style-type: none"> Develop a plan for students' and staff entry and exit into (out of) the building at the beginning and end of the day. Develop a process for student limits in bathrooms during the day. Formulate a classroom and cafeteria seating plan that achieves provided guidelines. Develop and communicate plan for traffic flow of hallways throughout the school day Identified areas of the building for quarantining staff and students. Develop an access and operational plan for office areas. Regular periodic meetings with administrators, Head Custodian, Nurse, and team leaders to review plan and revise as needed
Safety and Security	To manage the resources required to monitor and implement social distancing and safety requirements.	<ul style="list-style-type: none"> Principal Asst. Principal SMS Team Leaders Office Staff Building and Grounds Director Head Custodian Technology Director School Nurse Local Police/Fire/Emergency Services NCDHD Town Leaders 	<ul style="list-style-type: none"> Provide professional development to staff that allows for compliance of safety protocols while still supporting students' needs. Determine a protocol for addressing symptomatic students or staff. Develop a sanitizing process for all school areas. Develop plan for visitors to the building (parent meetings, service technicians, mail delivery, etc.). Develop and communicate adaptive protocols for required safety drills. Regular periodic meetings with administrators, Head Custodian, Nurse, and team leaders to review plan and revise as needed
Staff Coverage and Substitute Support	To facilitate a process that ensures all classes being held are supported by an	<ul style="list-style-type: none"> Principal Asst. Principal Office Staff 	<ul style="list-style-type: none"> Development of a staffing plan that aligns to the implemented school schedule.

	appropriate adult throughout the school day.	<ul style="list-style-type: none"> District Business Manager 	<ul style="list-style-type: none"> Assign staff to ensure safety protocols and metrics being achieved. Provide professional development opportunities for building substitutes regarding virtual classroom platforms. Develop “Emergency Plans” protocols for various school formats (full reopening, hybrid reopening and full remote reopening) and engage certified staff in their preparation of plans.
Program Monitoring	To detail the resources required to implement, monitor, and assess the grade-level curricula.	<ul style="list-style-type: none"> Principal Asst. Principal Curricular Coaches Certified Staff Asst. Superintendent 	<ul style="list-style-type: none"> Review of curricular units of study to ensure activities do not conflict with safety protocols (ex. PE, foods, etc.) Create assessments to monitor to document the efficacy of safety protocols. Utilize PLC meeting format to assess curricular planning alignment within and across departments and grade-levels (vertical/horizontal). Utilize staff professional development opportunities (identified PD Days, afterschool meeting times) to support staff growth in their fluency of various pedagogical approaches for all learning platforms. Engage the SMS S.A.M. Team to monitor and support students (SRBI Process) in engagement in and achievement of identified curricular standards.
Communication	To ensure clear and concise communication with all school stakeholders.	<ul style="list-style-type: none"> Principal Asst. Principal Office Staff Certified Staff Technology Director School Nurse 	<ul style="list-style-type: none"> Regular staff meetings (teams, departments) to update staff regarding school operational and curricular adaptations. Periodic family electronic communications (weekly/bi-weekly) to update various stakeholders regarding school operational and curricular adaptations. Establish the means to maintain typical school events (Open House, Transition Meetings, etc.) through a virtual format.

Core Function 5 – High School Operations Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Scheduling	To create a schedule that allows for flexibility for teachers, students, and families.	<ul style="list-style-type: none"> Administration Team Leaders School Counseling Staff Families Students 	<ul style="list-style-type: none"> Develop and implement parent and student survey with school schedule options Develop block schedule and straight schedule that maintains the full continuity of learning plan.
Facilities Utilization <ul style="list-style-type: none"> Classroom Hallway Cafeteria Bathroom 	To create systems to allow for social distancing and reduces the number of students congregating in various spaces of the building.	<ul style="list-style-type: none"> Administration Agriscience Director Facilities Personnel Team Leaders Hall Monitors 	<ul style="list-style-type: none"> Clear protocols for bathroom utilization clear protocols for passing time new locations for lunch and breakfast classroom maps for setup
Safety and Security	To maintain appropriate safety and security protocols within modified structures.	<ul style="list-style-type: none"> Administration Facilities Personnel Main Office Staff School Nurse Local Police/ Fire/Emergency Services NCDHD Town Leaders 	<ul style="list-style-type: none"> Updated safety and security plan applicable to all schedules Updated documents for teachers outlining the plan updates
Staff Coverage and Substitute Support	To develop a plan for staff coverage and support within an alternate schedule.	<ul style="list-style-type: none"> Administration Business Office Human Resources Main Office Staff Team Leaders 	<ul style="list-style-type: none"> Flow chart outlining the process for assigning substitutes applicable to all schedules
Program Monitoring	To create systems to review established programs within an alternate schedule.	<ul style="list-style-type: none"> Administration Assistant Superintendent Team Leaders Instructional Coaches 	<ul style="list-style-type: none"> Establish specific data points to monitor throughout the 2020-2021 school year Weekly meetings with coaches to monitor progress
Communication	To maintain high levels of communication around continued changes and modifications to the typical school experience.	<ul style="list-style-type: none"> Administration Main Office Staff Technology Department Team Leaders 	<ul style="list-style-type: none"> Continued weekly communication to students and families Continued collaboration with technology department to update the website and Facebook Continued faculty meetings and team leader meetings to communicate to staff Continued use of the staff and faculty google classroom to post updates and resources

Core Function 6 – Curriculum & Instruction Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Continuity of Learning <ul style="list-style-type: none"> Distance Classroom Hybrid 	<p>To continue to provide instruction to students within the learning environments.</p> <p>Distance Learning – students continue to receive instruction through digital e-learning platforms (SeeSaw, Google Classroom, Google Meets)</p> <p>Classroom – students receive instruction in school while practicing “Social Distance” guidelines</p> <p>Hybrid – students receive instruction through Distance and Classroom experiences. Students will join classroom on a modified schedule (50% student population)</p>	<ul style="list-style-type: none"> Curriculum Coaches Administrators Team Leaders Special Education Supervisors Technology Director 	<ul style="list-style-type: none"> Document best practices and tools for delivering instruction (full reopening, hybrid reopening and full remote reopening), including livestream instruction. Student, Parent, Teacher surveys to measure Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health Plan to ensure connectivity of students through clubs, social activities and extra-curricular programs Student Orientations, Transition opportunities, Parent Teacher Conferences, Parent Open Houses
Student Assessment	To provide diagnostic and formative information relative to each student’s achievement on grade level standards.	<ul style="list-style-type: none"> Curriculum Coaches Administrators Team Leaders Special Education Supervisors 	<ul style="list-style-type: none"> Comprehensive list of assessments used throughout the district Calendar of assessments established for each school Lighthouse and Student Achievement meetings established. Bi-weekly assessment review and teacher collaboration during Lighthouse Meetings Assessment accommodations protocols established for remote testing Communication protocols established for sharing information within district and with families
Curriculum Compacting	To provide curriculum, instruction and content appropriate for each student based on demonstrated mastery of standards.	<ul style="list-style-type: none"> Curriculum Coaches Administrators Team Leaders 	<ul style="list-style-type: none"> Establish system of assessments and screenings to determine student’s competencies on standards Establish interim benchmarks for students relative to end of year goals. Establish end of course/grade/unit learning expectations for all grade levels. Determine cross curricular approaches to meet standards Scope and Sequence documents for compacted curriculum
Student Interventions	To provide specialized instruction and schedules	<ul style="list-style-type: none"> Curriculum Coaches 	<ul style="list-style-type: none"> Establish programs to meet the intervention needs of students, K-12

	<p>designed to strengthen and extend skills not mastered.</p> <ul style="list-style-type: none"> • Summer 2020 • Academic Year 2020-2021 • Summer 2021 	<ul style="list-style-type: none"> • Administrators • Team Leaders • Special Education Supervisors • Interventionist 	<ul style="list-style-type: none"> • Establish criteria for academic and social emotional intervention • Communication method to share student progress with administration, data teams, teachers and parents • CARES funding for Intervention programming (2020/2021)
Student Grading	<p>To provide a system to clearly and consistently communicate student learning progress</p> <ul style="list-style-type: none"> • Traditional • Pass/Fail • Narrative • Standards-based • Portfolio 	<ul style="list-style-type: none"> • Principals • Curriculum coaches • Parents • Teachers • Director of Technology 	<ul style="list-style-type: none"> • Protocols/systems/expectations for grading students within each learning environment scenario • Communication plan and timeline to explain to parent, post-secondary, teachers about learning expectations within each learning scenario
Instructional Materials	<p>To provide materials, tools, needed for the 3 learning environments.</p> <ul style="list-style-type: none"> • Distance • Class • Hybrid 	<ul style="list-style-type: none"> • Curriculum Coaches • Team Leaders • Special Education Teachers • Intervention • Business manager • Technology Director 	<ul style="list-style-type: none"> • Student 1:1 technology for all grades K-12 • Instructional materials for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons • Assessment of current learning platforms – Zoom, Google, SeeSaw and e-learning materials. • Budget for materials needed for summer school, intervention, remote learning, hybrid and classroom.
Professional Development	<p>To provide training for faculty including new hires in order to successfully meet the needs of students within distant learning or hybrid environments</p>	<ul style="list-style-type: none"> • Technology Dept. • Teachers (PDEC) • Superintendent 	<ul style="list-style-type: none"> • Professional development plan aligned to district goals for year • Technology and e-learning training for para-educators, academic support, teachers and parents • TEAM support • Professional development to include high quality instruction and lesson plans to support curriculum compacting, IEP and student accommodations within the 3 learning environments

Core Function 7 – Special Services Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Continuity of Learning (Special Populations)	To review Continuity of Learning Plans, IEP goals and objectives, progress monitoring and assessment data to revise IEPs as appropriate.	<ul style="list-style-type: none"> • Director of Special Services • Special Education Supervisors • Special Education Teachers and Related Services Providers • Counselors, School Psychologists, Social Workers, BCBAs • Parents 	<ul style="list-style-type: none"> • Administer assessments to determine students' current level of functioning • Review/revise IEPs as appropriate • Determine service hour implementation based on school schedule • Prepare alternate learning plans for virtual instruction • Create paraprofessional schedules for both in school and virtual learning
Student Transition Planning	To develop transition plans for students with IEPs/504 plans (within each building and between buildings)	<ul style="list-style-type: none"> • Director of Special Services • Building Administrators • Special Education Supervisors • Special Education Teachers and Related Service Providers • School Psychologists, Counselors, Social Workers, BCBAs • Parents 	<ul style="list-style-type: none"> • Develop transition plans/activities for students going from grades 2-3, 5-6, 8-9 and to 18-21 programs • Complete case manager assignments for the 2020-2021 school year by end of June • Current special education teams share information with receiving team • Ensure instructional materials, program books, behavior plans, etc. are sent to receiving team • Inform paraprofessionals of assignments • Notify parents of case manager assignments • Hold transition meetings with parents as needed
Planning and Placement Team Processes	To develop a process for scheduling PPT/504 meetings	<ul style="list-style-type: none"> • Director of Special Services • Special Education Supervisors • Secretary to the Director of Special Services • Building Secretaries 	<ul style="list-style-type: none"> • Complete evaluations to conduct triennial reviews and initial eligibility meetings that were postponed (prioritize by date meeting was due) • Consider feasibility of completing evaluations following health and safety protocols • Develop a process for conducting evaluations • Schedule annual review PPT meetings that were postponed (prioritize by date meeting was due) • Review 504 plans and hold meetings to revise as necessary

Sustainment Initiative	Description	Collaborators	Metrics
Individualized Education Plan Implementation and Monitoring	To ensure the implementation and monitoring of IEPs and 504 plans	<ul style="list-style-type: none"> • Director or Special Services • Special Education Supervisors • Special Education Case Managers • 504 Coordinators • Building Administrators 	<ul style="list-style-type: none"> • Provide specialized instruction on IEP goals and objectives • Provide services to the extent possible if virtual platform per continuity of learning plan • Ensure general education teachers have reviewed IEPs and 504 plans and accommodations are being provided
Related Services	To review Continuity of Learning Plans, IEP goals and objectives, progress monitoring and assessment data to revise IEPs/504 plans as appropriate	<ul style="list-style-type: none"> • Director of Special Services • Special Education Supervisors • Related Service Providers • Parents 	<ul style="list-style-type: none"> • Related services are provided per the IEP or continuity of learning plan if virtual platform • Conduct assessments to determine current level of functioning • Review/revise IEPs as appropriate

Core Function 8 – Communication Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Board Communications	To foster communication between the Board of Education and the community of Suffield	<ul style="list-style-type: none"> • Board of Education • Community Engagement Committee • Superintendent • Secretary to the Superintendent • Director of Technology 	<ul style="list-style-type: none"> • Access to Regular and Special Board of Education Meetings • Quarterly newsletters • Participation on district committees • Liaison communications with Board of Finance and Board of Selectmen
District Communications	To foster communication between district administration, Board of Education, faculty and staff, and parents and guardians	<ul style="list-style-type: none"> • Central Office Personnel • Collective Bargaining Group Representatives 	<ul style="list-style-type: none"> • Social Media Presence <ul style="list-style-type: none"> ◦ Website ◦ Facebook • SchoolMessenger Communications • Districtwide Virtual Staff Meetings • Districtwide Virtual Parent Meetings • Email Communications
School Communications		<ul style="list-style-type: none"> • School Administrators • Faculty and Staff 	<ul style="list-style-type: none"> • Social Media Presence <ul style="list-style-type: none"> ◦ Website ◦ Facebook • SchoolMessenger Communications • Districtwide Virtual Staff Meetings • Districtwide Virtual Parent Meetings • Email Communications

Addendums:
Reopening and Sustainment
Overviews

After-School Programming Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Engage A. Ward Spaulding administration and program coordinator to identify furniture needs (desks vs. tables) and reconfigure space to ensure social distancing to the greatest extent possible Support the program coordinator in the development of protocols for in class safety (i.e. health screening, communication, sharing materials, partner work, hallway movement, bathroom usage)
Preparation and Implementation Timeframes	A. WARD SPAULDING SCHOOL
<ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	<ul style="list-style-type: none"> In collaboration with Before/After-School Program Coordinator, identify furniture needs, reconfigure space requirements, and create physical layout to ensure social distancing to the greatest extent possible. In collaboration with Program Coordinator develop protocols to ensure social distancing and promote safety in the Before/After-School program. In collaboration with Program Coordinator, review and monitor protocols (health screening and monitoring, sanitizing, communication, sharing materials, hallway movement, bathroom usage, playground protocols) to ensure social distancing and promote the safety of students and staff participating in the Before/After-School program.

Cancellation of Classes and Remote Learning Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> • Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants. • Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations. • Assume that any decision about school closure, reopening, or cancellation of school events will be made in coordination/collaboration with local health officials, and with the advice of the school medical advisor (if any) and school nurse supervisor. • Anticipate that recommendations for the geographic scope (e.g., a single school, multiple schools, the full district, regionally), whether it will be partial or total, and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community. • Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. • Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> • Develop and document best practices and tools for delivering instruction through Distance, Classroom, Hybrid Learning Environments <u>*refer to Appendix C: SPS Reopening Timeline & State Guidance Presentation (pgs. 77-79)</u> • Implement Student, Parent, Teacher surveys to measure Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health • Ensure connectivity of students through clubs, social activities and extra-curricular programs • Engage administration in the development of protocols for Student Orientations, Transition opportunities, Parent Teacher Conferences, Parent Open Houses • Develop Professional Development Plan aligned to district goals for year • Provide Technology and e-learning training for para-educators, academic support, teachers and parents • Provide professional development to include high quality instruction and lesson plans to support curriculum compacting, IEP and student accommodations within the 3 learning environments • Implement the following communication protocols before and during Remote Learning <ul style="list-style-type: none"> ○ Website ○ Facebook ○ SchoolMessenger Communications ○ Districtwide Virtual Staff Meetings ○ Districtwide Virtual Parent Meetings ○ Email Communications • Provide Instructional materials for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons • Implement the assessment of current learning platforms – Zoom, Google, SeeSaw and e-learning materials. • Budget for materials needed for intervention, remote learning, hybrid and classroom. Budget for materials needed for intervention, remote learning, hybrid and classroom.
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> • Utilize and refine best practices and tools for delivering instruction through Distance, Classroom, Hybrid Learning Environments and provide guidelines for teachers • Utilize and analyze surveys to measure Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health • Develop and implement protocols for preschool and kindergarten screenings, before school classroom Meet

	<p>and Greets, Parent Teacher Conferences, Parent Open Houses</p> <ul style="list-style-type: none"> ● Engage Spaulding PDEC members in developing Professional Development Plan aligned to district goals for year ● Continue Technology and e-learning training for para-educators, academic support, teachers and parents ● Engage Spaulding PDEC members in planning and conducting professional development to include high quality instruction and lesson plans to support curriculum compacting, IEP and student accommodations within the 3 learning environments ● Communicate regularly with families before and during Remote Learning <ul style="list-style-type: none"> ○ Website ○ Facebook ○ SchoolMessenger Communications ● Communicate regularly with staff <ul style="list-style-type: none"> ○ Building based Virtual Staff Meetings ○ Virtual Parent Meetings ○ Email Communications ● Determine Instructional material needs for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons ● Assess current learning platforms – Zoom, Google, Seesaw, and e-learning materials on an ongoing basis ● Order materials needed for intervention, remote learning, hybrid and classroom. Order materials needed for intervention, remote learning, hybrid and classroom. <p>MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Utilize and refine best practices and tools for delivering instruction through Distance, Classroom, Hybrid Learning Environments and provide guidelines for teachers ● Utilize and analyze surveys to measure Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health ● Develop guidelines for continuation of clubs, social activities and extra-curricular programs (Funky Foot, unified sports, Expanding Horizons, Student Council) ● Develop protocols for before school classroom Meet and Greets, transition opportunities for grades 2 to 3 identified students, Parent Teacher Conferences, Parent Open Houses ● Engage McAlister PDEC members in developing Professional Development Plan aligned to district goals for year ● Conduct Technology and e-learning training for para-educators, academic support, teachers and parents ● Engage McAlister PDEC members in planning and conducting professional development to include high quality instruction and lesson plans to support curriculum compacting, IEP and student accommodations within the 3 learning environments ● Communicate regularly with families before and during Remote Learning <ul style="list-style-type: none"> ○ Website ○ Facebook
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	<ul style="list-style-type: none"> ○ SchoolMessenger Communications ● Communicate regularly with staff <ul style="list-style-type: none"> ○ Building based Virtual Staff Meetings ○ Virtual Parent Meetings ○ Email Communications ● Determine Instructional material needs for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons to ● Assess current learning platforms – Zoom, Google, and e-learning materials on an ongoing basis ● Order materials needed for intervention, remote learning, hybrid and classroom. Order materials needed for intervention, remote learning, hybrid and classroom. <hr/> <p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Utilize and refine best practices and tools for delivering instruction through Distance Learning, Traditional Classroom, and Hybrid Learning environments and provide guidelines for all staff in which to engage in utilized model. ● Utilize and analyze surveys to measure current Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health, etc. ● Develop protocols for annual school events -- i.e. before school-year school tours, Parent and Teacher Conferences, Parent Open Houses, etc. ● Engage SMS PDEC members in developing Professional Development plan for staff that is aligned to the district goals for the year. ● Engage SMS PDEC members in planning and conducting professional development opportunities with a focus on high-quality instruction and lesson planning to support curriculum compacting, IEP and student accommodations for each of the three (potential) learning environments. ● Conduct technology and virtual learning support training for paraeducators, academic support staff, teachers, and parents. ● Communicate regularly with all stakeholders during each format of learning: <ul style="list-style-type: none"> ○ Website ○ Facebook ○ SchoolMessenger Communications ○ Building-based Virtual Staff Meetings ○ Virtual Parent Meetings ○ E-mail Communications ● Determine instructional material needs for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons (in support of students). ● Assess effectiveness of utilized learning platforms on an ongoing basis: <ul style="list-style-type: none"> ○ Zoom ○ Google Classroom ○ Additional on-line learning resources ● Order materials needed for academic intervention, distance learning, hybrid and traditional classroom settings.
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Preparation and Implementation Timeframes	SUFFIELD HIGH SCHOOL
<ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	<ul style="list-style-type: none"> Determine best practices and tools for delivering instruction through Distance, Classroom, Hybrid Learning Environments and provide guidelines for teachers Utilize and analyze surveys to measure Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health Develop guidelines for continuation of sports, clubs, social activities and extra-curricular programs Develop protocols for freshman orientation, transition opportunities for grades 8 to 9 identified students, Parent Teacher Conferences, Parent Open Houses Engage SHS PDEC members in developing Professional Development Plan aligned to district goals for year Conduct Technology and e-learning training for para-educators, academic support, teachers and parents Communicate regularly with families before and during Remote Learning <ul style="list-style-type: none"> Website Facebook SchoolMessenger Communications Communicate regularly with staff <ul style="list-style-type: none"> Building based Virtual Staff Meetings Virtual Parent Meetings Email Communications Determine Instructional material needs for teachers Assess current learning platforms – Zoom, Google, and e-learning materials on an ongoing basis

Career and Technical Education and STEM

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. Include a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle. Include a process for collection, sanitation, and logging of equipment and tools. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Engage faculty and staff in the development of protocols for cleaning and disinfecting high touch areas in CTE, AgSci, STEM and other environments and throughout the classrooms.
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Support teachers in the development and implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for STEM Collaboratively engage the STEM Coach, STEM Teacher, and Classroom Teachers to develop learning activities and curricula that meet established safety protocols and enhance the full inclusion of students.
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Support teachers in the development and implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for STEM and science classes. Collaboratively engage the STEM Coach, STEM Teacher, and Classroom Teachers to develop learning activities and curricula that meet established safety protocols and enhance the full inclusion of students.
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Support teachers in the development and implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for technical education, FACS, and grade-level science classes. Collaboratively engage the Technical Education, Family and Consumer Science, and Science teachers to develop learning activities and curricula that meet established safety protocols and enhance the full inclusion of students.
Preparation and Implementation Timeframes	SUFFIELD HIGH SCHOOL
<ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	<ul style="list-style-type: none"> Develop protocols for cleaning and disinfecting high touch areas in CTE, AgSci, STEM and other environments and throughout the classrooms. Support teachers in the development and implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for technical education, FACS, and science classes. Collaboratively engage the Technical Education, Family and Consumer Science, and Science teachers to develop learning activities and curricula that meet established safety protocols and enhance the full inclusion of students.

Certification and Personnel Planning Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. ● Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Coordinate with Kelly Services regarding staffing availability and substitute potential recruitment ● Human Resources to communicate with faculty and staff regarding their ability to return to work ● Review school staff needs and determine if further hiring/reassignment is necessary. ● Follow all FMLA and FFCRA requirements <ul style="list-style-type: none"> ○ Review staff health needs and assign based on availability <ul style="list-style-type: none"> ▪ Distance Learning Teams ▪ Direct Instruction Teams ▪ Hybrid Teams (both) ● Follow federal guidance on FFCRA, FMLA, and ADA procedures <ul style="list-style-type: none"> ○ Emergency sick leave period expires December 31st ○ Update staff guidelines for FMLA, FFCRA and ADA applications ● Develop FMLA Request Form added to Frontline Central ● Develop FFCRA Request Form added to Frontline Central ● Develop Prepared Alternate substitute plans (i.e. classroom and online) for emergency situations ● Providing trainings to support Building Substitutes to use online platforms; provide them with appropriate technology ● Develop local nursing pool to identify backup support ● Coordinate with neighboring districts regarding the potential of shared staffing
Preparation and Implementation Timeframes	
<ul style="list-style-type: none"> ● June 30, 2020 – August 25, 2020 	

Child Nutrition

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students. Schools and institutions 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 and institutions 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. 	<ul style="list-style-type: none"> Complete and monitor all required CSDE documentation pertaining to school lunch programs Monitor and evaluate options for lunch service based on school scheduling options being considered <ul style="list-style-type: none"> Additional lunch waves Lunch in classrooms Reduced lunch options
Preparation and Implementation Timeframes	
<ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	

Classroom Layout

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Classroom Layout <ul style="list-style-type: none"> ○ Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. ○ Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. ○ Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Engage administration in the identification of classroom furniture needs (desks vs. tables) and reconfigure classrooms for social distancing to the greatest extent possible ● Engage administration in the development and monitoring of protocols for in class safety (i.e. sharing materials, partner work) ● Engage administration in the identification alternate areas to be utilized for social distancing needs ● Support the administration in the development of protocols for hallway movement, bathroom use, lunch service, recess, and safety drills. ● Engage administration in the development of protocols for maintaining a virus-free environment (i.e. health monitoring and sanitizing protocols) ● Support administration in the development of guidelines for building access (i.e., substitutes, parents, volunteers, deliveries, repairs) ● Develop and communicate protocols for safety drills that address social distancing and provide practice for all students and staff in all scenarios ● Conduct regular meetings with admin, custodial staff, school nurse
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Reconfigure classroom layouts following social distancing guidelines ● Develop and monitor protocols for classroom safety ● Utilize large spaces (cafeterias, auditorium) for additional instructional areas for small groups ● Review, monitor and ensure protocols for maintaining a virus free environment. ● Develop and monitor and communicate protocols and guidelines for building access. (guests, deliveries, etc.) ● Reconfigure hallway guidelines to promote movement marked for one-way traffic and social distancing ● Develop and monitor revised schedules for lunch, recess, bathroom use (companion documents for lunch, recess, bathroom use) ● Develop and monitor revised practice plans for safety drills that utilize social distancing ● Schedule and hold weekly meetings with team leaders, custodial staff and school nurse
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Reconfigure classroom layouts following social distancing guidelines ● Develop and monitor protocols for classroom safety ● Utilize large spaces (cafeteria) for additional instructional areas for small groups ● Review, monitor and ensure protocols for maintaining a virus free environment.

	<ul style="list-style-type: none"> ● Develop, monitor and communicate protocols and guidelines for building access. (guests, deliveries, etc.) ● Reconfigure hallway guidelines to promote movement marked for one-way traffic and social distancing ● Develop and monitor revised schedules for lunch, recess, bathroom use (link schedules for lunch, recess, bathroom use) ● Develop and monitor revised practice plans for safety drills that utilize social distancing ● Schedule and hold weekly meetings with team leaders, custodial staff and school nurse
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Reconfigure classroom layouts adhering to established social distancing guidelines. ● Develop, communicate, and monitor protocols for classroom safety. ● Utilize large spaces (cafeteria, auditorium, gymnasium) for additional instructional areas for student groups. ● Review, monitor, and ensure protocols for maintaining a virus-free environment. ● Develop, monitor, and communicate protocols and guidelines for building access: visitors, parents, volunteers, deliveries, etc. ● Reconfigure hallway traffic patterns to promote movement marked for one-way traffic and social distancing. ● Develop revised schedules to allow for other established safety protocols to be enacted: for lunch, bathroom use, transitions between classes, school arrival and departure, etc. ● Develop and monitor revised practice plans for safety drills that adhere to established social distancing practices. ● Schedule and hold weekly meetings with team leaders, custodial staff, and school nurses to assess current practices.
<p style="text-align: center;">Preparation and Implementation Timeframes</p>	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Reconfigure classroom layouts following social distancing guidelines ● Develop and monitor protocols for classroom safety ● Review, monitor and ensure protocols for maintaining a virus free environment. ● Develop, monitor and communicate protocols and guidelines for building access. (guests, deliveries, etc.) ● Reconfigure hallway guidelines to promote movement marked for one-way traffic and social distancing ● Develop and monitor revised schedules for the school day, Wildcat, lunch, bathroom use ● Develop and monitor revised practice plans for safety drills that utilize social distancing ● Schedule and hold weekly meetings with team leaders, custodial staff and school nurse
<ul style="list-style-type: none"> ● June 30, 2020 – August 25, 2020 	

Containment Plan

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans is to decrease the risks of spreading COVID-19, and shall include the following: ● If any person who has been present in school has a confirmed diagnosis of COVID-19, the local health department must be notified immediately. ● Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. ● Students should remain supervised in the isolation room. For the purposes of contact tracing, schools should log all persons who entered the room. The individual supervising the room must be equipped with proper PPE. ● Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case. ● Review CDC guidance to ensure compliance with most up to date information regarding containment. ● Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. Include input, where appropriate, from the local health department, school medical advisor and school nurse supervisor. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Coordinate with the local health department regarding readiness to comply with requests for information from the local health department to assist with contact tracing. ● Identification of a response team within the school and LEA with specific responsibilities regarding COVID-19 emergencies. ● Develop protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Procure and provide PPE and other necessary equipment to support COVID-19 needs within each school ● Engage administration in the development of isolation rooms within each school.
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Review guidance from the local health department regarding readiness to comply with requests for information from the local health department to assist with contact tracing. ● Identify and monitor a response team within the school and LEA with specific responsibilities regarding COVID-19 emergencies. ● Review, ensure and monitor protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Monitor, communicate needs, and provide PPE and other necessary equipment to support COVID-19 needs within the building ● Communicate and identify an isolation room with access to a bathroom within the building
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Review guidance from the local health department regarding readiness to comply with requests for information from the local health department to assist with contact tracing. ● Identify and monitor a response team within the school and LEA with specific responsibilities regarding COVID-19 emergencies. ● Review, ensure and monitor protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school.

	<ul style="list-style-type: none"> ● Monitor, communicate needs, and provide PPE and other necessary equipment to support COVID-19 needs within the building ● Communicate and identify an isolation room with access to a bathroom within the building <hr/> <p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Review guidance from the local health department regarding readiness to comply with requests for information from the local health department to assist with contact tracing. ● Identify and monitor a response team within the school and LEA with specific responsibilities regarding COVID-19 emergencies. ● Review, ensure and monitor protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Monitor, communicate needs, and provide PPE and other necessary equipment to support COVID-19 needs within the building <p>Identify within the building an isolation room (with access to a bathroom) and communicate to staff established protocols regarding its usage.</p> <hr/> <p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Identify a school response team with specific responsibilities regarding COVID-19 emergencies. ● Develop protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Determine an isolation room within the vicinity of the nurse's office. ● Review, ensure and monitor protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Monitor, communicate needs, and provide PPE and other necessary equipment to support COVID-19 needs within the building
Preparation and Implementation Timeframes	
<ul style="list-style-type: none"> ● June 30, 2020 – August 25, 2020 	

Daily Operations

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Develop the policies and protocols related to facilities and operations with the understanding that schools may need to react quickly to changing conditions. Ensure options to increase, or relax restrictions are available throughout the school year to respond effectively to changes in public health data. This requires compartmentalized solutions that can be deployed or recalled in a timely and organized way. Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Identify district Health and Safety Compliance Liaison. William Hoff Business Manager whoff@suffield.org 860-668-3202 Engage administration in enhancements or rapid changes to health and safety protocols as needed. Engage the BOE and administration in the development of system-wide policies and procedures that are in compliance with state requirements. Review and update regulations to meet building use needs during COVID-19. Support the decision-making process surrounding school facility use requests. Engage administration and school secretaries regarding parent volunteer group (PTA, PTAC, SFES) facility usage
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Communicate and ensure enhancements or rapid changes to health and safety protocols as needed. Implement BOE policies and monitor system-wide procedures to comply with state requirements. Review updated regulations and monitor their compliance for building use needs during COVID-19. Review and monitor protocols for facility usage by parent volunteer groups (PTO, Suffield Garden Club, SFES, Parks and Recreation)
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Communicate and ensure enhancements or rapid changes to health and safety protocols as needed. Implement BOE policies and monitor system-wide procedures to comply with state requirements. Review updated regulations and monitor their compliance for building use needs during COVID-19. Review and monitor protocols for facility usage by parent volunteer groups (PTO, Suffield Garden Club, SFES, Girl Scouts/Boy Scouts.)
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Ensure and communicate enhancements or rapid changes to health and safety protocols within the school (as needed). Implement BOE policies and monitor system-wide procedures to comply with provided state requirements. Review updated regulations and monitor their compliance for building use needs during COVID-19 response. Review and monitor protocols for facility usage by parent volunteer groups (PTAC, Suffield Garden Club, SFES, etc.).
<p style="text-align: center;">Preparation and Implementation Timeframes</p> <ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> Communicate and ensure enhancements or rapid changes to health and safety protocols as needed. Implement BOE policies and monitor system-wide procedures to comply with state requirements. Review updated regulations and monitor their compliance for building use needs during COVID-19. Review and monitor protocols for facility usage by community groups

English Learners

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue. Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. Communicate with parents and guardians that 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 closures due to COVID-19 may be provided through translation and/or interpretation. 35 Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Monitor FAPE for EL, Special Education, and Section 504 students Ensure that related services are provided per the IEP or Continuity of Learning plans Engage administration in the monitoring of student assessments to determine current level of functioning
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Review and monitor FAPE for EL, Special Education, and Section 504 students Monitor and ensure that related services are provided per the IEP or Continuity of Learning plans Engage designee in the monitoring of student assessments to determine current level of functioning
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Review and monitor FAPE for EL, Special Education, and Section 504 students Monitor and ensure that related services are provided per the IEP or Continuity of Learning plans Engage designee in the monitoring of student assessments to determine current level of functioning
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Review and monitor FAPE for EL, Special Education, and Section 504 students. Monitor and ensure that related services are provided per the student IEP or Continuity of Learning plans. Engage designee in the monitoring of student assessments to determine current level of functioning.
Preparation and Implementation Timeframes	SUFFIELD HIGH SCHOOL
<ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	<ul style="list-style-type: none"> Monitor FAPE for EL, Special Education, and Section 504 students Ensure that related services are provided per the IEP or Continuity of Learning plans Monitor student assessments to determine current level of functioning

Facilities

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Classroom Layout <ul style="list-style-type: none"> ○ Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. ○ Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. ○ Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six ● Comply with DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19. ● Comply with DPH Return to Service Guidance for Building Water Systems. ● Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. ● Comply with DPH Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems during the COVID-19 pandemic. ● Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. ● For consistency and to facilitate refresher trainings, consider designating 1-2 people in each building to serve as trainers. ● Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. ● Ensure training is provided to substitutes ● Comply with DPH guidance for cleaning and disinfecting of schools during COVID-19. ● Maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Turn off and avoid use of hand dryers. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Engage administration in identifying classroom furniture needs (desks vs. tables) and the reconfiguration of classrooms for social distancing to the greatest extent possible ● Research the potential of alternate town facilities for academic and extracurricular programming ● Engage administration in the development of protocols for in class safety (i.e. sharing materials, partner work) ● Identify alternate areas to be utilized for social distancing needs ● Engage administration in the development of protocols for hallway movement, bathroom use, lunch service, recess, and safety drills. ● Engage administration in the development of protocols for maintaining a virus-free environment (i.e., temperature checks, sanitizing protocols) ● Engage administration in the development of guidelines for building access (i.e., substitutes, parents, volunteers, deliveries, repairs) ● Engage administration in the development of protocols for safety drills that address social distancing and provide practice for all students and staff in all scenarios ● Continue weekly meetings with admin, custodial staff, school nurses regarding COVID-19 related matters <p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Implement and monitor protocols for cleaning and disinfecting all spaces within the building. ● Implement and monitor protocols for timely communication with the whole staff regarding COVID-19 related matters. ● Identify classroom furniture needs to reconfigure all classrooms for the social distancing of students and staff to the greatest extent possible. ● Identify additional/alternative spaces within the school building that can be utilized in order to meet established social distancing protocols. ● Implement and monitor with staff protocols and practices for safety specific to in-class instructional practices to meet established social distancing guidelines. ● Implement and monitor protocols and practices for in-class safety (i.e. sharing of classroom materials, student collaboration, etc.) to meet established social distancing guidelines. ● Develop adaptations of school schedule and additional safety protocols for hallway movement to meet established social distancing guidelines. ● Develop protocols for student and staff bathroom use throughout the day.

	<ul style="list-style-type: none"> ● Develop adaptations of school schedule and additional safety protocols for lunch service to meet established social distancing and cleaning guidelines. ● Ensure consistent communication of established protocols (i.e. “stopping the spread”) through the use of signage posted throughout the building that is inclusive and accessible for all students, staff, and visitors. ● Implementation of protocols for building access for all visitors to the school (i.e. substitutes, parents, delivery service representatives, maintenance staff, etc.). ● Establish protocols and practices for all required safety drills (adapted for social distancing) and provide regular practice for students and staff for each of scenarios (fire drills, lockdown drills, etc.). ● Establish weekly meetings with school administration, facility staff, school nurses, and team leaders regarding COVID-19 related matters. <p>MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Implement and monitor protocols for cleaning and disinfecting all spaces within the building. ● Implement and monitor protocols that provide timely communication with the whole staff regarding COVID-19 related matters. ● Identify classroom furniture needs to reconfigure all classrooms for the social distancing of students and staff to the greatest extent possible. ● Identify additional/alternative spaces within the school building that can be utilized in order to meet established social distancing protocols. ● Develop with staff protocols and practices for safety specific to in-class instructional practices to meet established social distancing guidelines. ● Develop with staff protocols and practices for in-class safety (i.e. sharing of classroom materials, student collaboration, etc.) to meet established social distancing guidelines. ● Develop adaptations of school schedule and additional safety protocols for hallway movement to meet established social distancing guidelines. ● Develop protocols for student and staff bathroom use throughout the day. ● Develop adaptations of school schedule and additional safety protocols for lunch service to meet established social distancing and cleaning guidelines. ● Ensure consistent communication of established protocols (i.e. “stopping the spread”) through the use of signage posted throughout the building that is inclusive and accessible for all students, staff, and visitors. ● Development of protocols for building access for all visitors to the school (i.e. substitutes, parents, delivery service representatives, maintenance staff, etc.). ● Establish protocols and practices for all required safety drills (adapted for social distancing) and provide regular practice for students and staff for each of scenarios (fire drills, lockdown drills, etc.).
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	<ul style="list-style-type: none"> ● Establish weekly meetings with school administration, facility staff, school nurses, and team leaders regarding COVID-19 related matters. <hr/> <p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Implementing and monitoring protocols for cleaning and disinfecting all spaces within the building. ● Implementing and monitoring protocols that provide timely communication with the whole staff regarding COVID-19 related matters. ● Identify classroom furniture needs to reconfigure all classrooms for the social distancing of students and staff to the greatest extent possible. ● Identify additional/alternative spaces within the school building that can be utilized in order to meet established social distancing protocols. ● Implementing and monitoring with staff protocols and practices for safety specific to in-class instructional practices to meet established social distancing guidelines. ● Implementing and monitoring with staff protocols and practices for in-class safety (i.e. sharing of classroom materials, student collaboration, etc.) to meet established social distancing guidelines. ● Develop adaptations of school schedule and additional safety protocols for hallway movement to meet established social distancing guidelines. ● Develop protocols (for student and staff) bathroom use throughout the day. ● Develop adaptations of school schedule and additional safety protocols for lunch service to meet established social distancing and cleaning guidelines. ● Ensure consistent communication of established protocols (i.e. “stopping the spread”) through the use of signage posted throughout the building that is inclusive and accessible for all students, staff, and visitors. ● Development of protocols for building access for all visitors to the school (i.e. substitutes, parents, delivery service representatives, maintenance staff, etc.). ● Establish protocols and practices for all required safety drills (adapted for social distancing) and provide regular practice for students and staff for each of scenarios (fire drills, lockdown drills, etc.). ● Establish weekly meetings with school administration, facility staff, school nurses, and team leaders regarding COVID-19 related matters. <hr/> <p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Identify classroom furniture needs (desks vs. tables) and the reconfiguration of classrooms for social distancing to the greatest extent possible ● Develop protocols for in class safety (i.e. sharing materials, partner work) <hr/> <ul style="list-style-type: none"> ● Identify alternate areas to be utilized for social distancing needs ● Develop protocols for hallway movement, bathroom use, lunch service, recess, and safety drills.
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	<ul style="list-style-type: none"> ● Develop protocols for maintaining a virus-free environment (i.e., temperature checks, sanitizing protocols) ● Develop guidelines for building access (i.e., substitutes, parents, volunteers, deliveries, repairs) ● Develop protocols for safety drills that address social distancing and provide practice for all students and staff in all scenarios ● Weekly meeting with facilities director, custodial staff, and school nurses regarding COVID-19 related matters
Preparation and Implementation Timeframes	
<ul style="list-style-type: none"> ● June 30, 2020 – August 25, 2020 	

Health Plan Monitoring

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Implement protocol for Daily/Weekly Student Surveillance Reports ● Provide updates on guidelines and/or protocols w/administrative review ● Engage administration and facilities with routine health inspections ● Develop method for contact tracing and implement pandemic communication plan as needed ● Employ temporary part-time (am and pm) health aide to assist school nurses ● Continue to monitor the implementation of DPH and NCDHD guidance ● Develop protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Develop protocols for immune-compromised students and (rosters, interventions, supports) ● Develop protocols for communication with the local health department and families ● Create a binder of student information for contact tracing: <ul style="list-style-type: none"> ○ Class lists/seating charts ○ Bus lists/seating chart ○ Student schedules ○ Staff Schedules ○ Cafeteria list ○ Extracurricular Activities -sports, clubs, etc.
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Review, ensure and monitor protocol for Daily/Weekly Student Surveillance Reports ● Review updates on guidelines and/or protocols w/team leader review ● Review, monitor and ensure routine health inspections with custodial and facilities staff ● Review and monitor method for contact tracing and implement pandemic communication plan as needed ● Secure and monitor temporary part-time (am and pm) health aide to assist school nurse ● Continuous review and monitoring of the DPH and NCDHD guidance ● Review, ensure and monitor protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Review, ensure and monitor protocols for immune-compromised students and (rosters, interventions, supports)

	<p>MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Review, ensure and monitor protocol for Daily/Weekly Student Surveillance Reports ● Review updates on guidelines and/or protocols w/team leader review ● Review, monitor and ensure routine health inspections with custodial and facilities staff ● Review and monitor method for contract tracing and implement pandemic communication plan as needed ● Secure and monitor temporary part-time (am and pm) health aide to assist school nurse ● Continuous review and monitoring of the DPH and NCDHD guidance ● Review, ensure and monitor protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Review, ensure and monitor protocols for immune-compromised students and (rosters, interventions, supports)
	<p>SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Review, ensure, and monitor protocol for daily and weekly Student Surveillance Reports. ● Review updates on guidelines and/or protocols with building -based team leaders. ● Review, monitor, and ensure routine health inspections with custodial and facilities staff. ● Review and monitor method for contract tracing and implement pandemic communication plan as needed ● Secure and monitor temporary part-time (am and pm) health aide to assist school nurse. ● Continuous review and monitoring of the DPH and NCDHD guidance. ● Review, ensure, and monitor protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Review, ensure, and monitor protocols for immune-compromised students and (rosters, interventions, supports)
<p>Preparation and Implementation Timeframes</p> <ul style="list-style-type: none"> ● June 30, 2020 – August 25, 2020 	<p>SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Conduct routine school health inspections ● Develop method for contract tracing and implement pandemic communication plan as needed ● Develop protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Develop protocols for immune-compromised students and (rosters, interventions, supports) ● Develop protocols for teachers to report all students that left the room during instructional time.

Immunizations

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Immunizations: Guidance from the Department of Public Health was issued dated June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations. Health Assessments: Guidance from the CSDE was issued dated June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Engage administration, school nurses, and Registrar in planning for health assessment regulations per CT General Statutes Section 10-206. Notification to families regarding health assessment guidelines for 2020-2021 school year <ul style="list-style-type: none"> Due to the unavailability of appointments for immunizations due to the pandemic, the district will prioritize keeping students in schools where possible. Monitor and track student immunization data
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Follow district plan for health assessment regulations per CT General Statute Section 10-206. Support communication to families relative to immunization requirements for new students and students entering Grade 7. Monitor and track student immunization data.
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Follow district plan for health assessment regulations per CT General Statute Section 10-206. Support communication to families relative to immunization requirements for new students and students entering Grade 3. Monitor and track student immunization data.
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Follow district plan for health assessment regulations per CT General Statute Section 10-206. Support communication to families relative to immunization requirements for new students and students entering Grade 7. Monitor and track student immunization data.
	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> Follow district plan for health assessment regulations per CT General Statute Section 10-206. Support communication to families relative to immunization requirements for new students. Monitor and track student immunization data.
Preparation and Implementation Timeframes	
<ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	

Physical Education, Athletics, Arts, and Extra-Curricular Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess. Develop plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Support the development of protocols for social distancing and disinfecting of physical education and physical activity spaces Engage administration and teachers and collaborative planning to meet protocols for social distancing and physical activity spaces
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Collaboratively engage the Physical Education, Art, Library Media and Music teachers to develop learning activities and curricula that meet safety protocols and enhance the full inclusion of students. Support teachers in the implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for physical education classes. Support Music, Art, and Library Media teachers in the development of adaptations and modifications to their instructional delivery to ensemble classes to meet established safety protocols. Support Music, Art and Library teachers to develop protocol for student usage of materials. Support teachers in the implementation of protocols for social distancing and disinfecting of equipment and facilities for any extra-curricular activities requiring in-person engagement by students and staff.
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Collaboratively engage the Physical Education, Music, Art, Library teachers to develop learning activities and curricula that meet safety protocols and enhance the full inclusion of students. Support teachers in the implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for physical education classes. Support Music, Art and Library teachers in the development of adaptations and modifications to their instructional delivery to ensemble classes to meet established safety protocols. Support Music, Art and Library teachers to develop protocol for student usage of materials. Support teachers in the implementation of protocols for social distancing and disinfecting of equipment and facilities for any extra-curricular activities requiring in-person engagement by students and staff. Develop protocols for clubs, social activities and extra-curricular programs (Funky Foot, unified sports, Expanding Horizons, Student Council)

	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Collaboratively engage the Physical Education and Fine Arts teachers to develop learning activities and curricula that meet safety protocols and enhance the full inclusion of students. ● Support teachers in the implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for physical education classes. ● Support Fine Arts and Unified Arts teachers in the development of adaptations and modifications to their instructional delivery to ensemble classes to meet established safety protocols. ● Support teachers in the implementation of protocols for social distancing and disinfecting of equipment and facilities for any extra-curricular activities requiring in-person engagement by students and staff. ● Work with the District Athletic Director to develop protocols related to CIAC guidelines for the potential facilitation of athletic events.
<p style="text-align: center;">Preparation and Implementation Timeframes</p> <ul style="list-style-type: none"> ● June 30, 2020 – August 25, 2020 	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Support teachers in the development of protocols for social distancing and disinfecting of physical education and physical activity spaces. ● Work with our athletic trainer to provide training based on CIAC guidelines. ● Develop schedules to limit exposure among athletic teams and extracurricular activities such as clubs. ● Meet with all extra-curricular teachers to review protocols for after school programming to ensure safety of all participants. ● Support Fine Arts teachers in the development of adaptations and modifications to their instructional delivery to ensemble classes to meet established safety protocols.

Professional Development Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Revised district calendar to accommodate pre-service trainings for certified and non-certified staff in preparation for the school year. <ul style="list-style-type: none"> Original First Day of School for Student: Aug. 26, 2020 Board of Education Revised Academic Start Date: Aug. 31, 2020 Develop training materials to educate staff on health safety protocols. Place learning materials health safety protocols on the following online resources: <ul style="list-style-type: none"> Frontline Central District Website Teacher Portal Meet with Collective Bargaining groups to discuss training rollout Engage administration in the development of professional learning schedule for health safety protocols.
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Develop a professional learning schedule for all staff to have a clear understanding of and regularly engage in established health and safety protocols -- including adaptations of previously established school practices and schedules. Create a digital location to store learning materials for staff on established district and building-based safety protocols and practices. Establish the means to provide all staff with regular updates to the established district and building-based safety protocols and practices.
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Develop a professional learning schedule for all staff to have a clear understanding of and regularly engage in established health and safety protocols -- including adaptations of previously established school practices and schedules. Create a digital location to store learning materials for staff on established district and building-based safety protocols and practices. Establish the means to provide all staff with regular updates to the established district and building-based safety protocols and practices.
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Develop a professional learning schedule for all staff to have a clear understanding of and regularly engage in established health and safety protocols -- including adaptations of previously established school practices and schedules. Create a digital location to store learning materials for staff on established district and building-based safety protocols and practices. Establish the means to provide all staff with regular updates to the established district and building-based safety protocols and practices.
<p style="text-align: center;">Preparation and Implementation Timeframes</p>	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> Recruit students to develop training materials to educate staff on health safety protocols. Develop a professional learning schedule for health safety protocols Parts of faculty meetings, and morning updates, will reinforce safety protocols.
<ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	

Standard Public Health Practices and Adequate Supplies

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols. ● Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to: <ul style="list-style-type: none"> ○ social distancing, ○ frequent hand washing and use of hand sanitizer, use of face coverings that completely cover the nose and mouth, respiratory and cough etiquette, and enhanced cleaning/disinfection of surfaces. ○ 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 (as feasible), and no-touch/foot-pedal trash cans. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Development of universal health practices and protocols and educational materials with the support of the medical advisor and school nurses ● Implement temperature monitoring protocol for the initial weeks of the 2020-2021 school year ● Follow state guidelines regarding face coverings and PPE ● Develop staff and student training modules: <ul style="list-style-type: none"> ○ Hand Washing ○ Use of face coverings ○ Cough Etiquette ○ Social Distancing ● Provide school administration protocols and educational materials for the development of student lessons on all public health protocols ● Procure and provide necessary health and cleaning supplies for distribution to schools
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Review and monitor implementation of health practices. ● Review and monitor hand washing stations throughout the school with hand sanitizing stations. ● Review and monitor protocols regarding public health protocols. ● Communicate all protocols regarding health guidelines. ● Monitor and replenish cleaning supplies for school. ● Display signage throughout the school to promote social distancing measures. ● Monitor and ensure frequent hand washing protocols and procedures including entering and exiting school; before and after lunch and recess and during all bathroom visits. ● Monitor and ensure cough and sneezing procedures for all students and staff. ● Monitor and implement protocol for staff or students who fall ill. ● Utilize an isolation room within the building for students/staff infected. ● All protocols will be communicated to staff on Monday, August 24th at the district wide virtual convocation. ● Collaborate with Facilities Director to ensure custodial staff will be supplied with ample cleaning supplies. All cleaning protocols will be communicated with staff, students and families. ● Monitor and ensure social distancing guidelines to the best of our ability.
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Review and monitor health practices. ● Review and monitor hand washing stations throughout the school with hand sanitizing stations. ● Review and monitor administration protocols regarding public health protocols. ● Communicate all protocols regarding health guidelines.

	<ul style="list-style-type: none"> ● Monitor and replenish cleaning supplies for school. ● Display signage throughout the school to promote social distancing measures. ● Monitor and ensure frequent hand washing protocols and procedures including entering and exiting school; before and after lunch and recess and during all bathroom visits. ● Monitor and ensure cough and sneezing procedures for all students and staff. ● Monitor and ensure protocol for staff or students who fall ill. ● Utilization of isolation rooms for students/staff infected. ● Communicate all protocols to staff on Monday, August 24th at the district wide virtual convocation. ● Collaborate with facilities director to ensure ample cleaning supplies. All cleaning protocols will be communicated with staff, students and families. ● Implement social distancing guidelines to the best of our ability. ● Include health and safety updates in the weekly McAlister News segment. <p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Review and monitor established health practices. ● Review and monitor usage of hand-washing stations throughout the school with hand sanitizing stations. ● Review and monitor administration protocols regarding public health protocols. ● Communicate all protocols regarding health guidelines to all appropriate stakeholders. ● Provide and replenish cleaning supplies for school. ● Display signage throughout the school to promote social distancing measures. ● Monitor and ensure frequent hand washing protocols and procedures including entering and exiting school; before and after lunch and recess and during all bathroom visits. ● Monitor and ensure cough and sneezing procedures for all students and staff. ● Monitor and ensure protocol for staff or students who fall ill. ● Utilize isolation rooms within each building for students/staff infected. ● All protocols will be communicated to staff on Monday, August 24th at the district-wide virtual convocation. ● Collaborate with the Facilities Director to ensure custodial staff will be supplied with ample cleaning supplies. All cleaning protocols will be communicated with staff, students, and families. ● Implement social distancing guidelines to the best of our ability.
<p>Preparation and Implementation Timeframes</p>	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Develop and implement health practices. ● Develop hand washing stations throughout the school with hand sanitizing stations. ● Develop administration protocols regarding public health protocols. ● Communicate all protocols regarding health guidelines. ● Provide and replenish cleaning supplies for schools. ● Provide signage throughout the school to promote social distancing measures. ● Develop frequent hand washing protocols and procedures including entering and exiting school; before and after lunch and recess and during all bathroom visits.
<ul style="list-style-type: none"> ● June 30, 2020 – August 25, 2020 	

	<ul style="list-style-type: none"> ● Develop and implement cough and sneezing procedures for all students and staff. ● Develop and implement protocol for staff or students who fall ill. ● Isolation rooms within each building for students/staff infected. ● Recruit High School students to make videos and resources to be distributed through the district regarding standard health practices ● All protocols will be communicated to staff on Monday, August 24th at the district wide virtual convocation. ● Custodial staff will be supplied with ample cleaning supplies. All cleaning protocols will be communicated with staff, students and families. ● Weekly meetings with custodial staff and school administration will take place to review protocols, make adjustments, and inventory supplies. ● Implement social distancing guidelines to the best of our ability.
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Transportation

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Providing student transportation to schools is an important legal mandate that requires ensuring that all students have access to education at school. Protective strategies for bus transportation should align with the forthcoming tiered system established by DPH to assist leaders define the decision-making approach applied to individual school districts. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Establish protocols with transportation providers for staff health and cleaning protocols and monitoring Develop and review Bus to School communication protocol for reporting ill students Review the potential for lessening busses with high rider volume Management protocols for significant numbers of drop-offs and pick-ups (am and pm) Engage administration in high volume school drop-off and pick-up procedures Utilize Bus Monitors for the beginning of the 2020-2021 school year
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Monitor health of transportation staff and cleaning protocols of buses Monitor communication procedures for reporting ill student while on school bus Monitor volume of riders on each bus Develop procedures to manage increased volume of daily drop offs and pick-ups Establish a procedure for loading and unloading buses AM and PM in conjunction with McAlister
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Monitor health of transportation staff and cleaning protocols of buses Monitor communication procedures for reporting ill student while on school bus Monitor volume of riders on each bus Develop procedures to manage increased volume of daily drop offs and pick-ups Establish a procedure for loading and unloading buses AM and PM in conjunction with Spaulding
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Monitor health of transportation staff and cleaning protocols of buses and report any concerns to Central Office. Monitor communication procedures for reporting ill student while on school bus. Monitor volume of riders on each bus Develop procedures to manage increased volume of daily drop offs and pick-ups Establish a procedure for loading and unloading buses in the morning and the afternoon in conjunction with Suffield High School.
	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> Monitor health of transportation staff and cleaning protocols of buses Monitor communication procedures for reporting ill student while on school bus Monitor volume of riders on each bus Develop procedures to manage increased volume of daily drop offs and pick-ups Establish a procedure for loading and unloading buses AM and PM in conjunction with Middle School
<p style="text-align: center;">Preparation and Implementation Timeframes</p>	
<ul style="list-style-type: none"> June 30, 2020 – August 25, 2020 	

Use of Face Coverings, Masks, and Face Shields

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> ○ For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Develop learning modules that reinforce use of cloth face coverings. ● Set clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, 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. ○ For teachers and staff, while teaching so long as they are properly socially distancing or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigants. ● Engage administration in developing practices that address mask breaks throughout the day ● Monitor health and safety surrounding the use of face masks
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Review, implement and monitor learning modules that reinforce use of cloth face coverings. ● Display appropriate signage to indicate masks must be worn at building entrances and where appropriate ● Review and monitor clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, 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. ○ For teachers and staff, while teaching so long as they are properly socially distancing or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigants. ● Review, implement, and monitor practices that address mask breaks throughout the day (Develop mask break schedule for multiple breaks daily) ● Assess and monitor health and safety surrounding the use of face masks for students and staff
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Review, implement and monitor learning modules that reinforce use of cloth face coverings. ● Display appropriate signage to indicate masks must be worn at building entrances and where appropriate ● Review and monitor clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing and any

	<p>other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations.</p> <ul style="list-style-type: none"> ○ For teachers and staff, while teaching so long as they are properly socially distancing or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigants. ● Review, implement, and monitor practices that address mask breaks throughout the day (Develop mask break schedule for multiple breaks daily) ● Assess and monitor health and safety surrounding the use of face masks for students and staff <p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Review, implement and monitor learning opportunities that reinforce use of cloth face coverings. ● Hang appropriate signage to indicate masks must be worn (at building entrances and other areas throughout the building). ● Review and monitor clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, 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. ○ For teachers and staff, while teaching so long as they are properly socially distancing or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigants. ● Review, implement, and monitor practices that address mask breaks throughout the day (Develop mask break schedule -- identify times in and out of class times for multiple breaks daily) ● Assess and monitor health and safety surrounding the use of face masks for students and staff
<p>Preparation and Implementation Timeframes</p>	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Recruit students and teachers to create learning modules that reinforce use of cloth face coverings. ● Model appropriate use of face masks ● Set clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, 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. ○ For teachers and staff, while teaching so long as they are properly socially distancing or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigants. ● Develop practices that address mask breaks throughout the day
<ul style="list-style-type: none"> ● June 30, 2020 – August 25, 2020 	

Appendices

Appendix A: Communications to Parents/Guardians and Staff



SUFFIELD PUBLIC SCHOOLS

Office of the Superintendent

*Timothy M. Van Tassel
Superintendent*

*Laura Guerrette
Executive Secretary*

District Update (July 10, 2020)

This notification is being sent to inform parents and guardians of the progress the district has made in the development of our Strategic Reopening and Sustainment Plan for the 2020-2021 school year. As you are aware, the Connecticut State Department of Education has released their guidance document, *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*, regarding the reopening of Connecticut's schools. While it has always been my intent to provide our families a much-deserved break from school-related communication during the month of July, this summer is unlike any other and communication is necessary for a successful re-entry to our school year.

As much as I regret to request your participation in several district-wide summer presentations, I am hopeful you will consider attending (albeit remotely) one of three presentations that will be happening the week of July 20 – July 24, 2020. These presentations will provide our families a clearer perspective on our district reopening plans, and the efforts underway to prepare our schools for welcoming students and families to the 2020-2021 school year. The presentations on the Suffield Public Schools' reopening plans will take place on the following evenings:

Suffield Board of Education Meeting

Monday, July 20, 2020

6:30 pm

* Zoom login information will be posted on the BOE Agenda on Friday, July 17th

Suffield Middle School and Suffield High School

Strategic Reopening and Sustainment Plan Initiatives Presentation

Wednesday, July 22, 2020

6:30 pm

* Zoom invitation will be sent on SchoolMessenger the week of July 13th

A. Ward Spaulding School and McAlister Intermediate School

Strategic Reopening and Sustainment Plan Initiatives Presentation

Thursday, July 23, 2020

6:30 pm

* Zoom invitation will be sent on SchoolMessenger the week of July 13th

Following these presentations, the district will be sending a brief Parent and Guardian Survey on Friday, July 24, 2020 regarding the reopening of the Suffield Public Schools. Your feedback on this survey is important to us, as it will help to inform our planning in the following weeks. The survey will cover topics such as in-person vs. remote learning options, transportation, and other considerations for the reopening of our schools. Although your responses to this survey will be non-binding, it is important that the district knows your initial intent as we prepare for a full reopening to the 2020-2021 school year.

Once again, I apologize for needing to send this July communication, and I wish you a healthy and enjoyable summer vacation.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Timothy M. Van Tasel', written in a cursive style.

Timothy M. Van Tasel, Superintendent
Suffield Public Schools



SUFFIELD PUBLIC SCHOOLS

Office of the Superintendent

Timothy M. Van Tassel
Superintendent

Laura Guerrette
Executive Secretary

July 14, 2020

Dear Parents and Guardians:

In an effort to continue to keep families informed, there will be three opportunities for families to view presentations on the 2020-2021 school reopening plans for the Suffield Public Schools. On **Monday, July 20 at 6:30 pm**, the administration will provide a district-wide overview of the Suffield Public Schools Reopening and Sustainment Plan to the Board of Education via Zoom. In addition, the district will be hosting two separate Parent and Guardian Zoom presentations that will target specific audiences. There will also be a question and answer session following each presentation. On **Wednesday, July 22 at 6:30 pm**, we will be hosting the Zoom presentation for parents and guardians of secondary students (6-12). On **Thursday, July 23 at 6:30 pm**, we will be hosting the Zoom presentation for parents and guardians of elementary students (PreK-5). Please note that the presentations will be different for each grade-level range.

Board of Education Meeting

Zoom Login Information

Topic: BOE Meeting

Time: Jul 20, 2020 06:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/82212776648?pwd=ajJldFZjV2RlRzNLTUdEUXVuVG56UT09>

Meeting ID: 822 1277 6648

Password: 7BbgFs

Dial by your location

1 646 558 8656

Meeting ID: 822 1277 6648

Password: 832048

6-12 Parents/Guardians

Zoom Presentation Login Information

Topic: Reopening Plan Presentation - SMS & SHS Parents
Time: **Jul 22, 2020 06:30 PM** Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81814249407?pwd=ZS90UmFvRIYvdnNGRU1rcTE4bjVFdz09>

Meeting ID: 818 1424 9407

Password: 0phEZY

Dial by your location:

1 646 558 8656

Meeting ID: 818 1424 9407

Password: 701913

PreK-5 Parents/Guardians

Zoom Presentation Login Information

Topic: Reopening Plan Presentation - PreK-5 Parents
Time: **Jul 23, 2020 06:30 PM** Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/87107006588?pwd=ZUZtSy80UWJyOURjMzNJJEtGUFRMydz09>

Meeting ID: 871 0700 6588

Password: 3CmAaa

Dial by your location

1 646 558 8656

Meeting ID: 871 0700 6588

Password: 786193

Sincerely,



Timothy M. Van Tasel, Superintendent
Suffield Public Schools



SUFFIELD PUBLIC SCHOOLS

Office of the Superintendent

Timothy M. Van Tassel
Superintendent

Laura Guerrette
Executive Secretary

July 20, 2020

Good afternoon Faculty and Staff,

I hope you are all having a wonderful summer!

A district-wide staff meeting has been scheduled for this **Wednesday, July 22nd from 8:00am to 9:00am** to review the district's reopening of schools plan. This meeting is voluntary. Please note, building-based meetings will also be schedule for Wednesday from 9:00am to 10:00am. You will receive a communication from your building principal regarding these meetings.

Topic: District-wide Staff Meeting

Time: Jul 22, 2020 08:00 AM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/86174961446?pwd=ZTN3ZFplZjZXOFllUHFrSytXMllvZz09>

Meeting ID: 861 7496 1446

Passcode: 5hWcPt

Dial by your location

1 646 558 8656 US (New York)

Meeting ID: 861 7496 1446

Passcode: 798068

Sincerely,

Timothy M. Van Tassel, Superintendent
Suffield Public Schools

Appendix B:
Suffield Public Schools Pandemic and Response Plan

SUFFIELD PUBLIC SCHOOLS



PANDEMIC PLAN

2020

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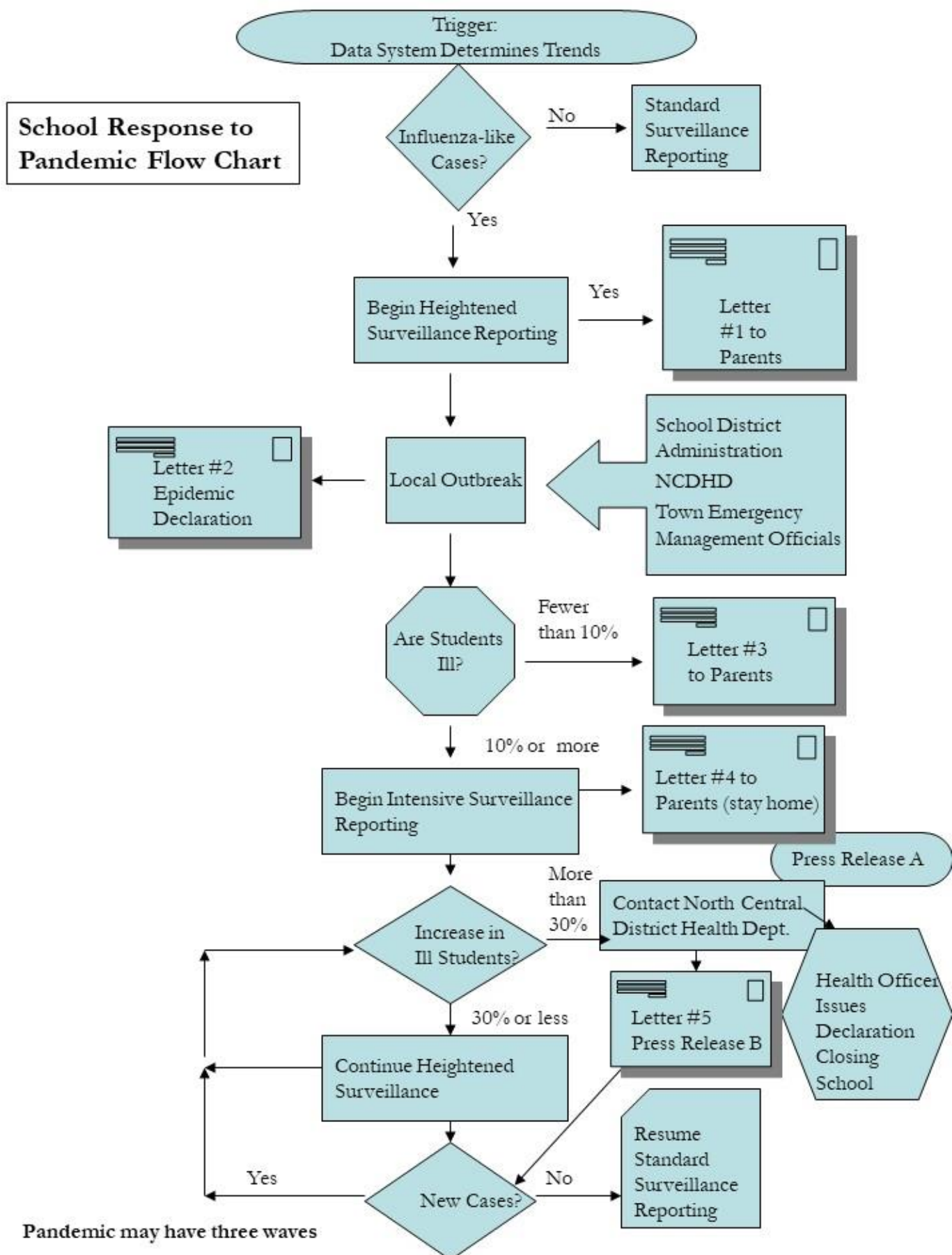
Introduction.....	
School Response to Pandemic Influenza-Like Flow Chart.....	
Suffield Response to COVID-19 Pandemic Flow Chart.....	
Influenza-Like Case Definition.....	
School Action Steps for Pandemic Influenza-Like Illnesses.....	
Pandemic Influenza-Like Illness Social Distancing Policy	
Business Continuity Plan	
Planning Structure	
Phases of Pandemic Influenza-Like Illnesses & Recommendations for Suffield Public Schools	
Resources for Emergency Information.....	
Surveillance and Reporting	

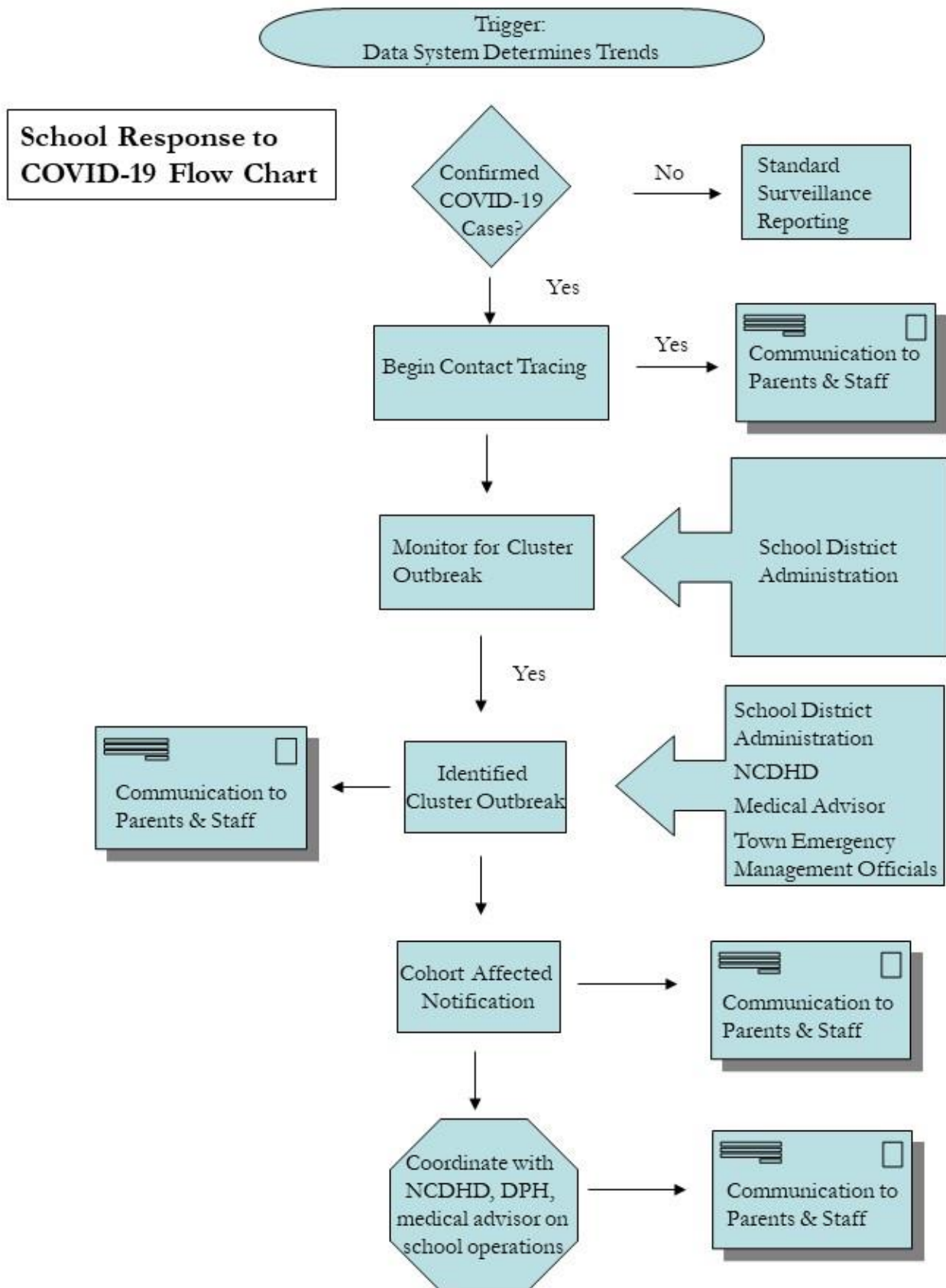
INTRODUCTION

An increasingly important public health issue that our Nation and the world faces is the threat of a global disease outbreak called a pandemic. It is therefore important that adequate planning take place should a pandemic occur.

The ubiquitous nature of an influenza-like pandemic compels Federal, State, and local governments, communities (including schools), corporations, families and individuals to learn about, prevent, prepare for, and collaborate in efforts to slow, respond to, mitigate, and recover from a potential pandemic. The development, refinement, and exercise of pandemic influenza-like plans by all stakeholders are critical components of preparedness.

All pandemic plans need to be tailored to local circumstances. The purpose of this plan is to provide a protocol by which the Suffield school system can respond to, mitigate and recover from a possible pandemic. The plan attempts to address not only the health issues, but the continuing educational needs and psychological needs of the school children and staff. Specific interventions regarding the provision of educational instruction should the schools have to close, has not been determined at this time. Those decisions will be predicated upon actions taken and guidance offered by the Centers for Disease Control and Prevention, the State of Connecticut Department of Public Health, the North Central Connecticut Health District, and the State of Connecticut Department of Education.





Pandemic may have three waves

INFLUENZA LIKE CASE DEFINITION

The Centers for Disease Control and Prevention defines an Influenza-like illness as having the following symptoms:

Fever of 101.5 degrees Fahrenheit or higher
AND ONE OF THE FOLLOWING

- Cough
- Sore Throat
- Headache
- Muscle Ache

A student with Influenza-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter the name of student on tracking log and report on the daily/weekly report form.

SCHOOL ACTION STEPS FOR PANDEMIC INFLUENZA-LIKE ILLNESSES

The following is a chronological list of important step-by-step actions schools should take before, during and after a Pandemic Influenza-like outbreak. Pandemic Influenza-like illnesses can have several cycles or waves so this list may need to be repeated.

PRIOR TO OUTBREAK/PREPAREDNESS & PLANNING PHASE

- Create a Pandemic Influenza-like plan.
- Work with local health officials and emergency preparedness officials. They may want to use the schools as a way to disseminate information to families.
- Continue routine interventions to prevent spread of illness in schools (i.e. classroom education; signage for hand washing).
- Nurses communicate with staff on Influenza-like symptom recognition.
- Remember that a person who is infected does not show symptoms right away. But children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Ensure that standard surveillance/disease recognition procedures are in place and implemented, such as daily and weekly attendance grids.
- Improve the hygiene of students and staff.
- Use simple non-medical ways to reduce the spread of Influenza-like illnesses by “cough and sneeze etiquette,” clean hands, and clean work areas.
- Determine improved/modified cleaning procedures (Facilities Director will be informed.)
- Determine whether the school should be cleaned differently or more often.
- Decide to what extent you will encourage or require children and staff to stay home when they are mildly ill. (Parent Communication to Occur)
- School nurses identify students who are most vulnerable to serious illness immune compromised, chronic illness, etc.
- School nurses will review the health needs of students.
- Some students and their families may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school. REVIEW EXCLUSION CRITERIA with Public Health Department (i.e. illness free for 24 hours). See standing orders in nurses’ office; modify if needed.
- Through monthly newsletters, the website, and nurses’ hotline, educate staff, students and parents about the differences between seasonal flu, bird flu, and Pandemic Influenza-like illnesses.
- Through monthly newsletters, the website, and nurses’ hotline, educate staff, students and parents on the best hygienic practices to prevent any sort of Influenza-like illness.
- Through monthly newsletters, the web-site, and nurses’ hotline, educate staff, students and parents on what could occur in a pandemic.
- Develop specific plan for how to continue students’ education if schools are closed (i.e. web-based distance learning, mailed lessons).

Outbreak of Influenza-like Disease**LESS THAN 10% OF STUDENTS**

- Begin Heightened Surveillance Reporting.
- Send out Parent Communication regarding Initial Outbreak.
- Inform parents that some students are sick but schools remain open.
- Include tip sheets and info resource list.
- Work with North Central District Health Department regarding a Press Release A announcing schools remain open but parents need to prepare.
- Post Influenza-like illness prevention signs throughout the schools.

Expansion of the Outbreak**10% OR MORE OF STUDENTS ILL (but less than 30%)**

- Request the North Central District Health Department to issue ADA Support Letter to schools/Epidemic Declaration.
- Begin Intensive Surveillance Reporting (absentee grids).
- Send Parent Communication regarding Expanded Outbreak.
- Include prevention tip sheets.
- Resources for Emergency Information.
- Consider canceling any non-academic events.
- Coordinate with Facilities Director to initiate specialized cleaning procedures.

Continued Expansion of the Outbreak**MORE THAN 30% OF THE STUDENTS ILL**

- North Central District Health Department issues declaration and school district issues press release closing school(s).
- Close school.
- Send Parent Communication regarding potential School Closure, announcing closure(s). School Closure is at the direction of the Public Health Agency.
- Cancel any non-academic events.
- Continue specialized cleaning procedures.

Following the Outbreak

- North Central District Health Department issues declaration and school district issues press release that schools can reopen.
- Send Parent Communication.
- Continue communicating with local health department.
- Return to heightened surveillance reporting.
- Ongoing specialized cleaning procedures.

If students get sick again, start checklist again at Outbreak section.

PANDEMIC INFLUENZA-LIKE ILLNESS SOCIAL DISTANCING POLICY

Suspension of classes and other public gatherings

Under the Suffield Public Schools Pandemic Response Plan, direction will come from the Superintendent's office to suspend classes and other public school events. Criteria for the decision to suspend classes includes one or more of the following:

- Confirmation of a high rate of infectivity, morbidity and/or mortality
- North Central District Health Department's recommendation to curtail/cancel public activities
- Falling class attendance (see School Response to Pandemic Flow Chart)
- Rising employee absenteeism

Continuity of Instruction

Consider these issues in the event of a 4-8 week class suspension on instruction:

- Identify essential functions that must continue.
- Identify essential personnel (if available) to maintain these essential functions.
- Develop alternative plans, i.e., distance learning.
- Reschedule the instructional calendar after the period of contagion has passed.

Limitation of all other school business activity

Under the Suffield Public Schools Pandemic Response Plan, direction will come from the Superintendent's office to limit business activity. Criteria for the decision to limit business activity includes one or more of the following:

- Suspension of classes and other public gatherings
- Confirmation of a high rate of infectivity, morbidity and/or mortality.
- Direction from the North Central District Health Department to curtail/cancel public activities.
- Falling class attendance (See School Response to Pandemic Flow Chart).
- Rising employee absenteeism.

Continuity of Business

Consider these issues in the event of a 4-8 week limitation on business:

- Essential functions that must continue
- Essential personnel (if available) to maintain these essential functions
- Alternative work plans, i.e., telecommuting
- Recovery of full business operations

BUSINESS CONTINUITY PLAN

This plan describes the critical functions and positions, designated personnel and response/recovery actions for Suffield Public Schools. Sections I to II require planning that is applicable to many types of emergency events or disaster scenarios. This document can be used as the business continuity plan for all hazards that could potentially impact Suffield Public Schools. This document will be combined with the Suffield Public Schools Emergency Management/Response Plan.

This plan should be reviewed every 3 years or when significant changes occur to business processes and functions whichever occurs first.

TABLE OF CONTENTS

I. Planning Structure:

- 1) Organization Chain of Command
- 2) Business Continuity Workgroup

II. Phases of Pandemic Influenza-Like Illness and Recommendations for the School

I. PLANNING STRUCTURE

1. **The organizational chain of command consists of:**
(List those leaders whose areas are included in this plan)

Name	Position	Work Location	Email	Office Phone	Home Phone	Cellular or Other	Text Capable?
Timothy Van Tassel	Superintendent	Central Office	tvantassel@suffield.org	668-3394		559-4659	Yes
Laura Guerrette	Admin. Assistant to the Super.		lguerrette@suffield.org				
Michelle Zawawi	Assistant Superintendent	Central Office	mzawawi@suffield.org	668-3806		372-6479	Yes
Diana Kelley	Director of Special Services	Central Office	dkelley@suffield.org	668-3803		837-4762	Yes
Bill Hoff	Business Manager	Central Office	bhoff@suffield.org	668.3202		461-3202	Yes
Larry Plano	Director of Facilities	SHS	lpiano@suffield.org	668-3807		951-2273	Yes
Rebecca Osleger	Director of Technology	SMS	rosleger@suffield.org	668-3333		559-0112	Yes
Sue Mercik Davis	Chair of BOE		smmercikdavis@suffieldstudent.org			559-3832	Yes

2. **The Business Continuity Workgroup is:**
(List persons responsible for creating and maintaining this plan)

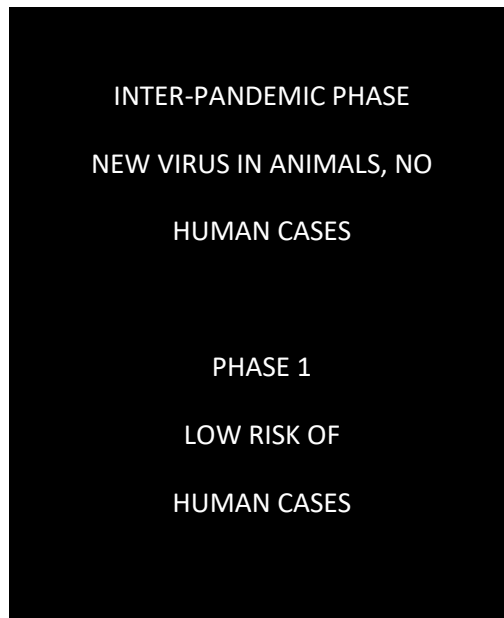
Name	Office Phone	Cellular or other
Melissa Mack, First Selectwoman	860-668-3838	
Patrice Sulik, Director North Central District Health Dept.	860-745-0383, ext. 117	
John Spencer, Chief of Services Suffield Volunteer Ambulance Assoc.	860-668-3881	860-212-4465
Chuck Flynn, Fire Chief	860-668-3888, ext. 3303	
Mike Thibedeau, Fire Marshall	860-668-3888, ext. 3304	
Richard Brown, Police Chief	860-668-3382	860-614-9111
James Canon, Police Captain	860-668-3870, ext. 3380	860-595-7199
Tom Kieselback, School Resource Officer	860-549-2350	860-209-6653

3. **Nurses' Hotline**

Name	Hotline
Marissa Auclair Lead Nurse	860-668-3225

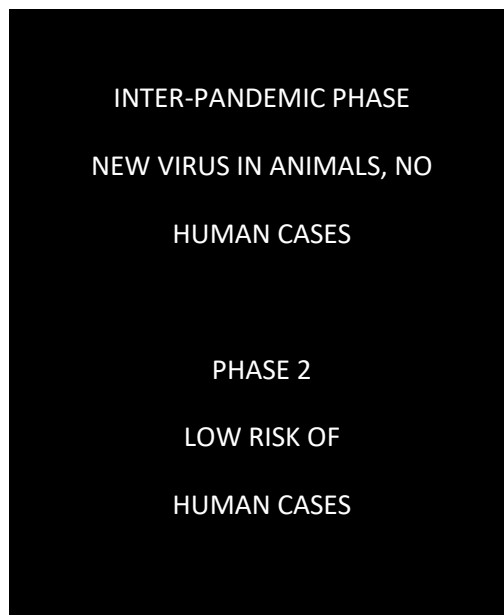
II. PHASES OF PANDEMIC INFLUENZA-LIKE ILLNESSES AND RECOMMENDATIONS FOR SUFFIELD PUBLIC SCHOOLS

Each of the following pandemic phases represents an increasing risk to the general population.



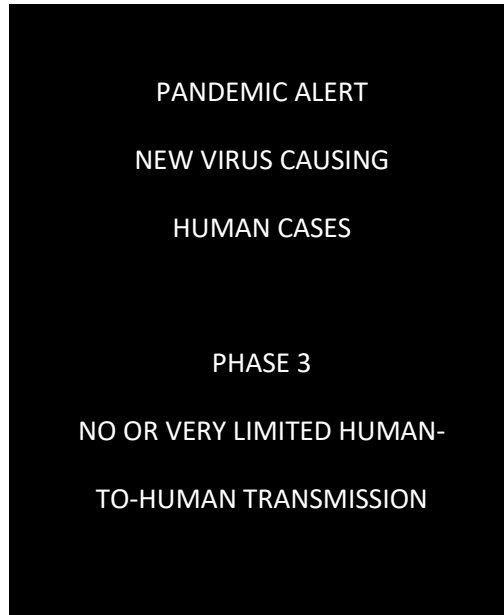
This phase is declared when there is a low risk of human cases. The following actions should be considered:

- Implement a sound health and hygiene program for all staff and students to follow.
- Develop specific pandemic response procedures and add to existing emergency plans.
- Conduct routine inventories of first aid and medical supplies.
- Verify that illnesses are properly monitored at each school site.
- Monitor trends, track percentage of student & staff illnesses at each school site.
- Increase pandemic awareness and strengthen training for school staff.



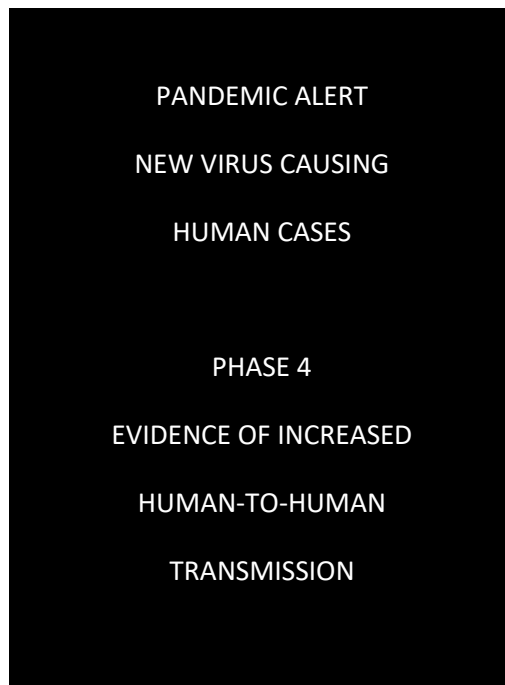
This phase is declared by the Superintendent of Schools when there is a higher risk of human cases. The following actions should be considered:

- Call Pandemic Response Team meeting to notify participants.
- Review and update school emergency plans; include pandemic response procedures.
- Review current communication plan to notify parents in times of emergency.
- Provide staff members and parents/guardians with any information that would strengthen a school's ability to respond to a pandemic.
- Promote the importance of reducing the spread of illness.
- Remind parents to keep sick children at home and remind staff members to stay home when they are sick.



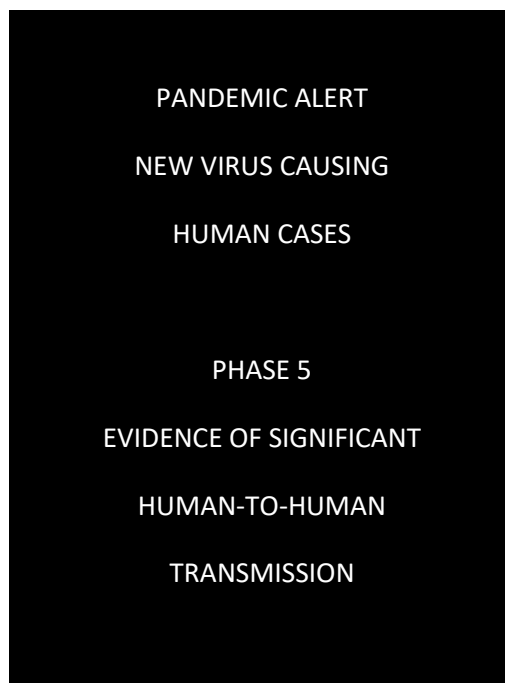
This phase is declared when there is no, or very limited transmission among humans, but the virus continues to spread rapidly among animals. The following actions should be considered in addition to any specific plans that are developed and implemented:

- Initiate Pandemic Response Team meeting.
- Communicate the current phase level to all staff members and train them in pandemic response plans as they are developed.
- Communicate with North Central District Health Department, who will monitor government sources for warnings.
- Gather and disseminate pertinent information as it becomes available.
- Establish an internal planning team and develop specific pandemic response procedures.
- Identify who will make the decision to close schools (Superintendent) and at what point that decision will be made.
- Begin to consider the possibility of school closures and that staff members may not be able to report to work.
- Continue to verify proper health and hygiene procedures are being followed by staff and students.
- Review whether the precise characteristics of the pandemic threat require the refinement of any current emergency plans.
- Monitor daily illness trends & percentages



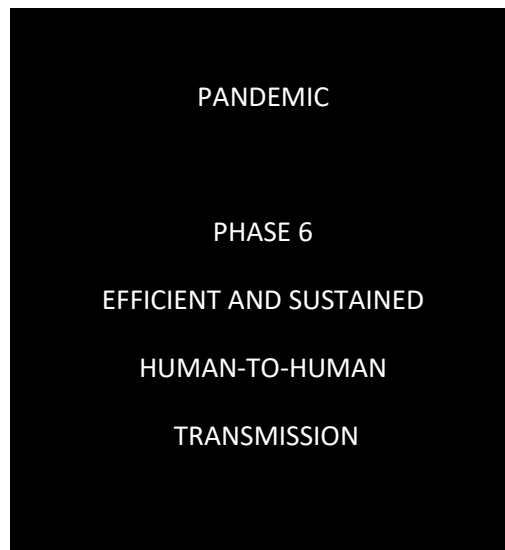
This phase is declared when there is evidence of an increased number of human-to-human transmissions. The following actions should be considered:

- Communicate the increase in phase level to all staff members.
- Monitor surveillance systems for the current characterization of the virus.
- Identify the need to implement any recommended social distancing measures.
- Encourage students and staff members who become ill after traveling to affected countries to see their health care provider.
- Report an increase in student and staff illness to the North Central District Health Department.
- Coordinate with the Superintendent's office daily.



This phase is declared when there is significant transmission among humans. The following actions should be considered in addition to any specific recommendations from local and state health officials:

- Mobilize Pandemic Response Team
- Communicate the increase in phase level to all staff members and parents. (See School Response to Pandemic Flow Chart.)
- Monitor surveillance systems for the current characterization of the virus.
- Identify the need to implement any additional social distancing measures.
- Evaluate your chain of command and identify key decision makers.
- Assess school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students and staff members, if needed.
- Discuss students' fears concerning a pandemic and offer available resources.



This phase indicates the presence of a true pandemic. In conjunction with local and state health officials, determine the appropriate response with these considerations in mind:

- Communicate the increase in phase level to all staff members.
- Review the districts chain of command ensuring that a decision maker is available at all times.
- Gather and provide pertinent information to students, staff and parents. (See School Response to Pandemic Flow Chart.)
- Assess the pandemic condition on a regular basis and evaluate whether any further protective measures are needed.
- Evaluate recommendations from health officials for social distancing and quarantine and be prepared to respond accordingly.
- Consider canceling special events.
- Mobilize Crisis Teams to meet the mental health needs of students and staff members, if needed.

RESOURCES FOR EMERGENCY INFORMATION

NORTH CENTRAL DISTRICT HEALTH DEPARTMENT (860.745.0383) for physicians and other medical and health personnel to report suspected disease outbreaks or bioterrorism and get answers to questions about communicable diseases.

<http://www.ncdhd.org/>

AMERICAN RED CROSS PREPAREDNESS INFORMATION,

An emergency preparedness website with downloadable material to help prepare for natural and man-made disasters. Information for parents and educators to help children cope with fears and anxieties related to disasters.

www.prepare.org

CONNECTICUT STATE DEPARTMENT OF EDUCATION, 713-6500

For information about school safety and emergency preparedness.

CENTER FOR DISEASE CONTROL

www.cdc.gov/flu/avain

SUFFIELD PUBLIC SCHOOLS WEBSITE

Link to Pandemic Plan

<https://www.suffield.org/>

WORLD HEALTH ORGANIZATION

www.who.int/csr/disease/avian_influenza/en/

FIRE MARSHAL/EMERGENCY MANAGEMENT DIRECTOR

860-668-3888/860-668-3881

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS,

www.nasponline.org

NATIONAL CENTER FOR POST TRAUMATIC STRESS DISORDER

1-802-296-6300

www.ncptsd.va.gov/ncmain/index.jsp

NATIONAL INSTITUTE OF MENTAL HEALTH INFORMATION CENTER

1-866-615-6464

www.nimh.nih.gov

SURVEILLANCE AND REPORTING

During all stages of a Pandemic Influenza-like outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of an Influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism.

Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels.
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an Influenza-like illness.
- Reporting form(s) to submit to the North Central District Health Department.
- Sample Attendance Log to identify Influenza-like related absences and document need to apply for an Average Daily Attendance Waiver

DEFINITION OF SURVEILLANCE LEVELS

Standard Surveillance

No Influenza-like activity reported in the community (flu season)

- Monitor daily attendance for increased reports of absence due to Influenza-like illness.
- Do not report absences to the Health Department unless greater than 10%.

Heightened Surveillance

Influenza-like activity reported in the community (less than 10% school absenteeism due to Influenza-like illness)

- Monitor daily attendance for Influenza-like illness/absences.
- Begin morning “Influenza-like check” first hour of school – screen those who report positive for symptoms.
- Log absences due to Influenza-like illness.
- Send weekly absence report (via fax) to the Health Department.

Intensive Surveillance

High number of Influenza-like illness reported in the community (10% or greater school absenteeism due to Influenza-like illness)

- Monitor daily attendance and log absences on log sheet.
- Continue morning “Influenza-like check”.
- Send daily absence report to the Health Department.
- Begin preparation for potential school closure.

Appendix C. Suffield Public Schools Reopening Timeline & State Guidance Presentation – July 20, 2020

Suffield Public Schools Reopening and Sustainment Plan



Board of Education Presentation
July 20, 2020

Presentation Outline

- Important Dates
- Key Takeaways from CSDE Reopening Plan
 - Guidelines and Requirements
- Suffield Public Schools Reopening Options
 - Full Reopening Model
 - Full Remote Learning Model
 - Hybrid Model
- COVID-19 Health and Safety Planning
 - Health Room Protocols
- Core Function Updates
 - Curriculum and Instruction



Important Dates

- May/June: Suffield Public Schools Reopening and Sustainment Plan Development
- June 18: BOE Presentation on Reopening and Sustainment Plan
- June 29: CSDE Releases their Reopening Plan
- June 29 - July 17: Admin and Stakeholders Develop Sustainment Initiatives
- Meetings to Note:
 - July 1: Collective Bargaining Unit Leadership Meeting
 - July 9: BOE Reopening Ad Hoc Subcommittee
 - July 10: Collective Bargaining Unit Leadership Meeting
 - July 14: Administration and Teacher Leaders
 - July 20: BOE Presentation on Reopening Plan Submission
 - July 22 and 23: Parent Presentations
 - July 24: Parent and Guardian Feedback Survey



Key Takeaways from the CSDE Reopening Guidelines

- Safeguarding the **Health & Safety** of students and staff
- Allowing all students the opportunity to **Return into the Classrooms Full-time** starting on the first day of school
- **Monitoring the Health Data** and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread
- Emphasizing **Equity, Access, and Support** to the students and communities who are emerging from this historic disruption
- Fostering **Strong Two-way Communication** with partners such as families, educators and staff
- Factoring into decisions about reopening the challenges to the **Physical Safety and Social-emotional Well-being** of our students when they are not in school



CSDE Reopening Guidelines and Requirements

Main Operational Considerations



Cohorting:

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



Transportation:

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



Social Distancing and Facilities:

Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time.



Face Coverings:

All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions including when teachers are providing instruction.

CSDE Reopening Guidelines and Requirements

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

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



CSDE Reopening Guidelines and Requirements

- Full Reopening Model
 - Dual option (In-class and Remote)
- Hybrid Reopening Model
 - Partial In-class
 - Partial Remote
- Remote Learning Model
 - Full Remote



Suffield Public Schools Full Reopening Model

- Target Population: 100% Enrollment
- First Day of School: **August 31, 2020** (Please note the change)
- In-class Programming
 - Students/Staff Wear Masks (District will Provide)
 - Cohorting of Students for Containment and Contact Tracing (to the greatest extent feasible)
 - Social Distancing in Classrooms (to the greatest extent feasible)
 - Adjusted School Bell Schedule to Limit Transitions
 - Cafeteria and Recess: 50% Capacity
 - Enhanced Cleaning Measures
- Limited Remote Learning Option Available
 - Google and Seesaw Lesson
 - Follow-up Instruction by Designated Teachers
 - Grading conducted by Classroom Teacher



Suffield Public Schools

Remote Learning Model

- Target Population: 100% Enrollment
- Based on the feedback received from teacher and community surveys, the following adaptations, including but not limited to, will be embedded in the remote learning plan:
 - Established student daily schedules, calendars of assignments, weekly planners, social emotional lessons, accountability check-ins, active attendance monitoring
 - Google Classroom and SeeSaw synchronous and asynchronous
 - Embedded assessment strategies and grading
 - Continuity of Services for all learners, including special populations
 - Ongoing training and planning supports for teachers
 - Ongoing communication with parents



Suffield Public Schools

Hybrid Model

- Target School Population = 50% Enrollment (In-class) 50% Enrollment (Remote Learning)
- A/B Rotation - (Only students rotate, teachers are present in school for both rotations)
 - Students would be given an "A" or "B" designation prior to August 27, 2020 (First Day of School)
 - "A" or "B" Designation Considerations:
 - Families (last name and same household)
 - Transportation Routes
 - Classroom Composition
 - Special Services
- Schedule will be determined following July 24 Parent Survey
 - A/B Rotation Daily (Alternating MWF/TR or MR/TF Weds. Cleaning)
 - A/B Rotation Weekly (A Week/B Week)



Suffield Public Schools

Core Function Planning

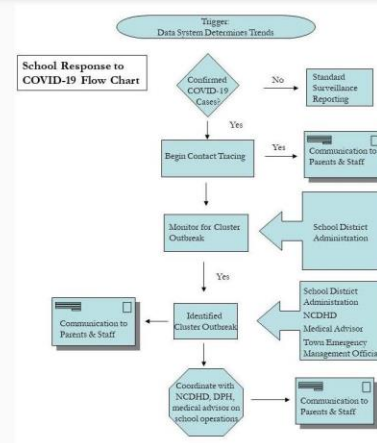
- Core Function 1 Health Services
- Core Function 2 Finance and Facilities
- Core Function 3 Technology
- Core Function 4 Human Resources
- Core Function 5 School Operations
- Core Function 6 Curriculum and Instruction
- Core Function 7 Special Services
- Core Function 8 Communication



Core Function 1

Health Services

- Student and Staff Illness Protocol
- Student and Staff Training
 - Hand Washing Training
 - Mask Wearing Training
 - Social Distancing Training
 - Cough Etiquette Training
- Communication Protocols
- Contract Tracing Protocols
- Coordination Planning (Medical Advisor/NCDHD)



Core Function 1

Health Services (cont.)

- Health and Safety Planning
 - Nurses
 - Medical Advisor (Dr. Segool)
 - North Central District Health Department
- Health Office Planning
 - Thermometers
 - Oximeters
 - PPE
- Staff Enhancement to Nurse's Office (Medical Assistant/CNA)
- Relocation of Nurse's Offices
- Development of Isolation Spaces
- Immunization and Physicals Notification



Core Function 2

Finance and Facilities

Transportation

- Target Population: 100% Capacity
- Bus Ridership will be considered a Cohort
- Parent Drop-off and Pick-up is Encouraged
- Bus Monitors for Initial Weeks of School
- Students will Load to Back of Bus
- Enhanced Surface Cleaning Measures



Core Function 2

Finance and Facilities (cont.)

Cafeteria

- Target Population:
 - 50% Cafe & 50% Classroom (K-5)
 - 50% Cafe & 50% Alt. Space (6-12)
- Cafeteria Wave will be considered a Cohort
- Classroom Delivery
- Health and Safety Monitoring
- In-school and Remote Learning Lunch Options
- Limited Menu
- Discontinuation of Touchpads



Core Function 2

Finance and Facilities (cont.)

Facilities

- Reconfiguration of Classroom and Office Workspaces
- Reconfiguration of Cafeterias and Large Areas
- Reconfiguration of Nurse Offices
- Enhanced Cleaning Protocols
- Ventilation Monitoring



Core Function 3

Technology

- 1:1 Device (K-12) Provided Daily
 - iPad (K)
 - Chromebook (1-12)
 - Insurance Option Available through InfoSnap
- Device Monitoring
- Device Maintenance and Troubleshooting
- Infrastructure Management
- Streaming and Online Platform Monitoring
- Researching New Technologies



Core Function 4

Human Resources

- Staff Notice of Return
- Federal Protections
 - FMLA
 - FFCRA
- MA/CNA Recruitment
- Substitute Coverage Management
- Wellness Initiatives



Core Function 5

School Operations

A. Ward Spaulding Elementary School

- Schedule
 - Classroom Academics
 - Specials
 - Recess and Lunch
- Environment
 - Classroom
 - Layouts
 - Supplies
 - Cohorting
- Student Programming
 - Launch Units in academics
 - Social Emotional Learning
 - Review scope and sequences
- School Entry and Exit (Students and Visitors)
 - Drop-off/Pick-Up Procedures
 - Multiple Entrances
 - Visitors Limited to foyer



Core Function 5

School Operations

McAlister Intermediate School

- Schedule
 - Classroom Academics
 - Specials
 - Recess and Lunch
- Environment
 - Classroom
 - Layouts
 - Supplies
 - Cohorting
- Student Programming
 - Launch Units in academics
 - Social Emotional Learning
 - Review scope and sequences
- School Entry and Exit (Students and Visitors)
 - Drop-off/Pick-Up Procedures
 - Multiple Entrances/Exits
 - Visitors limited to vestibule area



Core Function 5

School Operations

Suffield Middle School

- Schedule
 - Classroom Academics
 - Transitions
 - Specials
 - Lunch
- Environment
 - Classroom
 - Layouts
 - Supplies
 - Cohorting
- Student Programming
 - Launch Units in academics
 - Social Emotional Learning
 - Review scope and sequences
- School Entry and Exit (Students and Visitors)
 - Drop-off/Pick-Up Procedures
 - Multiple Entrances/Exits
 - Visitors limited to vestibule area



Core Function 5

School Operations

Suffield High School

- Schedule
 - Changing to a four period block
 - Electives / CTE / AgSci / Music
 - Lunch - LMC and Commons
- Environment
 - Classroom
 - Layouts
 - Supplies
 - Cohorting - difficult at our level
- Student Programming
 - Launch Units in academics
 - Social Emotional Learning
 - Review scope and sequences
 - Grading policy
 - Extracurriculars
- School Entry and Exit (Students and Visitors)
 - Drop-off/Pick-Up Procedures
 - Staggered dismissal / transitions
 - Multiple Entrances/Exits
 - Visitors limited to vestibule area



Core Function 6

Curriculum and Instruction

- Summer Programming Update
- 2020-2021 Launch Units
- 2020-2021 Professional Learning
 - Diversity, Equity, and Inclusion
 - Social Emotional Learning
 - Trauma Informed Practices
- Remote Learning Online Platforms
 - Seesaw/Google
 - Lexia/Dreambox/Reading A-Z
 - Hands-on materials/flipped classrooms
- Assessment and Grading
 - Lighthouse and Student Achievement meetings
 - Elementary report card changes/ Secondary report card



Core Function 7

Special Services

- Target Population: Special Populations
- Program Delivery
 - In-person - LRE & Resource Room Support (cohorts)
 - Distance - Synchronous and Asynchronous Learning (awaiting further guidance from CSDE)
- Health Conditions with medical documentation
- PPT & Section 504 Meetings
 - Virtual
 - In-person (discontinued until further notice)
- Out of District Placements



Core Function 8

Communication

- SchoolMessenger
- District Website
- District App
- Ill Student or Staff Communication Protocol



Closing

- Suffield Public Schools Reopening and Sustainment Plan
- Parent Presentations

Secondary School Reopening and Sustainment Plan

July 22, 2020 at 6:30 pm

Elementary School Reopening and Sustainment Plan

July 23, 2020 at 6:30 pm



Appendix D. Schools Decision Tree

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY
NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY
NO



ALL
YES

OPEN AND
MONITOR



cdc.gov/coronavirus

Appendix E. Suffield Public Schools Illness Protocols - *DRAFT*

Protocols and Training for Health and Safety Plan

- I. Student or staff present with symptoms:
 - A. Student presents with symptoms:
 - a. Call to nurse's office
 - b. Student will be screened for the following symptoms:
 - Fever of 100.4 or higher
 - Cough
 - Shortness of Breath
 - Sore Throat
 - Fatigue
 - Loss of sense of taste or smell
 - Abdominal pain/diarrhea/vomiting
 - Rash
 - Conjunctivitis
 - Known contact with someone who is COVID-19 positive
 - c. Nurse or Nurse's Aid will determine if the student should wait in the Isolation Room based on presentation of symptoms
 - d. Student will be monitored in the Isolation Room
 - e. Phone call to parents to pick up the student
 - f. If the student complains of shortness of breath or condition worsens- implement EMS protocols
 - B. Staff presents with symptoms
 - a. Staff member will report to the nurse's office and screened for above symptoms
 - b. Staff member will be sent home if presenting with one or more symptoms
 - c. Office staff will find substitute coverage
 - C. Protocol for staff and students to return to school
 - a. If there is a diagnosis of a discrete infection (such as positive strep throat, UTI, ear infection, etc.) and treated with antibiotics student/staff may return to school if they have been:
 - Fever free for 24 hours without the use of anti-pyretic medication
 - Symptoms have significantly improved
 - b. If there is no diagnosis of discrete infection and corresponding treatment, the student/staff must stay home for a minimum of 14 calendar days from the onset of symptoms and to return they must be:
 - Fever free for 24 hours without the use of anti-pyretic medication
 - Symptoms have significantly improved
- OR**
- If there is no diagnosis of discrete infection and corresponding treatment, the student/staff may return to school if he or she has had 2 documented negative COVID-19 tests at least 24 hours apart and one test at least 72 hours since the onset of symptoms and:
- Fever free for 24 hours without the use of anti-pyretic medication
 - Symptoms have significantly improved

- c. If a student/staff travels to a high-risk state as per the Governor's declaration, he or she must follow guidelines as mandated.
- d. If the student/staff has a positive COVID test, the student must stay home for a minimum of 14 calendar days from the onset of symptoms and to return they must be:
 - Fever free for 24 hours without the use of anti-pyretic medication
 - Symptoms have significantly improved
- e. If a student/staff is exposed to a known or suspect case of COVID-19, the student must stay home a minimum of 14 calendar days.
- f. Nurse will log the return to school date in SNAP

II. Communication Protocols:

- A. Letter to be sent home to families in August with the following information:
 - a. Symptoms to look for prior to sending children to school
 - b. Pick up procedures should a student present with COVID-19 like symptoms
 - c. Return to school requirements
- B. A staff member or student tests positive for COVID-19 (Refer to pandemic plan)
 - a. District will notify the local Health Department
 - b. Communication sent home to families
 - c. District will monitor for clusters of cases (3 or more)
 - d. Coordinate with the Health Dept. to determine any changes to school schedule or possible closure
- C. Signs with symptoms to look for and safety measures will be posted throughout the buildings, provide magnets to families

III. Contact Tracing

- A. Each school will create a contract tracing binder containing the following information:
 - a. Class lists with seating chart
 - b. Cafeteria seating chart
 - c. Bus lists
 - d. Staff schedules
 - e. Student schedules
 - f. Students participating in extracurricular activities lists (sports, clubs, etc.)
- B. Binders will be updated monthly

IV. Training Protocols

- A. Videos will be created with the following information:
 - a. Handwashing
 - b. Cough/Sneeze Etiquette
 - c. Mask wearing
 - d. Social Distancing
- B. Videos will be shown to students the first day of school
- C. PowerPoint to be created and narrated by nurses to review ill student or staff protocols
- D. Staff will receive training the week of August 24th

Important Links

- [CDC Guidance on Reopening of Schools](#)
- [Consideration of K-12 Schools: Readiness and Planning Tools](#)
- [Connecticut Department of Education School Reopening Plan: *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*](#)
- [Massachusetts Department of Education School Reopening Plan: *Initial Fall Reopening School Guidance*](#)
- [New Jersey Department of Education School Reopening Plan: *The Road Back: Restart and Recovery Plan for Education*](#)