

Hamden Public Schools

The Promise, Pride and Power of Learning



Hamden Safe Return to In Person Instruction and Continuity of Services Reopening Plan

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Dear Hamden Families and Staff:

Back in July of 2020, we submitted a reopening plan to the State of Connecticut, which took us through this past school year. Beginning the year with a hybrid plan positioned us well to adapt to remote learning and a five-day in-school week as health conditions warranted.

We are currently making plans for the opening of schools for the 2021-2022 school year, based on guidelines we will continue to receive guidance from CT Department of Public Health and the CT State Department of Education. As it stands now, we are planning to return to regularly scheduled school days, five days /week, for all students this fall. I am confident that with the decline in positivity rates, the increase in numbers of those becoming vaccinated, and greater opportunities for frequent testing, we will be able to return to full brick and mortar learning.

The following pages contain the plans we have in place for opening our schools for the upcoming school year. These plans continue to be informed by Department of Public Health and Department of Education guidance and the input we continue to receive from you. This input includes the various surveys and comments made at various meetings since March 16th, 2020. As we collected the responses, there were several themes that emerged, such as...

During the summer, you will have additional opportunities to provide feedback on this current draft at upcoming Board meetings scheduled in July and August. In addition to surveys and meetings, we will hold opportunities for additional input, once the new school year begins.

I will continue to keep you updated throughout the summer.

Sincerely,

Jody Ian Goeler
Superintendent
Hamden Public Schools

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Introduction

The purpose of this plan is to provide a framework that will ensure consistent practices and expectations for all students and staff as we begin the 2021-2022 school year. We will continue to learn, grow and adapt as needed to adjust to the complexities of new safety and health guidance as it becomes available from the Centers for Disease Control and Prevention (CDC), State Department of Education (CSDE), State Department of Public Health (DPH), and the Quinnipiac Valley Health District (QVHD). As such, this document may change and should not be considered an exhaustive list of expectations and responsibilities.

2021-2022 School Year Calendar

“Connect Before Content”

Content-based curriculum will not be emphasized until after the first five days of school. The first week of school will focus on building relationships with students, reviewing school wide PBIS expectations, and ensuring a safe and welcoming classroom community.

Part 1: Health and Safety Strategies

The strategies identified here were included in the district Reopening Plan submitted to the Connecticut State Department of Education in July 2020, but have been updated to reflect new guidance from Centers for Disease Control (CDC), Connecticut Department of Public Health (DPH), Quinnipiac Valley Health District (QVHD), Cornell Scott-Hill Health Center, and the Hamden Public Schools' COVID-19 Health and Safety Compliance Liaison.

Medical advisors and district leadership have met weekly since July 17, 2020 to review strategies, policies, and practices in order to provide updated protocols to the district.

Vaccination Clinics

In partnership with Cornell Scott-Hill Health Center and QVHD, clinics have been and continue to be held to support the vaccination of staff and students.

In accordance with [CDC guidance](#), fully vaccinated people:

- If you've been around someone who has COVID-19, you should get tested 3-5 days after your exposure, even if you don't have symptoms. You should also wear a mask indoors in public for 14 days following exposure or until your test result is negative. You should isolate yourself for 10 days if your test result is positive.
- You should still watch out for [symptoms of COVID-19](#), especially if you've been around someone who is sick. If you have symptoms of COVID-19, you should get [tested](#) and [stay home](#) and away from others. If your test is positive, isolate at home for 10 days.

For now, fully vaccinated people should continue to:

- Get tested, if experiencing COVID-19 symptoms.
- Contact the school nurse of a possible exposure.
 - If symptoms develop, contact the school nurse, their medical provider and stay out of school until either tested or cleared by their medical provider.
- Follow CDC and health department travel requirements and recommendations.

Daily Health Assessment

Families will review the [Daily Health Assessment](#) with their children every day. This Daily Health Assessment is a very important first line of defense in both ensuring the health and wellness of our students while also protecting our entire school community from the risk of infection.

Students should stay home if they or anyone in their home is ill or is being tested for COVID-19, or if they have been exposed to someone who has tested positive for COVID-19. Families must contact their child's School Nurse for additional guidance. Hamden Public Schools references [Addendum 5](#) to CT's School Reopening Plan for additional recommendations in addressing when a student or staff person has or develops: possible signs and symptoms of COVID-19; a diagnosis of COVID-19; or exposure to a person diagnosed with COVID-19.

Mask and Face Shield Protocols

These protocols have been informed by [guidance from the CDC](#), CSDE, DPH, and QVHD to help prevent the spread of COVID-19 among our students, faculty and staff.

Expectations for Mask-Wearing

- All adults and students (Pre-K through grade 12) will wear a mask in HPS buildings and on buses.
- Staff are required to model appropriate mask-wearing and reinforce mask-wearing for students
- All staff should review proper use, removal, and washing of cloth face coverings.
- All staff should positively reinforce (incentivize) the use of face coverings, in alignment with the school-wide PBIS plan.
- Each school will develop a consistent plan to address a student's refusal to wear a mask after repeated occurrences of students' non-compliance (see the suggested plan in Appendix C). Extreme defiance or violations of mask safety will be addressed on a case by case basis.
- Each school will develop a consistent plan to address mask breaks throughout the day to minimize "mask fatigue".
- Classrooms can also incorporate lower-risk times for "mask free" breaks during the day. Examples:
 - Remove masks during time spent outside when distancing can be maintained
 - Remove masks if half of the class leaves the room for activities so the remaining students can distance
- Restrictions regarding masks may increase or relax throughout the school year in response to changes in public health data.
- Students must remove masks as requested by school staff for identification purposes at any time.

Exceptions for Mask-Wearing

Exceptions to the mask protocol may be made for the reasons below. These students will not be required to wear a mask or face covering, per [CDC guidelines](#).

- Students with severe allergies, respiratory challenges or other medical reasons making it unsafe to wear a face covering. Parents should provide the school nurse/administration with medical documentation and request a 504 meeting.
- Where services provided pursuant to an Individualized Education Program (IEP) would require it, including but not limited to for speech and language services, evaluations, language acquisition activities.
- Specific activities such as eating breakfast/lunch, recess/mask break, outdoor Physical Education class, actively playing a sport and other outdoor activities will not require a mask.
- Exceptions to wearing a mask may also be necessary for special populations (see further guidance).

Guidelines for Face Masks

- Students must be able to manage masks independently without adult assistance.
- Parents may supply face masks for their children, and adults can choose to supply their own face masks. **HPS will provide masks for any student or staff member who does not have one.**
- Masks may be homemade, purchased cloth or disposable face coverings. A multi-ply tightly woven cotton cloth or multi-ply disposable face covering is recommended.
- Masks should cover the nose and mouth and wrap under the chin. Bandanas, face gaiters and masks with exhalation valves/vents are not acceptable.

- Masks must comply with the Student Dress Code. Student masks may not:
 - Advertise or display the symbols of drugs, tobacco products or alcoholic beverages.
 - Be considered racially insensitive or display or imply profane or obscene language or symbols.
 - Include emblems, insignias, badges, tattoos, gang-related or other symbols where the effect thereof is to unreasonably attract the attention of other students or cause disruption or interference with the operation of the school.
- Elementary School students are asked to have three extra masks (in case one becomes wet or dirty) in a zip lock bag labeled with their name on the first day of school. Each mask also must be labeled with their name.
- Middle and High School students should carry an extra (labeled) mask with them daily to ensure that they have a replacement.
- Face shields are not a substitute for a mask; The CDC does not recommend use of face shields for normal everyday activities as a substitute for masks. [.](#)

Guidelines for Face Shields

The CDC does not recommend use of face shields for normal everyday activities as a substitute for cloth face coverings, though there are some times/settings in which face shields are appropriate PPE for staff and/or students. Please see below:

- In addition to the cloth face coverings, face shields may be required for students and employees in certain educational settings when sustained close contact with other people is expected (i.e. science labs, some small group lessons, some desk configurations).
- If medically required or where services provided pursuant to an Individualized Education Program (IEP) would require it, including but not limited to for speech and language services, evaluations, language acquisition activities, staff and/or students may wear face shields.
- Reusable face shields should be cleaned and disinfected after each use. Students must be trained on how to protect and clean their individual face shields after use.

Mask/Shield Usage and Cleaning Recommendations

The health and safety of all students and staff are a priority. The following recommendations for the care and usage of masks and face shields is expected and should be reviewed with all students.

- Wash your hands or use sanitizer on hands before touching the mask or shield.
- Connect the mask to the lanyard to be worn around the neck.
- Touch only the ear loops and place them over your ears.
- Do not touch the face covering except to adjust it to your nose and face.
- The mask should cover the nose and mouth and wrap under the chin.
- Wash or use sanitizer on hands after applying the face covering or mask.
- Cloth face coverings should be washed after each use.

Staff Related Exceptions

- Teachers teaching phonics, world language and students with hearing issues who lip read, should be provided a clear mask or face shield (given the importance of these students being able to view mouth formation in these situations).

- Staff working with students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating), should be provided face shields.
- Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing, should be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns.

Operations - Facilities

Café and food service:

- Single use, disposable items are not required for food service operations as there is a low risk of transmission from shared items.
- Schools should assess available physical distance in cafeterias and consider whether or not it makes sense to displace instructional activities for additional dining space.
- *Consider* adding lunch waves to reduce person-density in cafeterias. Emphasize the use of all other available mitigation strategies to minimize risk.

Cleaning Protocols

- Contaminated surfaces are not a significant risk for transmission of SARS-CoV-2. Routine daily cleaning is all that is needed in most areas of school buildings. Prioritize disinfection to bathrooms, health offices/isolation space, and known exposure areas.
- Clean (detergent-based) occupied areas of schools and buses on a daily basis.
- Clean and disinfect restrooms at least once daily.
- Continuous spot disinfection of high touch surfaces is no longer necessary. Electrostatic sprayers, foggers, etc. are not necessary and don't increase effectiveness.

Distancing

- Physical distancing of at least 3 feet between students when feasible will be employed in accordance with [CDC guidance](#). Younger students might use "airplane arms" to allow them to visualize social distancing. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully reopen while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as cohorting, improved ventilation, handwashing and covering coughs and sneezes, staying home when sick with symptoms of infectious illness including COVID-19, and regular cleaning to help reduce transmission risk.
- Floor markings will illustrate social/physical distancing.
- Students who are seated at least 3 ft. away from a case do not need to quarantine if exposure was limited to the classroom (assuming contact is asymptomatic with consistent/correct mask use). Recommend creating small group assignments over time (cohorting within classrooms) to reduce transmission among students within classrooms.

- Space between the teacher and students will be maximized due to the risk of increased droplets from teachers while speaking. A distance of at least 6 feet is recommended between students and teachers/staff, and between teachers/staff who are **not fully vaccinated**.
- Lockers may be used by students. Locker assignments should be spaced apart if possible to create physical distance. Structuring the times when lockers are accessible by students will also reduce density at lockers.
- Classrooms will have access to washing stations, and if necessary, plan for temporary washing stations or hand sanitizer dispensers.
- Distancing should be increased to 6 feet whenever masks cannot be worn such as when eating.
 - The District will closely monitor indicators of community transmission to inform the safety of students eating together in school cafeterias.
 - Students are recommended to be assigned to consistent lunch tables within classroom groups to facilitate contact tracing if necessary.

Entering the Building

- All staff and students must wash their hands or use hand sanitizer upon entering school.
- All visitors should be aware of, and comply with, mitigation strategies in use inside school buildings. Movement throughout the building should be restricted to areas of need.
- Keep track of attendance at events for contact tracing. District personnel should keep track and log their movement throughout the district.
- Meetings with non-essential visitors/outside individuals can occur virtually or after the school day ends.
- Essential provider visits should continue without restrictions (including based on vaccination status).
- All Open House events will be held virtually for families during the 2021-2022 school year.
- The District's Health and Medical Subcommittee should assist in determining whether family engagement activities (inclusive of PTA/PTO events) should be in-person or virtual.
- School Teams will continue to offer a virtual option for PPT, 504, and student team meetings.

No-Touch Usage

- The Facilities Department will assist staff in propping doors where appropriate and in accordance with Fire Code such as restrooms and hallways.
- Trash cans will be located near doors and will not have lids.
- Restrooms will have trash cans located near the exit where possible; cans will not have lids.

Personal Protective Equipment (PPE)

- The Facilities Department provides PPE pursuant to the following needs, especially for staff working in close contact with students (see [National Association of School Nurses guidance](#)):

PPE Types	Lowest Risk*	Moderate Risk*	Highest Risk*	Notes
	All school staff and students (with exceptions).	Tasks that require close contact with (i.e., within 6 feet of) people who are not known or suspected to have COVID-19. Preschool, bus monitors, custodial staff, and specialists (if involved in close-in support)	Tasks include the physical assessment of any individual suspected of having COVID-19 or aerosol generating procedures. IIC and Health Office staff.	
Face covering	X			Provides source control to prevent transmission of potentially infectious respiratory droplets. These are not PPE.
Medical-grade Face mask		X	X	Provides source control and protection from fluid entry into the nose and mouth. As soon as possible and as tolerated, sick individuals should wear a medical-grade mask until they are picked up from school or leave to a healthcare facility.
Gloves		X-Situation Dependent	X	Wearing gloves is not a substitute for hand washing with soap and running water. Washing hands between patients/students will prevent cross contamination.
Eye Protection (Face Shield or goggles)		X-Situation Dependent	X-Situation Dependent	Provides protection from fluid entry into eyes along with mouth and nose if worn with a fluid resistant medical-grade mask.
Gown		X	X	May be resistant or impermeable to fluids. Needs to be changed between care for presumptive cases to prevent cross contamination.

* **Lowest Risk:** School personnel and students must interact, and physical distancing cannot always be maintained.

* **Moderate Risk:** Tasks include those that require close contact with (i.e., within six feet of) people who are not known or suspected to have COVID-19. These precautions are recommended since some people with the disease may be asymptomatic or pre-symptomatic at the time of contact. Although there is risk with these tasks, not all PPE listed may be needed for all situations.

- * **High Risk:** Tasks that require close contact with (i.e. within 6 feet of) people who are not known or suspected COVID-19 patients but are undergoing procedures with potential for aerosol generation or body fluid contact.

Recess and Playgrounds

- Increased supervision to monitor social distancing, as appropriate.
- Students should wash hands or use hand sanitizer upon return to the building.

Reopening of Facilities before First Day of Classes

- Buildings will be cleaned throughout the summer and prior to opening.
- Building Water Systems have been flushed on a regular basis and will be flushed prior to opening. Selected water testing will be conducted.
- Schools will be ventilated prior to opening.
- Hand sanitizing stations will be located throughout the facility and high touch areas.

Signs and Messages

- The Facilities Department has installed signage in buildings to ensure messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.
- [Signs](#) are installed in highly visible locations including at all entrances, restrooms and other appropriate areas.
 - Signage includes:
 - "[stop the spread](#)";
 - Efforts to [promote everyday protective measures](#);
 - [Providing instruction related to properly washing hands](#) near sinks reminding students and staff to wash hands frequently and before and after using the restroom and eating;
 - [Properly wearing a cloth face coverings](#), and;

Training Related to Facilities

- All Facilities staff will be trained and kept up to date on all cleaning and operation protocols.
- Equipment training of all new equipment will take place to ensure its proper use.
- Building custodial staff will advise other school staff on best practices.

Ventilation

- The Facilities Department complies with [Comply with Guidance for School Systems for the Operation of Central and non- Central Ventilation Systems](#) during the COVID-19 pandemic.
- Building systems will be inspected during the summer by the Facilities Department and prior to opening to ensure they are operating properly.
- The Facilities Department will replace air filters prior to the start of the year and upgrade to higher effective filters.
- Filters are changed regularly.

- Where possible, opening windows will be encouraged. Consider, however, how to avoid circumstances where opening a window may pose a health threat, such as asthma or allergy symptoms or creating fall risks for young students.
- The Facilities Department will reprogram building HVAC controls systems to maximize and increase ventilation rates as well as increase the percentage of outdoor air that circulates into the system where possible.
- General building and restroom exhaust fans will be set to run 24 hours per day, 7 days per week.
- The Facilities Department will work with Cenegistics and a certified Test and Balance contractor to audit performance and assist troubleshooting of ventilation systems found not performing adequately.
- Maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations.
- **Health Office Ventilation:** if a health office does not have a window (Bear Path, Helen Street and HMS), confer with the Facilities Department on ventilation needs.

Health Office Guidelines

- The School COVID-19 Liaison will work with Building Administration on school specific adaptations to the protocols below.
- Nurses will monitor with building custodians the availability of 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, face coverings (as feasible), and no-touch/foot-pedal trash cans.
- Staff must call the health office (or main office if unable to reach the health office) before sending a student. Staff may also use radios if needed but be mindful of privacy.
- If possible, Nurses will go to the classroom to assess a student for minor problems.
- Teachers will be provided with a classroom first aid kit and a Health Office Decision Tree for minor problems where a child may administer self-care.
- A waiting area must be established outside of the health office.
- QVHD and the District Medical advisor will determine if nebulizer treatments will be allowed (The CDC recommends no nebulizer treatments at school).

Infection Control Plan

Identification and Monitoring

- Parents, caregivers, or guardians should be strongly encouraged to monitor their children for symptoms of infectious illness every day through home-based symptom screening. ([see Symptoms of COVID-19](#)) using the [Daily Health Assessment](#).
- Instruct students, families, and staff to inform the school nurse if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.

- Health Offices with the assistance of school clerks will actively monitor staff and student absenteeism and track the reasons for their absences to identify any trends that would suggest spread of illness such as COVID-19.
- The District will create a communication system for staff and families for self-reporting of symptoms, and for families to notify the school of known or presumed cases consistent with applicable privacy and confidentiality laws.
- **Vaccinated students and staff** don't need to quarantine (if asymptomatic); students (only) seated at least 3 ft. away from a case don't need to quarantine if exposure was limited to the classroom (assuming contact is asymptomatic with consistent/correct mask use).

Containment procedures for a student or staff member suspected of being ill with COVID-19

- Staff members who suspect they are ill with COVID-19 should contact the school nurse and may be directed to leave the school immediately. HPS staff must report a positive COVID-19 test to the Office of Personnel.
- School Administration must be notified by school staff of any student whom staff suspect may be ill with COVID-19.
- At the direction of the school nurse in partnership with the Quinnipiack Valley Health District (QVHD), [students in need of isolation or quarantine](#) may be placed in isolation in the health office. The student must stay in isolation wearing a medical-grade mask and supervised by staff.
- School nurses will call the parent to determine a timeline for pick up. Parents will be advised of the need for the student to be assessed by a Pediatrician to determine if a COVID-19 test is required.
- Custodians will be directed to clean the Health Office if necessary.
- The District will consult with QVHD around the signs and symptoms exhibited by students or staff that would require their immediate dismissal from school.
- QVHD will receive notification of a positive COVID-19 test result for a student and will notify the Office of the Superintendent.
- Procedures to guide the District in identifying and addressing staff members and other students who had close contact (within six feet of distance for 15 minutes or more) with an individual who has been confirmed as having COVID-19 will be continually reviewed by QVHD and the District Medical Advisor.

Returning to School or Work

Guidelines concerning a return to school or work by students or staff members have been developed by QVHD and the District Medical Advisor and are subject to continuous review. If a student or staff member was suspected or confirmed to have COVID-19, they could be asked to stay at home (with provisions for learning or work to be implemented by the school for students and the Office of Personnel for staff) until the appropriate criteria are met as described below:

- They have been medically cleared to return by a physician.
- Fever free for 24 hours and symptoms have significantly improved
- Otherwise, if the individual tested positive in a diagnostic COVID-19 test but did not manifest symptoms, they should stay home until:

- They have been medically cleared by a physician.
- AND remain out until the end of their quarantine period in collaboration with the school nurse.
- The above should be medically documented.

Part 2: Continuity of Services

“Connect Before Content”

The focus for the start of the 2021-2022 school year is on reengaging families with transition supports. Other supports will be provided to meet students academic, and social, emotional and mental health needs. Tiered intervention blocks will be expanded to include both reading and math on a daily basis. Additional staffing will work with small groups on targeted skills. The professional development plan for the year is inclusive of training on trauma-informed instruction, mindfulness skills, the importance of staff care, and pursuing racial justice and equity. Instructional minutes will include time for social emotional learning while the Choose Love program will be integrated with the health curriculum. Elementary students will remain in cohorts for lunch, but will eat with their classes in the cafe. Weekend meal support will help with our food insecurity initiative.

School Hours

All schools will return to full in-person learning. School hours will return to their pre-pandemic schedule.

School	Doors Open	Classes Begin	Dismissal Time
Hamden High School	7:00 AM	7:31 AM	2:00 PM
Hamden Collaborative Learning Center	7:45 AM	8:00 AM	1:45 PM
Hamden Middle School	7:45 AM	8:00 AM	2:29 PM
Church Street, Dunbar Hill, Helen Street, Shepherd Glen	8:00 AM	8:15 AM	3:04 PM

Bear Path, Ridge Hill, Spring Glen, West Woods	8:30 AM	8:45 AM	3:34 PM
Alice Peck Extended Day PreK Classrooms	8:30 AM		1:45 PM
Alice Peck Morning PreK Classrooms	8:30 AM		11:30 AM
Alice Peck Afternoon PreK Classrooms	10:30 AM		3:30 PM
Full Day Elementary IIC Classrooms	8:30 AM		3:30

Visitors will be permitted access to HPS schools subject to existing health and safety guidelines in force.

Elementary Instructional Minutes

Instructional minutes have been adjusted to allow for a focus on SEL as well as a daily 45 minute SRBI block (divided for math and ELA intervention and enrichment) to address the impact of interrupted learning. The chart below outlines the instructional minutes for our elementary schools.

Please note that building-specific schedules will be released by Principals directly to appropriate staff. Building schedules will include additional information on recess, time for mask breaks, and detailed outlines of teachers' schedules.

	Grades K-3	Grades 4
Reading	120 minutes per day/ 4 days 75 Minutes/ 1 day	105 minutes/ 4 days 75 minutes/ 1 day
Writing	(555 minutes/ week)	(495 minutes per week)
Math	70 minutes per day	70 minutes per day
Science	70 minutes per week	85 minutes per week
Social Studies	45 minutes per week	45 minutes per week
Health/SEL/ Choose Love	100 minutes per week	100 minutes per week
Media, Physical Education, Music,	225 minutes per week (60 each for PE, Music, and Art; 45 min for Media)	

Art	
SRBI	45 minutes per day (ELA and Math intervention or enrichment)

Grade 5-6 Departmentalization

2 person team		
	Teacher 1	Teacher 2
Block 1 105m	Reading 60	Math 60
	Writing 45	SS, Science/ SEL/ Health 45
Block 2 105m	Reading 60	Math 60
	Writing 45	SS, Science/ SEL/ Health 45
SRBI 45	SRBI 45	SRBI 45

3 person team			
	Teacher 1	Teacher 2	Teacher 3
Writing 30	Writing 30	Writing 30	Writing 30
SRBI 45m	SRBI 45	SRBI 45	SRBI 45
Block 1 60m	Math	Reading	Science/Social Studies/SEL/ Health
Block 2 60m	Math	Reading	Science/Social Studies/SEL/ Health
Block 3 60m	Math	Reading	Science/Social Studies/SEL/ Health

4 person team				
	Teacher 1	Teacher 2	Teacher 3	Teacher 4
SEL 10m	SEL 10	SEL 10	SEL 10	SEL 10
SRBI 45m	SRBI 45	SRBI 45	SRBI 45	SRBI 45

Block 1 50m	Math	Reading	Writing	Science/Social Studies/ Health
Block 2 50m	Math	Reading	Writing	Science/Social Studies/ Health
Block 3 50m	Math	Reading	Writing	Science/Social Studies/ Health
Block 4 50m	Math	Reading	Writing	Science/Social Studies/ Health

Instructional Adjustments

Curricula

Directors will be providing their departments' adjusted curriculum documents, including information on prioritizing standards, topics, and skills, and accelerating learning. Directors and/or specialists will meet regularly with teachers to provide guidance on planning for instruction.

Learning plans will ensure that:

- The scope and sequences focus on *priority* grade-level standards;
- Critical learning gaps are addressed;
- Students are provided with appropriate scaffolds in order to access grade-level learning;
- Formative assessments are administered frequently and consistently in order for groupings, instruction, acceleration and interventions to be most effective.
- Students' social and emotional needs are met
 - Choose Love for Schools™, a social and emotional learning (SEL) and character education program for K through 12th grades will be integrated with the health curriculum.

Shared Resources

Teachers may allow students to use shared resources without disinfecting prior to each use. Shared resources include resources from the media centers, i.e., library books, and classroom libraries, art supplies, instruments, and other learning materials and tools.

Small Group Instruction

It is expected that teachers and staff will work with students in small groups throughout the day and during tiered instruction. Teachers may gather groups of students in small groups, as long as a distance of 3 feet is maintained between students, and 6 feet is maintained between teachers and students.

Field Trip Guidance

The district will continue to monitor transmission rates in our area. Approval of field trips will be made on a case by case basis. Teachers should explore virtual options. Previous scheduled trips should be discussed with building administration.

Assessment and Grading

In the school year 2020-2021 the district adopted a Philosophy of Assessment which emphasizes the importance of assessment of, as, and for learning. Formative assessments and feedback are the foundation of our philosophy. An accompanying action plan will help guide the implementation of our philosophy. The District will implement equitable grading practices to meet the needs of all students.

Digital Platforms to Support Teaching and Learning

In accordance with Connecticut's Student Data Privacy Law, all online tools must be privacy compliant. The following free and purchased apps will continue to be available to staff and/or students during school year 2021-2022. Some of the purchased tools may be available only to teachers working in specific departments and students in specific courses.

- Zoom
 - All teachers will continue to have Zoom accounts to facilitate district-wide collaboration, department/staff meetings, formal and informal parent-teacher conferences, and PPT or 504 meetings.

- Google Classroom
 - Elementary Teachers will maintain homeroom classes in Google Classroom for access to announcements, list assignments and choose to post instructional materials needed for lessons. Google Classroom will be used to provide materials to students in quarantine.
 - Each specialist will maintain one Google Classroom per grade level.
 - At the secondary level, teachers will maintain a Google Classroom for each section they teach in order to access announcements, list assignments and choose to post instructional materials needed for lessons. Google Classroom will be used to provide materials to students in quarantine.
 - Co-Teacher Designations
 - Required: Evaluator
 - Suggested One other teacher who can post sub plans

- Google Apps-Docs, Sheets, Forms, Slides, etc.
- Bablingua (World Language)
- Desmos (math and science departments)
- Dreambox (K-6 math)
- EdPuzzle
- FlipGrid
- IXL (secondary math)
- Lexia (ELA)
- Lingt-(World Language)
- PearDeck

K-12 Tiered Instruction (SRBI)

Tiered instruction will allow for targeted skills to be addressed in small group settings. All students will have access to tiered instruction. Intervention blocks will be implemented for both math and reading for 20 minutes each every day at the elementary schools. Tier 2 math and reading interventions will be provided using a push in model at both elementary and secondary levels. A pull-out model will be used to deliver Tier 3 math and reading interventions.

SRBI Coordinators facilitate Tier 2 and 3 interventions at all schools by:

- Collecting assessment data and guiding teachers with analysis of data to identify students in need of intervention and the targeted skill
- Using data to plan and assist with implementation of interventions with measurable outcomes
- Providing interventions directly to small groups of students
- Monitoring fidelity of interventions provided by teachers and tutors
- Facilitating building-based SRBI meetings with teachers, specialists, and administrators

Special Education

Below are documents related to Special Education programming and plans for the 2020-2021 school year.

Programming

Each child's IEP will continue to be reviewed and considered as services and schedules are designed. With full day schedules in place, IEPs will revert to in-building services. Times and instruction models will follow the student's IEP. Assessment of student present levels will drive decisions around any changes in services or supports. All previously listed safety protocols will be observed and followed. Special education teachers and providers will continue to utilize Google Classroom.

The district is working to provide additional access to social workers and school psychologists in order to help support the transition back to in building instruction as well as support any students facing hardships or trauma due to the pandemic.

K-6 Specialized Programs and 7-12 ALsC

The specialized IIC program and the Academic Life Skill classrooms are smaller class sizes by design. Students will return to 5-days per week of in-person instruction. All students and teachers will follow the safety and health protocols as outlined in section one of this plan.

K-6 Resource model

Resource services will be delivered in building and in collaboration with the general education teacher, taking student services and building schedules into consideration. Every effort will be made to maintain integrity of the classroom cohort.

The Middle School and High School Resource model

Resource services will continue receiving specialized instruction and support through the student schedule of classes and collaboration with classroom teachers.

Alice Peck Special Education Pre K program

There will be continued use of appropriate PPE for all of our specialized programs and for related service providers. Please see guidelines and rubric from the previous section.

The use of social distancing, proper PPE, use of dividers and other safety protocols will be considered and implemented for all student instruction, including students' time with non-disabled peers.

Part 3: Public Comment

As always, frequent and specific communication is essential for effective teaching. Our plan formalizes structures that will ensure that students and families stay connected to their teachers throughout the year, specifically as related to social and emotional needs and the impact of interrupted learning. Our plan also includes pathways for communication and public input on updates to the plan based on changing circumstances, including dedicating time to open forum comments at appropriate Board of Education meetings, conducting surveys, or soliciting input from residents and partnering agencies and entities not involved in the decision-making process.

Since summer 2020 regular input has been solicited from stakeholders using a variety of methods. When specific topics surrounding reopening plans were presented at Operations, Facilities, Finance, Personnel or full Board of Education meetings, public comment was encouraged and subsequently posted on our website and/or read aloud during the meetings.

Several district-wide surveys sought input from parents, students, and teachers on their experiences with remote learning and their needs. Parent input was specifically requested on device and connectivity needs in March 2020, the remote learning experience in May 2020, learning model preference for the upcoming school year in July 2020, full distance learning in November 2020, and student engagement during the 2020-2021 school year in February 2021. Student input was sought on remote learning in September 2020 and engagement in March 2021.

Teachers were asked to respond to the remote learning experience in June 2020. During the summer of 2020, teachers also participated in the Teaching and Learning Committee that developed the plans for the hybrid model, remote model for synchronous and asynchronous teaching, and new grading practices. In addition, teachers attended the Accelerated Learning workshops offered by the Connecticut Center for School Change.

All staff were asked to provide feedback in a Spring 2021 survey on the planned closed vaccination clinic for Hamden Public School staff and school community needs for the 2021-2022 school year in June 2021.

Most recently, parents, students and teachers were asked for their input on the needs of the school community and interventions for school year 2021-2022. The responses revealed common concerns related to the proper functioning of HVAC systems, needed school repairs, student social and emotional wellness, anxiety, and access to adequate technology. Parents and students felt most of their learning loss occurred in math. All stakeholders believed students were most impacted by minimal social interaction, lack of motivation for school work, and lack of concentration and physical activity. The most beneficial supports were identified as in-person learning, credit recovery opportunities, programs and activities to support social interaction, and small group instruction with a teacher and/or tutor.

Health and Safety Liaisons

A designated District Officer and each school nurse will serve as a COVID-19 Health and Safety Liaisons responsible for engaging with students, parents, faculty, staff, and administrators to answer questions and share information about COVID-19 health and safety requirements. All school staff and families should know and have the contact information for the designee. The District Officer must have the authority to address compliance issues.

The Health and Safety Liaisons and Principals will assist in establishing and reinforcing a culture of health, safety, and shared responsibility by:

- Providing training to teachers, staff, students, and parents/guardians prior to school opening, especially concerning:
 - 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.
 - Enhanced cleaning/disinfection of surfaces.
- Starting each day with a morning message to the entire school reinforcing good health practices.
- Creating and displaying signs around the school as reminders of rules, roles, and responsibilities.

Health and Safety Liaisons should continue to meet regularly to review best practices, share challenges, discuss staff and student training, and refine messaging to families, staff, and students.

District and School-wide Communications

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

- **Health and Safety Liaisons in each school:** Liaisons will work with their schools to develop a schedule for communication updates and will ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols.
- **Website:** The District will maintain the Coronavirus webpage (linked from every school's main webpage) in which information and guidance can be updated regularly. Schools will also update their websites to reflect school-specific information.
- **Availability to All:** When possible, communications will be available in multiple languages. All website-based communications will be enabled to use Google Translate directly, and will meet standards for ADA compliance to be accessible to those with visual and/or hearing impairments.
- **Announcements/Signs:** Schools will continue to help educate students and staff about how COVID-19 is spread and how to help stop the spread.
- **School-based Communications:** Principals will communicate updates to their school communities through multiple electronic means as needed.
- **District-wide Communications:** Regular district-wide updates will be sent to families via email,

phone calls, and social media as needed.

- **Surveys:** We will conduct periodic surveys of students, parents, and staff for their feedback of the districts' program and plan implementation.
- **Public input:** Board of Education Meeting minutes and summaries detailing the continued improvement of this Reopening Plan will be posted regularly on the HPS website and other existing communication mechanisms.

Classroom and School-Based Communications with Families

- PowerSchool is used to log entries of contact by administrators, teachers, and school staff with parents and students to ensure effective communication. All teachers can create log entries for the students on their roster(s). (See [Appendix A: Log Entries in PowerTeacher](#).) Log entries can also be used to create a record regarding a student's positive achievements, behavior, performance, or activity. Both "note" and "parent contact" are available options.
- All teachers should ensure students and families know how to contact them (email, Google Classroom comments, by phone or other communication platforms, virtual office hours). Students/families may also leave a message at school for the teacher or send a request for a phone call via email. Teachers should respond to messages within 24 hours on school days.
- Teachers who cannot reach a student or family will inform their social worker or guidance counselor to make them aware of the inability to connect. The school team will make all efforts to obtain more accurate contact information and connect with families.

Communication with Families of Multilingual Learners

- To ensure meaningful communication with parents of MLLs, we will continue to disseminate information regarding programs, services and other school-related information in a language they can understand. In addition to phone calls, communication tools include SchoolMessenger, the 'Talking Points' app, and the use of interpreters and translators via Language Line Solutions.
- Google Translate is a free, online application available on most devices. It can also be used without internet connection once downloaded onto your device. Google Translate can be used to translate text, handwriting, speech, and websites in over 100 different languages.
- Follow these directions to download Google Translate:
 - a. On your computer, install the Google Chrome web browser if you have not already. Google Chrome includes the Google Translate feature.
 - b. For iPhones and iPads, download the Google Translate app from the app store.

Part 4: Periodic Review Process

This Safe Return to In-Person Instruction and Continuity of Services Plan will be reviewed and revised as necessary at least every six months through September 30, 2023. Each review will include seeking public comment on the plan and revisions based on public comment.

A refreshed or updated plan will be submitted to the Connecticut State Department of Education on or before:

- June 23, 2021
- December 23, 2021
- June 23, 2022
- December 23, 2022
- June 23, 2023

Part 5: Understandable and Uniform Format

Federal regulations require that this plan be in an understandable and uniform format, to the extent practicable; is written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

This plan has been posted prominently on our district website. Finalsite, our website hosting service, is able to translate our plan into more than 100 different languages making the plan accessible to our community.

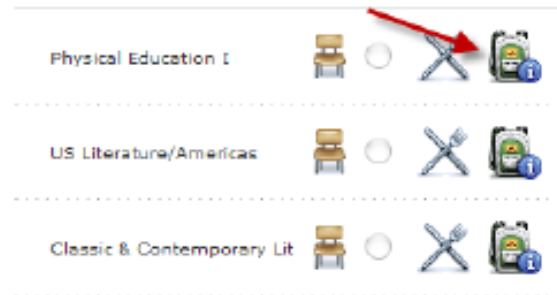
Appendix A: Log Entries in PowerTeacher

Video Tutorial:

<https://www.youtube.com/watch?v=oFemUxbwhxo&feature=youtu.be>

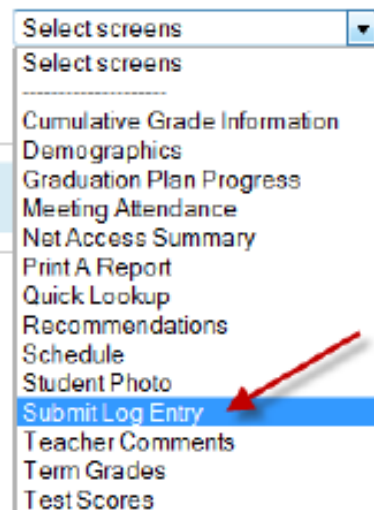
This guide will walk you through the steps to create a log entry in PowerTeacher. Log entries are used to document student behavior, attendance, parent contact, and discipline. As soon as you submit the log entry you can no longer edit or delete it. Only school principals can view, modify, or delete log entries.

To create a log entry click on the 'backpack' from your start page. This will take you to your student roster.



Click on the name of the desired student, you will most likely see their schedule, in the top right click the drop-down menu and select 'New Log Entry'.

This will take you to a page with a button in the center of the page that says 'New', click it to create a new log entry.



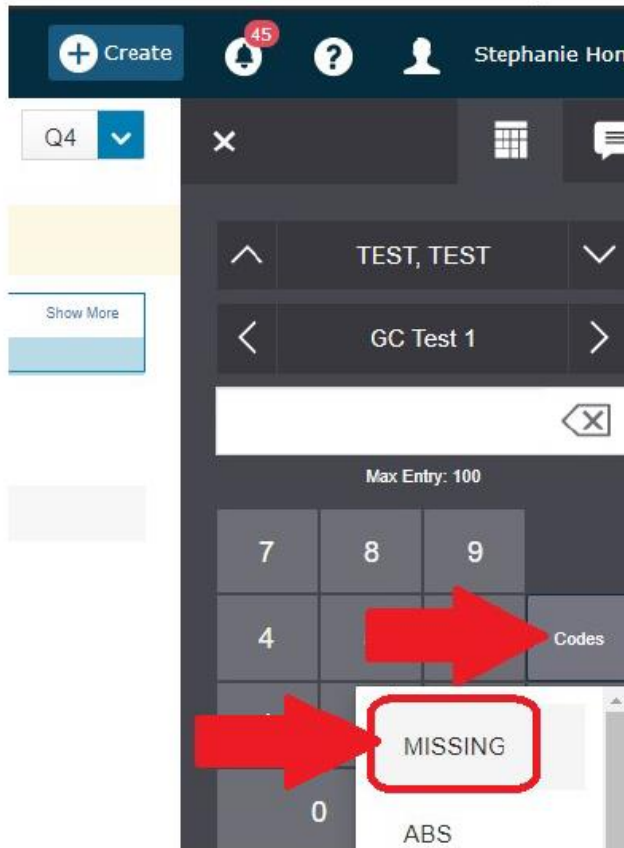
Choose the log type, enter a subject, then type your entry, then click SUBMIT.

Once you click submit the log entry will be stored and you can no longer view or modify it. Your principal will get an email notification that you created a log entry.

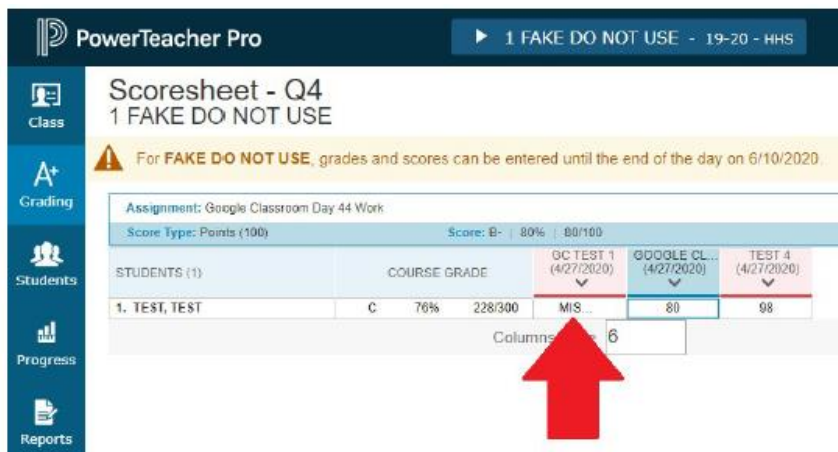
A screenshot of the log entry form. It has a 'Subject' field and a larger 'Entry' field, both outlined with red boxes. A 'Submit' button is at the bottom right.

Appendix B: How to Enter "Missing" Code

- 1) Click on the assignment you want to mark "MISSING"
- 2) Click on the "Codes" button in the score inspector and choose the code "MISSING"



It will enter the code in for that assignment and grade it as a **score of 50**.



- 3) Click the "Save" button to save your grade.

Appendix C: Mask Non-Compliance Plan

Hamden Elementary Schools Response to Non-Compliance Plan

ACTION	RESPONSE
If a student is not wearing his/her mask or wearing the mask incorrectly,	<p>The faculty and staff will respond by reminding the student to put their mask on correctly or offer the student a mask.</p> <p><i>Example: (Neutral tone/model it.) STUDENT NAME, please put your mask on correctly. It is important for the safety of our community.</i></p>
If the student responds to the verbal prompt,	The teacher praises the student and resumes instruction or follows normal routines.
If the student does not comply after a minute,	<p>Teacher will provide a second verbal warning.</p> <p><i>Example: (Direct Tone.) STUDENT NAME, it is essential that you put on your mask.</i></p>
If the student responds to the verbal prompt,	The teacher praises the student and resumes instruction or follows normal routines.
If the student does not comply after a minute,	<p>The teacher calls for student support or administrative support.</p> <p>By the end of the day, the teacher contacts the parent via phone call to explain the events in the classroom and documents parent communication.</p>
If a student refuses to correctly wear his/her mask after two teacher prompts, student support/administration will be called.	<p>When student support or administration reports to the classroom, the student will be asked to talk privately outside of the classroom.</p> <ul style="list-style-type: none"> ● Student will be removed from the classroom. ● Student will be asked to identify the reason for not wearing the mask (i.e., mask is uncomfortable, glasses continue to fog up, smells, parents said don't have to wear it. ● Together, they will generate solutions: provide a new mask, teach strategies, provide mask breaks. <p>Logical consequences: ie. written reflection</p>

	Within 24 hours, the administrator or designee contacts the parents to explain concern, response, and solutions. Parent communication is documented.
After the student support/administrator intervention, the student will return to class correctly wearing his/her mask.	The teacher welcomes the student back into the learning environment and provides support to ensure the student can resume learning.
If a student has more than two documented incidents within a week	Administration will request a parent meeting with the goal of generating a student-parent-educator contract.

Hamden Secondary Schools (HMS/HHS) Response to Non-Compliance Plan

ACTION	RESPONSE
If a student is not wearing his/her mask or wearing the mask incorrectly,	The faculty and staff will respond by asking the student to put their mask on correctly or offer the student a mask. <i>Example: (Neutral tone.) STUDENT NAME, please put your mask on correctly. It is important for the safety of our community.</i>
If the student responds to the verbal prompt,	The teacher praises the student and resumes instruction or follows normal routines.
If the student does not comply after a minute,	The teacher will provide a second verbal warning. <i>Example: (Direct Tone.) STUDENT NAME, it is essential that you put on your mask.</i>
If the student responds to the verbal prompt,	The teacher praises the student and resumes instruction or follows normal routines.

<p>If the student does not comply after a minute</p>	<p>The teacher calls for security or administrative support.</p> <p>By the end of the day, the teacher contacts the parent via phone call to explain the events in the classroom. Then, documents parent communication in PowerSchool log.</p>
<p>If a student refuses to correctly wear his/her mask after two teacher prompts, security/administration will be called.</p>	<p>When security or administration reports to the classroom, the student will be asked to talk privately outside of the classroom.</p> <ul style="list-style-type: none"> ● Student will be removed from the classroom. ● Student will be asked to identify the reason for not wearing the mask (i.e mask is uncomfortable, glasses continue to fog up, smells, parents said don't have to wear it. ● Together, they will generate solutions: provide a new mask, teach strategies, provide mask breaks. <p>Logical consequences: written reflection, prepare and deliver a public service announcements, or lunch detention</p> <p>Within 24 hours, the administrator or designee contacts the parents to explain concern, response, and solutions. Parent communication is documented in PowerSchool.</p>
<p>After the security/administrator intervention, the student will return to class correctly wearing his/her mask.</p>	<p>The teacher welcomes the student back into the learning environment and provides support to ensure the student can resume learning.</p>
<p>If a student has more than two incidents documented in PowerSchool within a week</p>	<p>Administration will request a parent meeting with the goal of generating a student-parent-educator contract.</p>

Appendix D: LEARNING OPPORTUNITIES FOR QUARANTINED STUDENTS

This process is specific to students who are quarantining due to community and/or school-based exposure to COVID-19, or to students infected with COVID-19 and must be quarantined.

Rationale:

We are still in the throes of the COVID-19 pandemic. Unfortunately, the Delta virus appears to have more of a negative impact on children than did the preceding COVID-19 variants. As such, we can reasonably expect children to be quarantined due to community and/or school-based exposure, or because students have been infected with COVID-19.

Process:

Live Streaming

With the exception of whole class quarantining, livestreaming (i.e. zooming) is understood to mean one-way student livestreaming into the classroom.

All teachers are expected to provide livestreaming instructional access for quarantined students as outlined in the Process section below, except that Physical Education teachers will post self-directed activities in Google Classroom for quarantined students due to the movement-based nature of physical education lessons.

The length of the school day for students, and the work day for teachers who are livestreaming due to quarantining, will remain the same as they are presently.

Teachers may exercise their professional judgment and discretion to determine whether or not to record their direct instruction.

When the instructional model is primarily self-directed (i.e. Independent student work or exams/assessments), teachers may exercise their professional judgment and discretion to determine the most appropriate instructional methodology to use for quarantined students who are livestreaming.

Student Attendance

Elementary student attendance will be taken once each school day, and students must be present for more than half the school day in an online environment to be considered present. An online environment is understood to include Dreambox, Lexia, or any other teacher-directed and approved digital learning platform.

Secondary student attendance will be taken each period, and Power School will calculate such daily attendance.

*Students are required to submit their physical education assignment by the end of the school day in order to receive a present designation for their attendance in that class.

Instruction

- Whenever an entire Pre-K to grade 4 class is quarantined due to COVID-19 exposure or infection at the elementary level, the students will attend school from home via livestream, and the teacher will teach via livestream (i.e. Zoom) from school unless they have also been quarantined, or have called out sick. If the teacher has not been quarantined, or has not called out sick, the teacher should teach via livestream from school.

- In instances when less than the entire class is being quarantined, elementary teachers who are using the workshop model will post the independent practice in their Google Classrooms and students will zoom into the class for the mini-lesson. Teachers will exercise their professional judgment and discretion to determine the most appropriate way to engage students who are livestreaming during reading, writing and math workshops
- Given that grades 5 and 6 are departmentalized, teachers in grades 5 and 6 will zoom with the entire class from school if only one class is quarantined and the teacher is not quarantined
- When individual elementary students are required to quarantine due to COVID-19 exposure or infection, the student will attend school from home via livestream during the entire quarantine period, and the teacher(s) will provide instructional access to such student(s) via livestream from school for the entire quarantine period if the teacher(s) is not quarantined. Teachers who are quarantined will teach via livestream from home unless they have called out sick
- When an entire middle school team is quarantined due to COVID-19 exposure, the students will attend school from home via livestream, and the teacher(s) will teach via livestream from school unless they have also been quarantined, or have called out sick. If the teacher has not been quarantined, or has not called out sick, the teacher should teach via livestream from school.
- When individual middle school students are required to quarantine due to COVID-19 exposure or infection, the student will attend school from home via livestream during the entire quarantine period, and the teacher(s) will provide instructional access to such student(s) via livestream from school for the entire quarantine period if the teacher(s) is not quarantined or has not called out sick. Teachers who are quarantined will teach via livestream from home unless they have called out sick

- Because there are no cohorts at the high school level, when high school students are quarantined due to COVID-19 exposure or infection, the students will attend school from home via livestream, and the teacher will teach via livestream from school unless they have also been quarantined, or have called out sick. If the teacher has not been quarantined, or has not called out sick, the teacher should teach via livestream from school.
- Students who are quarantined will be able to livestream (i.e. Zoom) in order to hear the teacher's instruction
- Elementary and middle school students who receive intervention during the intervention block will sign into Dreambox, Lexia or any other teacher-directed and approved digital learning platform during that block
- Students who are livestreaming into the classroom will be able to ask questions and seek clarification from teachers by emailing such teachers. Teachers will not be expected to respond to such emails during their instructional time. Students in grades 7-12 will also be able to ask questions and seek clarifications from teachers by telephone, zoom, zoom chat or some other administration-approved communication mechanism during the teachers' established office hours. Secondary teachers will also use their professional judgment and discretion in order to schedule individual meetings with students who need support during the office hours. Such office hours will be posted in each secondary teachers' Google Classroom.
- Teachers will not be required to provide synchronous instruction to quarantined students who are livestreaming into the classroom but will provide instructional access by allowing students to zoom into their classroom via a zoom link
- Classroom Teachers will have their daily lessons posted in Google Classroom so students will have access to their daily assignments while quarantining

- PPS staff will live-stream with students via zoom in order to provide supports as required by students' 504 plans or IEPs, or when students are in crisis and need of mental health supports
- Media Specialists and EL Specialists will provide quarantined students with instructional access by allowing students to livestream into their lessons
- Math and Literacy Specialists will follow their regular schedules, which may include co-teaching via livestream
- SRBI Coordinators and Science Specialists will follow their regular schedules
- The district is developing a process to provide quarantined elementary students with after-school tutoring opportunities from certified staff in order to further support their learning during their quarantine period.

Notwithstanding the foregoing, administration may revisit the processes outlined above in the future if circumstances related to COVID-19 and/or its impact on the District change or otherwise evolve following implementation of this process.

This process shall terminate either upon the end of the COVID-19 health emergency as determined by the Hamden Board of Education in consultation with public health officials or June 30, 2022, whichever is earlier.