



Fall 2020 Re-Opening Plan

July 24, 2020



Table of Contents

I.	Letter from the Superintendent	.....	p. 4
II.	Re-Entry Task Force	.....	p. 5
III.	Plan Review Process	.....	P. 7
IV.	Reopening Models	.....	p. 7
	A. Three Models: In-School, Hybrid, and Distance Learning		
	B. Choosing Not to Participate in in-Person Learning		
	C. Health and Safety Compliance Liaison		
V.	Operations Plan	.....	p. 11
	A. School Building Protocols		
	B. Daily Operations		
	C. Child Nutrition		
	D. Transportation		
VI.	Health Practices and Protocols	.....	p. 19
	A. Practices and Protocols		
	B. Immunizations and Health Assessments		
	C. Reporting Illnesses and Addressing Vulnerable Populations		
	D. Social Distancing		
	E. Shared Materials		
	F. Use of Face Coverings, Masks, Face Shields and Masks		
	G. Health Monitoring Plan		
VII.	Containment Plan	.....	p. 28
	A. Containment of Infection		
	B. District Response to Covid-19		
VIII.	Learning Transition	.....	p. 32
	A. Learning Transition, Distance Learning, and Reopening Plans		
	B. Distance and Hybrid Learning Plans		
IX.	Academics	.....	p. 35
	A. Design Principles		
	B. Role of Partners		
	C. Learner Framework		
	D. Hybrid Model		



- E. Planning for Synchronous and Asynchronous Learning
- F. Promising Practices
- G. Planning Instructional Time
- H. Sample of Weekly Teacher Schedule
- I. Reimagining Classrooms for Special Populations
- J. Academic Resources
- K. Professional Learning Supports
- L. Assessment Practices
- M. Attendance and Discipline
- N. Physical Education, Athletics, Arts, Extracurricular Activities
- O. Special Education
- P. English Learners (ELs)
- Q. Career and Technical Education

X.	Family and Student Engagement	.....	p. 51
	A. Family Support and Communication		
	B. Social-Emotional Learning (SEL) and Mental Health		
	C. After-School Programming		
XI.	Staffing and Personnel	p. 55
	A. Certification and Personnel Planning		
	B. Professional Development		



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I. Letter from the Superintendent

Dear Bloomfield Community,

As we face the unprecedented challenges of the Covid 19 Pandemic, our charge from the Connecticut State Department of Education is to reopen our schools for full-time, in-person learning.

In so doing, our two major priorities are to 1) ensure the safety and well-being of our students and their families, our staff members, and the community, and 2) provide a high-quality educational experience to every student in the Bloomfield Public Schools. To achieve these goals, we must plan to be flexible and nimble in responding to changes in the status of the Pandemic, and to access and apply new information as it becomes available regarding sound educational and health practices in a rapidly changing school environment.

Our approach in this Reopening Plan is practical and appropriate for learners at each developmental stage. We have made special considerations and accommodations to account for the diversity of our youth, especially for our vulnerable populations, including those who are medically fragile or have special health care needs or disabilities, with the goal of safe return to school.

To offer greater detail regarding how we intend to achieve our goals, we have included in this Plan substantial information in such key areas as Health and Safety Practices, District Operations, Academics, Staffing and Personnel, Family and Student engagement, and Student Support Services. Additional important information for students, families and the community is also included in this document.

I wish to thank all of our staff members who have worked so tirelessly over the past several months in planning and providing Bloomfield's Distance Learning Program to all of our children; and to extend my deep appreciation to the individuals who have dedicated so much of their time this summer (and continue to do so) creating Bloomfield's Plan for Reopening School in the fall.

I am convinced that with this high level of dedication in our school system and with support from Bloomfield parents and the community, we have every reason to be optimistic that together we will achieve our goals for our children and their families.

Sincerely,

Dr. James Thompson, Jr.
Superintendent



II. Re-Entry Task Force

Our re-entry plan was developed by a number of subcommittees who provided input, which was reviewed by a Steering Committee of representative stakeholders.

Steering Committee Members

Dr. James Thompson, Jr. Superintendent	Dr. Ann Milanese, District Medical Advisor
Ms. Stacey McCann, Chief Academic Officer	Ms. Aimee Krauss, RS, MPH Director of Health West Hartford/Bloomfield Health District
Dr. Bethany Silver, Asst. Supt., Accountability & Performance	Dr. Patrick Proctor, Consultant
Ms. Wendy Shepard Banish, Director of Student Support Services	Mr. Dan Moleti, BHS Principal
Mr. John Robinson, Director of Technology & Human Resources Coordinator	Mr. Jesse White, Principal on Assignment
Mr. William D. Guzman, Chief Operations Officer	Mr. Jeffrey Bernabe, Interim Principal, GEMS
Ms. Anne Marie Cullinan, Curriculum Specialist	Dr. Trevor Ellis, Principal, CAMS
Mr. Stan Simpson, Director of Strategic Communications	Ms. Sarah Williams, Principal, CAIS
Mr. Wayne Casper, Director of Facilities & Transportation Coordinator	Dr. Beryl Irene Bailey, Director of Literacy
Ms. Elisa Pierce, District Grant Writer	Mr. Paul Guzzo, Principal, Metacomet
Ms. Krista Cherry, Executive Assistant	Ms. Jen Dwyer, Principal, Laurel
Ms. Terri Davenport, Benefits Coordinator	Ms. Eileen Richters-Sidorek, Dean of Students, CAIS
Ms. Susan Pinkham, Director, Food Services	Ms. Lisa Eells, Principal, Wintonbury
Ms. Kristine Johnson, Director, Extension Program	Ms. Samantha Straker, Interim Principal, Wintonbury
Ms. Melanie Griffin, RN, District Lead Nurse	Ms. Anne Burrows, BHS Administrative Assistant
Ms. Melissa Sutton, Special Education Coach	Ms. Jaunice Edwards-Hassan, Director, Harris AgriScience Center
	Ms. Susan Sumberg, First Grade Teacher, Laurel



Other Contributing Groups

Teaching and Learning Plan Advisement

Suzanne Shippee, District ELL Lisa Smith-Horn, Wintonbury Rose Rose, Laurel Erin Guarino, Metacomet Janet Smith, CAMS Vanessa Ferrero, District Emily Rosenthal, Metacomet Claudette Kenyon, Laurel Brianna Levick, GEMS	Riannon Mecchi , GEMS Tracy Stead, District Frank Quinn, BHS, District Susan Paulus, Metacomet Tamika Knight, Metacomet Eileen Richters, CAIS Cynthia Vallarelli, CAIS Karen Goldman, Arace Anthony Roy, GEMS Elizabeth Cote, CAMS
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Culturally Responsive Curriculum Writing Team

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*With many thanks to parents, students, staff, and
other members of the Bloomfield community
who shared their thoughts
in the preparation of this document.*



III. Plan Review Process

Our re-entry plan will be presented to the Bloomfield Public Schools Board of Education on July 28, 2020. The plan has been created in consultation with experts, and reviewed by a number of stakeholders and partners.

- **Bloomfield / West Hartford Department of Public Health**
- **Connecticut State Department of Education**
- **Bloomfield Board Of Education**
- **Parent Forum**
- **Bloomfield Public Schools Staff**

This plan will evolve and change based upon public health conditions during the 2020-2021 school year. Our Steering Committee and subcommittees will continue to adapt and strengthen the plan. All signatories named below will be informed of necessary changes. The Superintendent, Dr. James Thompson reserves the right to make changes to this plan as necessary. Edits to the plan will be reviewed by the Board of Education, posted online at www.bloomfieldschools.org and communicated to families and community members via electronic media.

IV. Reopening Models

Connecticut State Department of Education Guidance:

- 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 learning transition plans.
 - In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes.
- Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.



Commitment to All Students

Bloomfield's long standing commitment to eliminating achievement and opportunity gaps remains a high priority. Our Fall 2020 Reopening Plan is designed for a safe return to school buildings for all learners, in alignment with public health data. We know that levels of virus transmission can change. For this reason, our plan reflects supporting all learners and staff with safety protocols and spread mitigation strategies that offer in-school learning, distance learning, or a hybrid combination of the two formats. Being prepared for a nimble transition from in-school to distance learning requires us to ensure that we have a rich complement of online resources and technology tools integrated into our in-school instructional practices. We have carefully reviewed materials, practices, and feedback from our distance learning program that began in March, 2020. Information gleaned from these and other sources have led to a strengthened approach to online learning.

Additional efforts are underway to enhance online teaching skills and enact an antiracist curriculum. The district has developed plans to ensure our most vulnerable students are prioritized for in-person instruction should the need arise to move to a hybrid or online learning environment.

Inclusion and small group services for special education and 504 students, English Learners, and Title I students will be provided according to IEPs and district plans. Teachers will focus on providing rigorous, engaging grade-level instruction aligned with CT state standards to all students. Teachers will use authentic student work samples and formative feedback to identify students' present levels and learning gaps. Building level SRBI teams will review learning needs and develop plans and strategies to meet those needs. We are well-prepared to provide on-grade level instruction while differentiating to individualize instruction.

It was essential to hear from our families. Our ongoing survey regarding family's fall 2020 plans for their children offered many insights into our planning process. Of our 2094 students, responses were collected for 719, or 34.3% of our students. The survey can be accessed [here](#), and requires each child's school ID number. The survey opened July 10. Preliminary results can be reviewed [here](#).

2020-2021 All Students Return to School

We are preparing to welcome all students back to school. Our Board of Education [approved 2020-21 Academic Calendar](#) may be adjusted to accommodate increased staff training needs, and family and student orientation, prior to the start of the student school year. Safety protocols will be clearly posted throughout the schools, and visitor access to schools will be strictly limited.



Three Models: In-School, Hybrid and Distance Learning

1: In-School Minimal COVID Spread 	2: Hybrid Moderate Covid Spread 	3: Distance Learning High Covid Spread 
<p>This model invites 100% of the student body to return for five full days of instruction inside school buildings.</p> <p>Selected when there is low threat of Covid spread, or required by CSDE.</p>	<p>A blend of distance learning and in-school instruction with heightened social distancing, hygiene and sanitizing to minimize COVID spread.</p> <p>Selected when the threat of Covid spread is low or moderate.</p>	<p>Online instruction.</p> <p>Selected when the Department of Public Health has recommended return to full distance learning due to high volume of COVID outbreak</p>

The Bloomfield Public Schools re-entry task force has created three models for a return to learning:

1. Five full days of in-school Instruction (Governor mandated model)
2. A Hybrid program of In-School and Remote Learning
3. Distance learning

Students in grades PK-12 will be issued Chromebooks or laptop computers. Online platforms (SeeSaw and Google Classroom) will be maintained by all teachers to ensure that we are prepared to move seamlessly and rapidly from in-school instruction to hybrid or distance learning, and to maximize classroom technology tools. High quality online resources have been vetted and purchased to support differentiation and personalized learning. We are committed to ensuring that students see their teachers, either in-person or online, on a regular basis. Plans to scale back in-person instruction will be based on changing public health guidelines and recommendations.



Choosing Not to Participate in In-Person Learning

Connecticut State Department of Education Guidance:

- Plan for parents and students who may temporarily choose not to participate in the return to school.

Stakeholder Group	Engagement Strategy
Students and Families 	<ul style="list-style-type: none"> • Families who opt out of in-person learning will participate in the Bloomfield Distance Learning Plan. • Surveys have been conducted during the summer to determine the proportion of our student population that may not return to school.
Teachers and Paraprofessionals 	<ul style="list-style-type: none"> • Classroom teachers will provide assignments and access to classroom materials through SeeSaw or Google Classroom to all students. • Teachers and/or paraprofessionals will monitor and assist distance learners.

Health and Safety Compliance Liaison

Connecticut State Department of Education Guidance:

- Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).
- Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.
- Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- 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 prior to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.



- Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.
- Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall. This should align with the forthcoming CSDE District Reopen Survey

Adjusting to Public Health Data

Working in close partnership with the West Hartford / Bloomfield Health District, Bloomfield Officials, the CT State Department of Health, and the Governor’s Office, we are prepared to monitor changing health conditions in our community in order to modify plans based on public health data. In the event that the spread of COVID-19 in CT worsens, this document contains our plans to respond accordingly.

Health and Safety Compliance Liaison

The Bloomfield Public Schools is in the process of identifying **Bloomfield’s COVID-19 Health and Safety Compliance Liaison**. The Liaison will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 and communicating up-to-date policies and procedures to all families. The Liaison will work with district and building administrators to develop and meet expectations for frequency of communication and updates to the [district website](#).

The community will be informed of any critical information or significant changes to district plans by the Interim Liaison or the Superintendent through a combination of phone calls home, emails to every household, and postings on the [district website](#). Updating family contact information will be a priority for re-opening, parent surveys and follow-up communications from each school. The district will launch online registration in early August.

V. Operations Plan

Connecticut State Department of Education Guidance:

- Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.
- 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.
- Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.
- Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.
- Consider having training days and days to practice new protocols with staff only prior to having students enter the building.
- 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 or others who may enter the school outside of the first day or typical calendar start.

School Building Protocols

Maximizing Distance in Classrooms

All classrooms will be reconfigured to maximize space between students. Based upon the recommendation of the CDC and Connecticut State Department of Education (CSDE) guidance, student workstations will be spaced to provide a distance separating students that is up to 6 feet when feasible. Personal furniture, classroom carpets, fabric covered items, and extra district furniture will be removed. Principals will ensure that teachers who need to remove items can do so at some point in the days prior to students arriving for the start of the school year.

Wherever possible teachers will have a designated presentation area that is more than 6 feet from students. Unless separated by a table divider, students will be facing in one direction.

Signs, Messages, and Training Protocols

Signs and messages explaining district protocols and expectations to stop the spread of disease will be posted throughout our schools. These signs are age-appropriate and in languages representative of our community. Staff members will all be provided with Personal Protective Equipment (PPE) supplies and will have in-service training for ensuring health and safety in the workplace. Weekly reminder emails and announcements will be provided.

- Signs will be posted in highly visible locations, such as school entrances and restrooms that describe how to stop the spread of germs (i.e. handwashing, face masks).
- Regular announcements will be made on reducing the spread of COVID-19 through the school's



PA system.

- When communicating with families (school website, social media) messages will include health hygiene, mask wearing and social distancing habits to stop the spread of COVID-19.
- All signs and messages related to disease transmission will be accessible for students with disabilities and in languages appropriate for the school population.

Staff members will attend mandatory training in health and safety protocols before the start of school and the arrival of students. Staff will also participate in in-person orientation to distance learning, to support family and student orientations that will occur before the start of school and the arrival of students. All staff members, including substitutes, who are hired after this date will be required to complete training before their first day of work. Topics covered in the training will include social distancing, cleaning protocols and hygiene practices. Additional video training will be provided to students and families so they can practice before the start of school. In-person student instruction on new school protocols, will include topics regarding expectations in health and safety practices.

Ventilation Systems

- Ventilation systems will be inspected and tested to confirm they operate properly and in accordance with health recommendations.
- Maximize ventilation with outdoor air when temperature, humidity, and pollutant levels permit without impacting occupant health.
- Prohibit personal fans in classrooms.
- Use outdoor instruction where safety conditions and physical space allow.

Bathroom Protocols and Cleaning

Social distancing will be maintained in communal bathrooms and may only be used by those who are asymptomatic. The following bathroom protocols will be implemented:

- Per the Department of Public Health (DPH) protocols, all bathrooms will be cleaned and disinfected.
- Specific bathrooms will be assigned and students should only use these bathrooms to prevent cross-contamination with other groups.
- Bathroom occupancy will vary by each bathroom but 6-foot social distancing will be maintained.
- No personal items may be stored within the bathroom (including staff bathrooms).
- Paper towels will be available and all hand dryers will be shut off.
- Trash cans will be placed near the door and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.

Water systems

- Students and staff will be encouraged to bring their own water.
- Drinking fountains will be turned off.



- Water will be available upon request.

Cleaning Protocols

Bloomfield Public Schools will follow all DPH guidance for [cleaning and disinfecting schools](#).

- Routine cleaning of all schools will occur on a daily basis, with high touch areas, such as door handles, desks, tables, countertops, and other surfaces will be given special attention.
- Disinfectants effective against COVID-19 that meet all Federal and State standards will be used.
- School bathrooms will be cleaned and sanitized twice daily.
- Appropriate PPE will be worn during cleaning.
- Cleaning will be conducted during periods of lowest occupancy.
- In the PK setting the National Association of Educators of Young Children (NAEYC) guidelines for disinfecting and for the placement of children during naptime, modified with increased frequency and increased distancing, aligned with CDC recommendations, will be followed.

Other Considerations

- Supplies of soap, paper towels, tissues will be available.
- Protective Plexiglass Guards will be installed at reception desks/food service lines.
- Personal refrigerators, microwave ovens, and coffee machines are prohibited from classrooms.
- Install no-touch entrances, exits, and bathroom fixtures when possible.

Daily Operations

Connecticut State Department of Education Guidance:

- Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is ***strongly encouraged*** for grades K-8, and ***encouraged where feasible*** for grades 9–12.
- 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.

Cohort groups

Cohorts are small groups of students and staff who spend the instructional day together. The practice of cohorting is long established in public schooling, as students are traditionally assigned to classes with specific teachers. Cohort size will be determined by social distancing recommendations applied to classroom spaces.



According to the Centers for Disease Control (CDC), cohorting may help prevent the spread of COVID-19 by:

- decreasing opportunities for exposure or transmission of SARS-CoV-2,
- reducing contact with shared surfaces,
- facilitating more efficient contact tracing in the event of a positive case, and
- allowing for targeted testing, quarantine, and/or isolation of a single cohort instead of school-wide measures in the event of a positive case or cluster of cases.

“Implementation of this strategy varies, depending on setting and resources. For example:

- Schools may keep cohorts together in one classroom, and have teachers rotate between rooms.
- Schools may alternate cohorts by days or weeks, with cohorts assigned to specific days or weeks.
- Schools may adopt a hybrid approach, with some cohorts assigned to in-person learning and others assigned to online learning.”([CDC Resource](#)).

It is anticipated that the implementation of a smaller cohort model, in combination with sanitization, mask wearing, and effective hygiene habits, will minimize exposure and spread of the Coronavirus. Within the cohort group, students and adults will maintain all safety protocols.

Cohorting formats will vary by grade level and school. Cohort sizes will be shaped by classroom space, social distance recommendations, and individualized program requirements, in alignment with scheduling formats designed for different developmental stages. State of Connecticut guidelines will be followed regarding group size and are subject to change. Individual student needs will determine exact student to teacher ratios.

The hybrid model of instruction extends the cohorting practice for both group size and presence in schools. In the hybrid model, students will be assigned to cohorts. Cohort Group A will attend in-school instruction on Mondays and Tuesdays. Cohort Group B will attend in-school instruction on Thursdays and Fridays. School Buildings will be closed to students on Wednesdays for comprehensive cleaning between cohorts. Distance learning will be available to all students, Monday through Friday.

PK - Intermediate Grade 6: The primary cohort group for students in PK through Grade 6 is their classroom. Class groups will be as consistent as feasible, with the same class group remaining with the same staff for the day when practical. Mixing of groups will be limited to the greatest extent possible. Students will remain in their cohort group in their classrooms, as well as during unified arts instruction (Physical Education, Library, Art, Music), lunch and recess.

- These strategies apply to students and staff in the following schools: Wintonbury, Laurel, Metacomet, and Carmen Arace Intermediate.



Middle School Grades 7-8: Students will be grouped into classes by cohort and will transition between classes as a group. Movement within hallways will be staggered to further reduce potential exposure. Students and staff will wear masks in classrooms and hallways.

- These strategies apply to students and staff in the following school: Carmen Arace Middle School.

Secondary Grades 6-12: Due to the range of individualized course schedules and programs, students will not be grouped into cohorts for all classes. Students and staff will wear masks in classrooms and hallways.

- These strategies apply to students and staff in the following schools: Bloomfield High School, Global Experience Magnet School.

Communal Spaces: Communal spaces such as cafeterias, playgrounds, auditoriums, and libraries will be cleaned and disinfected as feasible between cohorts.

Outside Organizations: Use of the school facilities by outside organizations will not be permitted.

Child Nutrition

Connecticut State Department of Education Guidance:

- 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.

Meal Program Compliance

Breakfast and lunch, compliant with USDA guidelines, will continue to be available for all students. Eligibility for free and reduced-priced meals will be determined and meals will be made available to eligible students. Grab-and-go meals will be available for pick-up at Arace (?) for distance learners.

All meals for breakfast and lunch will be pre-ordered and packed in "grab-and-go" containers.



Student Meals and Food Service

Plan for Full Student Return

The Bloomfield Schools will serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies. Individual building meal plans are available in each schools' reentry plan.

Plan for Full Distance Learning

The plan for complete distance learning will include pre-bagged cold meals which may be picked up by parents. The location(s) of the parent pick-up remains to be determined. While meals may be provided for several days, meals must be fully accounted for by the individual child and the individual meal. Meal counting would include use of the point of sale system to properly count meals.

Plan for In School Classes and Distance Learning

The plan for the hybrid model of in school classes along with distance learning would incorporate both types of meal services as already identified above. Parent pick up of meals would be utilized on the day(s) that school was not in session of the day(s) that the students are in distance learning.

Where possible, use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.

Avoid sharing food and utensils and ensure the safety of children with food allergies. Buffet or family-style meals are prohibited.

Plan for Student Food Allergies

The point of sale system will identify student food allergies for all students. Site Charge Staff will review student food allergies listings in advance of meal service to ensure that alternate substitute items are available. Plans for providing student's their alternative lunch choice is being developed for each school. Additional cleaning protocols will occur in classrooms where there are students with food allergies.

Transportation

Connecticut State Department of Education Guidance:

Low Transmission Risk

- Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.



- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

Moderate Transmission Risk

- Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

Bus Transportation

When the DPH determines that transmission risk is low, buses may be filled to near capacity as necessary to transport all students to school. Students will not use the front seat of the bus to ensure the driver is at least 6 feet from the nearest seated student when possible.



Parents are encouraged to drive their students to and from school whenever possible to enable increased social distancing on buses.

Parents must provide a week's notice when requesting that a student be added to bus transportation.

Bus arrivals will remain consistent with bell times. Buses will discharge students one at a time to reduce the number of students entering the building at one time.

Bus Protocols

Bloomfield Public Schools, along with our transportation providers, will follow the State of Connecticut Bus Protocols during the COVID-19 pandemic. The following protocols will be maintained on all buses and transport vehicles:

For Safe and Low Transmission Risk:

- A bus monitor employed by the school district will ride on the bus at all times while it is transporting students to monitor proper seating and ensure the use of face coverings or masks.



- Students will be assigned a seat based on loading from the back of the bus moving forward.
- When reasonable, no more than one student seated per row, unless from the same household.
- Face coverings or masks are required for the all bus occupants. Disposable masks will be made available to any student boarding the bus without a mask.
- Bus drivers and bus monitors must wear face masks when there are students on the bus.
- Cleaning protocols, established by the transport companies, will adhere to CDC standards for bus transit [\[link\]](#) and be communicated to all staff.

For Moderate Transmission Risk: (Includes items for Low Transmission Risk)

- Students seated no closer than every-other seat.
- Students seated in a diagonal formation; where if one student is seated on the right side of the bus, the next student is seated on the left side of the bus.
- Based on the hybrid model transporting 50% of students with spacing will require a minimum of 9 additional buses.
- All students and the driver will be required to wear masks when on the bus.
- Drivers will be provided with face shields.
- Parents are expected to provide masks for their students, but buses will have disposable masks available for students who do not have a mask.

VI. Health Practices and Protocols

Practices and Protocols

Connecticut State Department of Education Guidance:

- 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:
 - 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.



Standard Public Health, Hygiene Practices and Instruction

Standard Public Health, Hygiene Practices, and Instruction

Bloomfield Public Schools will promote health and hygiene practices prioritizing keeping our students and staff safe. District-created videos, [CDC videos](#), student-created PSAs, and posters, and classroom instruction will be used to educate students in our new health protocols. Families will be provided with videos and instruction prior to the start of school so they can begin to practice protocols at home and acclimate students to the concepts of social distancing, frequent hand washing, correct use of face coverings to completely cover nose and mouth, and respiratory and cough etiquette.

The following health and hygiene practices will be observed:

1. Hand Hygiene

- Teaching and reinforcement of hand washing with soap and water for at least 20 seconds.
- If soap and water are not readily available, alcohol-based hand sanitizer will be made available at school entrances and every classroom, kept secured in classrooms where children cannot safely use sanitizer without supervision.
- Hand washing breaks will be incorporated into all students' daily routines.

2. Respiratory Hygiene

- All students and staff will be encouraged to cover coughs and sneezes with tissues or the corner of the elbow.

3. Face Coverings

- All Students and staff, unless exempt by a medical professional, will be required to wear a face covering.
- Instruction on face covering use and care will be provided to all students and staff.
- Face covering breaks will be incorporated into all students' daily routines.

4. Social distancing

- Social distancing will be maximized to the greatest extent possible with the standard goal of 6 feet where feasible.

5. Enhanced Cleaning and Disinfection of Surfaces

- Staff members responsible for cleaning and disinfecting will be provided training on the appropriate and safe use of all provided cleaners and disinfectants.

6. Provide Adequate Supplies

- All bathrooms will be supplied with adequate amounts of soap and paper towels.
- Hand sanitizer will be provided to all classrooms and student areas that do not have hand-washing stations, and will be available at the entrance of all buildings.
- All areas will be equipped with either no touch or foot-pedal trash cans.



- All students and staff will be provided with a five-day supply of cloth face coverings and extra face covering or masks will be available if needed.
- Each classroom or office area will have a supply of disinfectant wipes.
- Facial tissues will be available in each classroom or office area.

Immunizations and Health Assessments

Connecticut State Department of Education Guidance:

- Guidance from the Department of Public Health was issued June, 17, 2020 emphasizing the importance of protecting students by staying up to date.
- Guidance from the CSDE was issued June 26, 2020 outlining the requirements for health Assessments prior to students enrolling in school.

Required Health Assessments and Immunizations

Bloomfield Public Schools, along with the CSDE, understands that due to the COVID-19 pandemic, “well” child appointments with qualified healthcare practitioners have been subject to cancellation and limited availability prior to the start of the 2020-2021 school year. Connecticut General Statutes Section 10-206 require a health assessment (routine physical) for each pupil enrolled in a public school prior to school enrollment, as well as in grade six or seven, and again in grade nine or ten. CSDE has encouraged keeping students in school where possible, as being in the classroom is especially important this year. At the start of the 2020-2021 school year, Bloomfield Public Schools will work with parents and guardians to have an appointment scheduled as soon as possible rather than deny attendance. Bloomfield Public Schools will work with newly enrolled students to ensure that the most recent health assessment information is obtained to ensure a healthy and safe school-learning environment.

The State of Connecticut DPH continues to recommend that all students be up to date on their immunizations when school starts in the fall of 2020. Bloomfield Public Schools will notify all parents or guardians if their student is not adequately immunized and will work with parents and guardians in obtaining the required vaccines prior to the start of school. Parents or caregivers of students who are in need of vaccines are encouraged to contact their primary care physician, community health center, or the West Hartford/Bloomfield Health District to schedule an appointment for vaccines.

In addition to required vaccines, the DPH also recommends influenza vaccine and is encouraging health practitioners to begin vaccinating as soon as possible. Infectious disease experts have expressed concern regarding COVID-19 and influenza circulating simultaneously this winter, and the influenza vaccine will help minimize the impact of this threat. The State Immunization Program will be providing the influenza vaccine to all children at no cost regardless of insurance status through the age of 18. Parents and guardians are encouraged to contact their healthcare provider to obtain the influenza vaccine.



Reporting Illnesses and Addressing Vulnerable Populations

Connecticut State Department of Education Guidance:

- Instruct students and staff to inform the school 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.
- Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal.
- Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance.
 - Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home.
- Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

Stay at Home Guidelines During the COVID-19 Pandemic

Bloomfield Public Schools understands that deciding when a child or staff member is too sick to go to school or work can be a difficult decision. When trying to decide, use the guidelines below and seek the advice of your health care provider. [COVID-19](#) is an illness caused by a virus that can spread person to person. COVID-19 symptoms can range from mild (or no symptoms) to severe illness. The virus is transmitted through respiratory droplets when an infected person talks, coughs or sneezes. The virus may also be transmitted by touching a surface or object that has the virus on it, and then touching your mouth, nose or eyes. Anyone with COVID-19 symptoms or COVID-19 exposure must not attend school or work and should inform the school if they are sick with COVID-19 related symptoms or if they have had known contact with someone diagnosed with COVID-19.

1. COVID-19 symptoms can vary, but symptoms may include:

- Fever above 100 degrees
- Cough
- New loss of taste or smell
- Sore throat
- Muscle aches/pain
- Chills
- Shortness of breath or difficulty breathing
- Nausea, vomiting or diarrhea

If a student or staff member experiences any of the above symptoms, they should stay home and contact their health care provider for further instruction. They must also notify the school of their absence and any COVID-19 symptoms.



2. COVID-19 exposure: If a student or staff member has had close contact with someone with a confirmed or suspected case of COVID-19, the student or staff member must remain home for 14 days and self monitor. Arrangements will be made for students who are absent for an extended time.

Bloomfield Public Schools will continue to support students or staff with acute or chronic health issues. Long-term absences may be evaluated if criteria are appropriate for medical leave or other potential medical accommodations under IDEA or Americans with Disabilities Act (ADA) guidelines.

COVID-19 Daily Health Screening Questions

Bloomfield Public Schools asks that all employees and students (or their parents or guardians) to perform a self-assessment prior to leaving for school to identify fever or other COVID-19 symptoms. If the answer to any of these questions is YES, employees and students must remain home and notify the school of the absence.

<input type="radio"/> YES <input type="radio"/> NO	1. Do you have a fever (100 degrees or higher or feel feverish if no thermometer) without having taken fever-reducing medicine?
<input type="radio"/> YES <input type="radio"/> NO	2. Do you have a cough ?
<input type="radio"/> YES <input type="radio"/> NO	3. Do you have a new loss of taste or smell ?
<input type="radio"/> YES <input type="radio"/> NO	4. Do you have a sore throat ?
<input type="radio"/> YES <input type="radio"/> NO	5. Do you have muscle aches ?
<input type="radio"/> YES <input type="radio"/> NO	6. Do you have chills ?
<input type="radio"/> YES <input type="radio"/> NO	7. Do you have shortness of breath ?
<input type="radio"/> YES <input type="radio"/> NO	8. Do you have a new or unusual headache ?
<input type="radio"/> YES <input type="radio"/> NO	9. Have you experienced new onset of gastrointestinal symptoms , such as nausea, Vomiting, diarrhea, or loss of appetite?
<input type="radio"/> YES <input type="radio"/> NO	10. Have you, or anyone you have been in close contact with, been diagnosed with Covid-19 or placed in quarantine for possible exposure to Covid-19 within the last two weeks?
<input type="radio"/> YES <input type="radio"/> NO	11. Have you been asked to self-isolate or quarantine by a medical professional or a local public health official within the last two weeks
<input type="radio"/> YES <input type="radio"/> NO	12. Have you travelled within the last 14 days to a location which requires a 14 day self- quarantine according to Executive Order No. 7BBB?

If you answered YES to any of these questions, you must stay home and notify the school



Social Distancing

Connecticut State Department of Education Guidance:

- Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.

Social Distancing

Bloomfield Public Schools will follow CDC and CSDE Adapt, Advance, Achieve social distancing guidelines. If social distancing guidelines change due to shifting public health data or evolving understanding of COVID-19 disease, Bloomfield Public Schools is prepared to adjust their approach to social distancing protocols.

Social distancing will be maximized to the greatest extent possible, with the standard goal of six feet. Other mitigating factors may be used when social distancing is not feasible, such as face masks and clear plastic or solid surface barriers that can be cleaned and sanitized often. When social distancing and barrier use is not possible, as in the case of providing direct specialized care, health or educational assessments, or assisting a student who is not wearing a face covering (such as during lunch) staff will utilize the appropriate PPE, including, but not limited to a medical grade procedure mask and face shield and gowns when appropriate.

Material Sharing

Connecticut State Department of Education Guidance:

Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. These materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.

Shared Materials

Each school will develop protocols that minimize the need to have multiple students sharing high touch materials to the greatest extent possible. In doing so, the sharing of educational materials between students will be restricted. These materials include, but are not limited to: books, computers, calculators, writing utensils, computer keyboards/headphones, hall passes, art supplies, and learning aids. Each school will try to supply each student with their own materials when feasible, but if school materials must be used by a student, no two individuals may use the same materials on a given day without being cleaned and disinfected between use. Additionally, all school materials used by students will be disinfected at the end of the school day. If a student is assigned a specific cubby to store his or



her personal belongings, it can only be accessed while socially distant and within their cohort. Cubbies may not be shared.

Use of Face Coverings, Masks, and Face Shields

Connecticut State Department of Education Guidance:

- Adopt policies requiring use of face coverings **for all students and staff when they are inside the school building, with certain exceptions listed below.**
- 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.
 - For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
- Be prepared to provide a mask to any student or staff member who does not have one.

General Expectations

Face Coverings and Personal Protection

Bloomfield Public Schools will require all students and employees while on school property and on a school bus to wear a face covering and follow the district's [face covering protocol](#), unless otherwise exempt. This includes parents who are dropping off or picking up children. Bloomfield Public Schools will provide a face covering or mask to any student or employee who does not have one.



Face Covering- A face covering may be a cloth face covering or a face mask. Instructions for the [use of face covering](#) or masks are available from the CDC. The following individuals are exempt from this requirement per the CDC guidelines.

- Anyone for whom use of a face covering would be contrary to his or her health or safety because of a medical condition. All students who are medically exempt must have written documentation provided from their physician on file with the school nurse. A Student Mask Exemption Plan will be created and on file.
- A child whose parent, guardian or person responsible for the child is unable to place the face mask safely on their face.
- Educators that can maintain six-foot distance with students and determine that removing their face mask is critical for instruction, can consider removing their face covering.

Other times face coverings may be removed:

- When students or staff are eating, participating in outdoor recess, physical education or during scheduled face covering breaks. Students receiving specialized services, such as medical



treatments or Speech and Language Therapy may remove their face coverings, but may be asked to wear a clear face shield during services. Social distancing will be strictly enforced during these times.

Face Masks: Surgical or procedure masks will be reserved for healthcare professionals (HCP), or for staff providing direct support to students with special healthcare needs or disabilities and who can not socially distance.

N95 Respirators: N95 respirators will be worn by school nurses who may be involved in aerosol-generating procedures, such as suctioning, providing oxygen via high-flow nasal cannula, and nebulizer treatments. School nurses must be properly fitted to the N95 respirator according to the written Respiratory Protection Plan.

Face Shields: Face shields protect the eyes, nose and mouth from contamination from respiratory droplets, along with masks and respirators. Face shields will be used by staff that is involved in aerosol-generating procedures, by staff who support students with special healthcare needs and are not able to wear a face covering, by staff assisting students who are not able to socially distance, and by staff assisting with the temperature screenings or isolation room monitoring. Students may also wear masks during speech and language exercises when face coverings/masks are not appropriate for the activity.

Clear Plastic Barriers: A clear plastic or solid surface barrier that may be sanitized often may be used in areas where it may be difficult for individuals to remain six feet apart. (e.g. reception desks or workstations)

Protective gowns: Disposable protective gowns must be worn by staff providing aerosol-generating procedures. A protective gown may be worn by staff who support students with special healthcare needs or when there is likelihood of coming in contact with respiratory secretions or other body fluid.

Gloves: Standard Precautions will be followed by all staff with the use of disposable single use gloves when there is possible blood or body fluid contact. This includes, but is not limited to, during healthcare procedures, toileting students, assisting with meals, temperature screening, or any other instance there may be contact with a body fluid, including respiratory secretions. Gloves are not recommended unless [specific responsibilities](#) require it..

All staff will attend an in-service training on the use of face coverings and PPE.

Health Monitoring Plan

Connecticut State Department of Education Guidance:

- 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.

Health Monitoring and Health Office Guidance

Communicable Disease Monitoring- Bloomfield Public Schools employs a Registered Nurse at each school who will manage positive and suspected cases of student and staff COVID-19 as they pertain to school attendance. Each school nurse will collaborate with the Administrative Assistants/Attendance office to record and track symptoms and diagnosis when students/staff are called in for sick days. SNAP nursing software will be utilized for tracking purposes, and all health information will remain confidential. The School Nurse will monitor school illness symptoms and disease trends. If an unusual number of the student body or staff should call out sick for similar symptoms the school nurse will contact the West Hartford/Bloomfield Health District.

Daily Health Self-Assessment: At this time, [Adapt, Advance, Achieve](#) and the [CDC](#) do not recommend daily temperature checks and screening questions be conducted at school. The current recommendation is for all students and staff to perform a daily self-check prior to leaving home. All Bloomfield staff and students (with help of their parent/guardian) will be asked to complete the COVID-19 Daily Self-Assessment Screening Questions prior to leaving for school each day.. If any staff or student answers YES to any question, they must remain at home and notify their school. If the state or local health departments determine that daily screenings by school are required, the district is prepared to provide these screenings.

Illness at School- Any student or staff member who becomes ill at school with questionable COVID-19 symptoms will be evaluated by the school nurse. If COVID-19 symptoms are exhibited, the student or staff must be excluded from school immediately. Students or staff will be asked to wait in the isolation room until picked up by parent/guardian, responsible person, or released to another health care facility. Students will not be left unattended in the isolation room.

Isolation Room- Each school will identify an isolation room separate from the health office where students and staff will wait until picked up by parent/guardian or transferred to a healthcare facility. All students in the isolation room will be supervised by a staff member. The staff member will be provided with a surgical mask, face shield, disposable isolation gown and gloves. Social distancing of six feet or greater will be maintained in the isolation room. A log will be maintained by the school nurse of all persons that enter the isolation room. A separate bathroom will be designated for use by anyone utilizing the isolation room.

Health Office Guidance- In order to prevent potential exposure to infectious diseases for vulnerable



students receiving other medical treatments, all student [visits to the Health Office](#) will be triaged. All students and staff will have their temperature and COVID-19 risk factors screened upon arrival to the Health Office.

VII. Containment Plan

Connecticut State Department of Education Guidance:

- *The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.*
- 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 are to decrease the risks of spreading COVID-19, and shall include the following:
 - Immediate coordination with the local health department, including being ready 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.
 - Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school.
 - Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.
 - Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.

Containment of Infection

Illness at School

If a student or staff member becomes ill at school, they will be evaluated by the School Nurse. If an ill person displays 2 or more symptoms of COVID-19 they must be excluded from school or work immediately. An ill student or staff member with a fever of 100 degrees or higher will also be excluded from school immediately. A designated isolation room and separate bathroom will be utilized by anyone with COVID-19 symptoms until arrangements can be made for the parent/guardian to pick up or discharge to a healthcare facility.



Ill Student: Parent/guardian will be requested to pick up their student within one hour. All students will be monitored while in the isolation room at all times. Parents/guardians should seek medical advice for the ill student within 48 hours and schedule a COVID-19 test as needed. The parent/guardian must notify the school nurse when test results are known.

Ill staff: An ill staff member will leave work immediately, unless needing more urgent care and then they will be placed in the isolation room while waiting for transfer to a health care facility. Within 48 hours, the staff member should seek medical advice and schedule a COVID-19 test as needed and notify their employer when the test results are known.

Confirmed COVID-19 Positive Student or Staff

If a student or staff member, who has been present in school, has a confirmed diagnosis of COVID-19, the West Hartford/Bloomfield Health District (WHBHD) will be notified immediately by the school nurse. In addition, those in contact with the student or staff member will be notified of the exposure by school administration and instructed on current [CDC recommendations](#) related to exposure.

Confidentiality of the ill individual will be maintained in accordance to FERPA, privacy expectations and the ADA. All communication will follow the Districts COVID-19 Response and Communication Protocols.

In the event of a COVID-19 positive case in a school building, the Superintendent will implement a short term dismissal of 2-5 days to allow for WHBHD to investigate the COVID-19 situation impacting the school and for [recommended CDC cleaning](#). Further recommendations on the scope of school closure (multiple schools or district) and duration will be made during this time. All extracurricular group activities and school based afterschool programs at the affected school(s) will also be cancelled. The Bloomfield Public Schools will communicate all dismissal decisions and possible COVID-19 exposure with all staff, families, students and stakeholders.

The Superintendent will decide, in consultation with the WHBHD, if any staff will be allowed in the building during school closure and when students and staff can safely return to in-school learning.

COVID-19 Response Teams and Responsibilities

School Response Team to COVID-19 Illness

The school nurse will;

- Evaluate students or staff if they become ill at school and will immediately dismiss if COVID-19 symptoms are present
- Monitor illness trends of student and staff absences
- Notify local health department of suspected or confirmed cases of COVID-19 and will collaborate with local health department regarding contact tracing and any other mitigation or containment procedure as directed
- Notify building and district stakeholders as per Communication Tree procedure regarding suspected or confirmed COVID-19 illness



The attendance monitor will;

- Notify the school nurse daily of student or staff absences that include suspected or confirmed COVID-19 diagnosis or any symptom of COVID-19
- Assure confidentiality of all medical information of student or staff member

The school principal will;

- Notify close contacts of students or staff with COVID-19 exposure upon directions of local health department while maintaining confidentiality
- Manage school dismissal if necessary and notification of school community
- Assure confidentiality of all medical information of student or staff member

The school custodian will:

- Under direction of the Facilities Director and/or School Principal will clean and disinfect the area utilized by the ill student or staff member per district and DPH protocol.

The social worker and/or guidance counselor will;

- Will provide support to the student and family regarding concerns arising from COVID-19 diagnosis or exposure

District Response Team to COVID-19 Illness

The COVID-19 Liaison will:

- Assure that the school and district response team have followed protocols, the communication tree has been followed and responsibilities completed.
- Will be available to students, staff and family or community members to answer questions and provide guidance.

The Superintendent will;

- With Collaboration of the Local Health District, determine school dismissal and closure
- In response to closure, will implement Distant Learning
- Notify the school community and district stakeholders of a positive COVID-19 illness in the school system
- Notify the CSDE regarding school(s) closure and of distant learning implementation

The Director of Facilities will;

- Communicate with the building custodians regarding cleaning and disinfecting protocols consistent with CDC, State and District protocols

Human Resources will:

- Provide guidance and information to an employee regarding medical leave due to illness or exposure
- Communicate substitute staff needs with Kelly.

The Lead Nurse will:

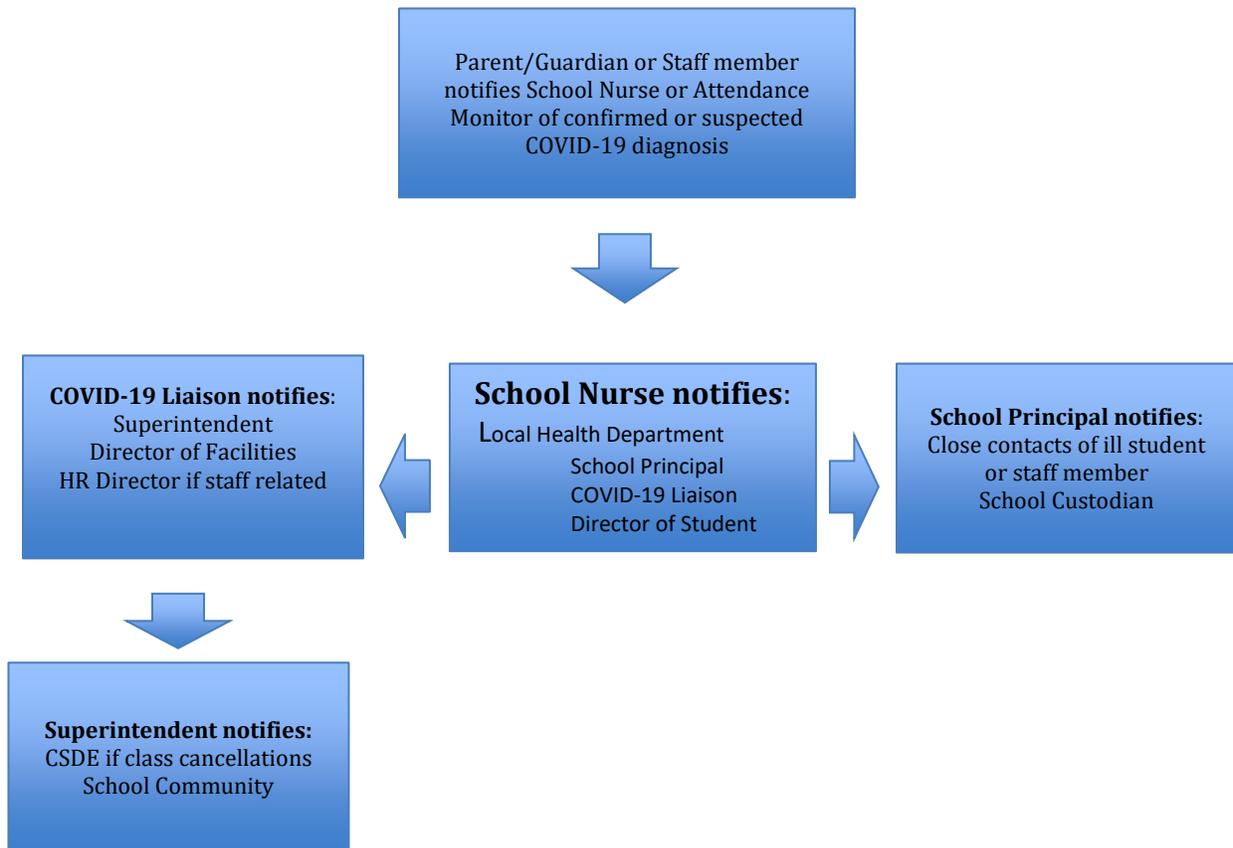
- Assist the school nurse and the health district with contact tracing
- Assist the school principal with notifications to students and families



- Monitor the health trends in all district schools and report to the district COVID-19 Liaison and the Health Department

Bloomfield Public Schools realizes that an employee may be responsible for more than one position.

COVID-19 Illness in School Communication Tree



Return to School or Work after COVID-19 Diagnosis, COVID-19 Symptoms or COVID-19 Exposure

Bloomfield Public Schools requires all students or staff returning from any illness or COVID-19 exposure to adhere to following guidelines. All students and staff will need clearance from the school nurse after safely quarantining to return to school.

Positive COVID-19 Diagnosis

If diagnosed with COVID-19, with or without symptoms, the following [CDC Protocol](#) will be followed for returning to school or work.

1. **COVID-19 with symptoms** - person may return when the following are met:
 - 10 days have passed since the first symptoms



- 24 hours of no fever without using fever reducing medications
- Symptoms such as cough and shortness of breath have improved

2. COVID-19 with no symptoms - person may return when the following is met:

- 10 days from the test date

COVID-19 Symptoms with NO testing

1. Two or more COVID-19 symptoms - person may return when the following are met:

- 10 days from when symptoms appeared
- 24 hours of no fever without using fever reducing medications

2. Fever only, of 100 degrees or greater - person may return when the following are met:

- 24 hours of no fever without using fever reducing medications
- Physician's note documenting the source of infection and no known COVID-19 exposure

COVID-19 Exposure (within 6 feet > 15 minutes) - person may return when the following is met:

- After quarantine at home for 14 days from last exposure to positive COVID-19 case
- If individual becomes symptomatic, must follow above guideline for COVID-19 symptoms

VIII. Learning Transition

Learning Transition, Distance Learning and Reopening Plans

Connecticut State Department of Education Guidance:

- *The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.*
- 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.
- 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.



Communication Plan for Transition Between Instructional Models

In the event that there is a report of possible COVID spread within a building or the district where the DPH would recommend long term or short term suspension of in-person instruction, the communication plan will follow the same protocols from the District Closings & Dismissal Procedures. The district will use School Messenger phone calls, emails, and the District and School Websites to communicate with families and staff regarding any school closure. The Board of Education will be immediately informed of the reasons for the closure and procedures being put into place by the district.

Transitions may occur under the following circumstances:

- Moving between full in school instruction 100% of student body to Hybrid model
- Moving between Hybrid and full Distance Learning model

Distance and Hybrid Learning Plans

Connecticut State Department of Education Guidance:

- Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.
 - Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model.
- Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.

Distance Learning Plan

The district will transition to distance learning under the advisement of the state, WHBDPH and the CSDE.

In June 2020, surveys were conducted with students, parents, and staff regarding their experiences with our [Spring 2020 Distance Learning plan](#) and [grading practices](#). Although the Distance Learning plan developed in March was strong, we integrated feedback to improve and enhance our protocols. The data was used by instructional teams to plan for a possible second wave of distance learning. The following areas were targeted:

- a. **Provide** each student's family with full access to technology: hardware, software and connectivity
- b. **Support** families with the transition to distance learning through technology (above) and learning opportunities for its effective use
- c. **Publish** a family-friendly overview of the grade /course content yearly curriculum units (electronically and hard copy)



- d. **Implement** pre-K-12 live Zoom/Google classroom instruction (Increased teacher-student interaction through virtual platforms)
- e. **Provide** families with weekly scheduled times for instruction
- f. **Require** home-school contract (re:instructional supplies; materials; textbooks) to affirm home- school partnerships that will ensure all of our students are engaged in continuity of learning
- g. **Provide** a collaborative approach for families and teachers mutually engage in professional development
- h. **Offer** virtual parent conferences three to four times during the school year
- i. **Provide** parents and students with electronic progress reports on a regular basis
- j. **Utilize** distance learning staff to facilitate instruction for students
- k. **Create** a video library of voluntarily recorded teaching lessons for home use

As noted above, teachers reviewed feedback from all stakeholders to prepare for an improved distance learning experience in the event that a second extended closure is necessary. (See the links below for building-based distance learning plans.)

For more information about our Distance Learning Plans, please visit the Virtual Backpack on your child's school website and/or links below:

School Distance Learning Plans

- [PK Wintonbury Overview of Learning Plan](#)
- [K-2 Laurel Overview of Learning Plan](#)
- [3-4 Metacomet Overview of Learning Plan](#)
- [5-6 CAIS Overview of Learning Plan](#)
- [6-12 GEMS Overview of Learning Plan](#)
- [7-8 CAMS Overview of Learning Plan](#)
- [9-12 BHS Overview of Learning Plan](#)

Hybrid Learning Plan

If the district, working with the state and local DPH and the CSDE, determines that there are minimal to moderate levels of infection, in-person instruction may be able to continue after a brief closure with smaller groups of students who are more widely separated in classrooms and grouped in very small, contained cohorts. To accomplish this, not all students would be able to attend school at the same time.



Sample PK-12 District Hybrid Model by Cohort

Model	Monday	Tuesday	Wednesday	Thursday	Friday
In-School Learning	Cohort A	Cohort A	All Students Participate in Distance Learning (Buildings Sanitized)	Cohort B	Cohort B
Distance Learning	Cohort B	Cohort B		Cohort A	Cohort A

This particular model is reasonable because it promotes several important priorities:

- With only about 1/2 of students present in each school on any given day, students can be spaced up to 6 feet apart, when feasible, and the number of students using hallways and common bathrooms will be greatly reduced. Much greater social distancing can also be achieved on buses.
- Having cohorts attend two days in a row with no in-school instruction on Wednesday allows time between each cohort for thorough cleaning and sanitizing.
- Families will be grouped together to minimize the inconvenience to families and ensure siblings are home together.
- The schedule allows for a break of 5 consecutive days between each cohort's presence in school. (Cohort A is at home Wednesday through Sunday and Cohort B is at home Saturday through Wednesday.) Since research indicates symptoms may present in as early as two days, this schedule could help ensure that pre-symptomatic infected students stay home.
- All teachers and students will follow the typical start and end times to their school day when at school. Students who are at home will receive similar learning opportunities as closely aligned as possible to the same number of learning hours within a school day.

IX. Academics

Connecticut State Department of Education Guidance:

The CSDE strongly encourages all districts to develop and implement the Plan to Reimagine CT Classrooms for Continuous Learning in partnership with teachers, families, and local education boards.

The Plan to Reimagine CT Classrooms for Continuous Learning provides detailed strategies and resources for implementation

- Resources include:
 - Design principles for blended learning
 - Role of families, students, educators and administrators



- Scheduling the school day and instructional time examples
- Recommendations for the design of the school day
- Guidance for supporting special populations (special education and ELs)

The Bloomfield Public Schools will implement a standards-based curriculum, research-based instructional practices, and a rigorous and relevant assessment program across all content areas, that effectively contribute to the portrait of the Bloomfield Graduate.

Design Principles for Learning

The following design principles serve as guidance to structure support and shape a meaningful and worthwhile learning environment for all students.

Focus on Families

- All learning plans must have parents as true partners in facilitating learning
- Implement all plans that work for students and families, minimizes frustrations and empowers families to engage in learning process
- Be thoughtful about expectations placed on families. Consider having live lessons taped so that students who cannot attend the meeting may view later
- Select a few (1-5) resources for families so as to not be overwhelming

Focus on Quality

- Plans must build from instructional plan that was in place for the academic year (Units of Study)
- Standards-based curriculum (both in classroom and remote learning)

Focus on Mastery

- Mastery-based learning focuses on the individual student, providing all students with ability to progress at their own pace (Differentiation)
- Students who master material more quickly can advance right away
- Teachers should communicate learning objectives/standards to administrators, students and parents for each lesson to align with portrait of a graduate

Focus on Equity

- **Create** a team of community partners and school personnel to ensure that most vulnerable students and families are supported (academically, socially, emotionally and technologically)
- **Ensure** high quality content and instruction are offered daily
- **Ensure** that schedules allow for students to share digital devices at home
- **Incorporate** Performance Tasks and Project-based learning as well as student-driven inquiry projects
- **Provide** culturally relevant resources for each student and family



Focus on Consistency

- **Identify** essential outcomes and enduring understandings in all content areas at a district level
- **Utilize** cross-curricular planning to assist in students' ability to manage work and new responsibilities
- **Utilize** common platforms (outlined in the Learning Hub) to alleviate confusion
- **Include** non-technology-based options
- **Provide** clear and consistent expectations in timelines and communication
- **Consider** ways to focus on relationships and connections, not just content

Focus on Simplicity

- **Communicate** a clear and concise message that outlines methods on how to utilize available online resources and applications, replete with consistent days and times for live interactions and online conferences

Role of Partners

The following list contains best practices for parents, students and educators to ensure optimal education during blended learning.

Role of the Parent

- **Collaborates** as partners with teachers and administrators in their child(ren's) education in a blended learning environment (both at the school and remotely)
- **Provides** feedback to administrator and teachers as to their child(ren's) learning experience, progress and growth
- **Establishes** routines at home that are like the school day
- **Ensures** that their child(ren) follow the school's established instructional schedule
- **Identifies** workspaces at home for students to engage in learning
- **Engages** students in self-reflection of their learning so students take ownership of their learning and determine how best to work at home

Role of the Student

- **Collaborates** with teacher and peers in all learning environments (physical and virtual)
- **Engages** in virtual learning sessions for all identified core content that aligns to independent assignments that they can complete on their own time
- **Attends**, or **views** learning sessions/content as provided by teacher
- **Continuously reflects** on their own progress of their daily learning plans/schedules and articulate to the teacher when they need help
- **Completes** the assigned independent assignments, assessments, and tasks and submits each to teacher for feedback

Role of the Administrator

- **Reviews, monitors** and **provides feedback** on all Distance Learning Plans
- **Monitors** student engagement, progress and attendance, in SeeSaw or Google Classroom and



online classroom meetings.

- **Creates** opportunities for feedback from all stakeholders
- **Encourages** and **empowers** learners to be active in the learning process
- **Provides** feedback to teachers and students on teaching and learning
- **Communicates** the benefits of effective blended learning

Role of the Teacher

- **Facilitates** the teaching and learning process by providing exemplary digital and non-digital opportunities for learning
- **Communicates** student learning objectives to the parents and students
- **Provides** opportunities for learners to collaborate
- **Reduces** barriers to content and learning by integrating all available resources
- **Provides** virtual office hours for live feedback, discussion and academic support
- **Collaborates** with Special Education teachers and support staff
- **Special education teachers and support staff attend** live lessons and **schedule** individual academic support sessions to fulfil IEP requirements

Learner Framework

This framework serves as a guide for teachers to recognize and nurture the ongoing development of skills upon the return to school.

- All students have realized and developed skills to own their learning in remote settings
- To develop the outcomes of the Learner Framework, it will be important to recognize and nurture the ongoing development of these skills upon returning to school and their classrooms
- To empower teachers and students, the reimagining of classrooms can be supported by a learner framework:
 - **Learner Connected:** *Our Learners will be given opportunities to:*
 - Network (families, educators, communities) to cultivate and increase positive relationships
 - Collaborate with teachers, peers and experts in the field
 - Engage in accelerated learning experiences to develop
 - Learn academic skills and knowledge
 - Receive social and emotional health coping skills
 - Receive community civic engagement skills
 - Receive skill development
 - Receive global collaboration and communication skills
 - **Learner Focused**
 - All learners are empowered to develop and reflect on their understanding of their needs, strengths, and interests
 - They should be able to deepen their understanding of personal and academic needs, strengths, passions and interests, their physical and mental health, social and emotional needs and 21st Century and beyond executive functioning skills
 - **Learner Led**



- Learners are empowered to take ownership of their learning and be able to:
 - Articulate goals, strengths, needs, and interests
 - Partner with parents and teachers in goal setting and develop a pathway for learning
 - Assess, monitor and reflect on progress
 - Advocate for their learning and needed support from teachers, technology and other resources
- **Learner Demonstrated**
 - Learners can progress at their own pace based on demonstrated mastery. Learners must:
 - Engage in challenging learning experiences based on prior knowledge and learning needs
 - Engage in productive struggle with material (Instructional Level)
 - Progress at a pace that fits learning needs
 - Advance or go deeper after demonstrating mastery
 - Demonstrate evidence of learning in multiple ways
 - Recognize the importance of mastering a skill over traditional measures for demonstrating mastery

Hybrid Model

The hybrid model can take place on the school's campus, in a single classroom or in a remote setting.

- The hybrid learning environment is designed to provide resources necessary to both innovate and differentiate instruction according to the needs and strengths of each student
- Before implementing a hybrid learning environment, the district and building administrators will explain why this model is appropriate for onsite and extended learning and teaching
- Recommendations of the CSDE:
 - District leaders participate in professional learning to deepen understanding and capacity for creating a blended learning environment
 - District research hybrid learning models and determine the appropriate model for implementation across the district when onsite or remote learning is planned
 - Use district curriculum over digital tools and technology programs to determine need and procurement
 - Access CT Learning HUB for digital tools, resources, lesson planning templates and professional learning to support the implementation of blended learning environments (Prodigy, NewsELA, ReadWorks, etc.)
 - Reference CSDE Sensible Assessment Practices to support data review protocols for planning instruction in a blended learning environment

Planning for Synchronous and Asynchronous Learning

The definitions of synchronous and asynchronous learning listed below inform us about two methods



for scheduling classes. This section also displays the characteristics of each type of schedule.

- **Synchronous** learning is when classes occur on set schedules and time frames
 - Takes place in real time with groups of learners each week
 - Can be done online through virtual classrooms (Zoom or Google Meets)
 - Real-time collaboration can take place
 - Learners receive immediate feedback
 - Teacher-student contact occurs often
 - Class takes place anywhere
 - Communication can take place regularly with teachers and support staff
 - Students can develop networks and connections with classmates monitored by staff
 - Prior to remote learning, teaching and learning is delivered face to face teaching (on site/at the school).

- **Asynchronous** learning classes let students complete their work on their own time
 - Learner-centered approach
 - Can be done online through assignments and coursework independently and at their own pace
 - Teacher-student contact is limited
 - Empowers independence, self-discipline, and self-regulation of learning
 - Class takes place anywhere
 - Communication can take place regularly with teachers
 - Students can develop networks and connections with classmates
 - Prior to remote learning, students engaged in asynchronous learning when completing projects assigned to complete at home over an extended period

Promising Practices

- These are existing practices that possess a high level of widely-agreed effectiveness
 - Establish office hours: Teacher availability/check-ins
 - Use common platforms (SeeSaw, Google Classroom, Google Meets, Zoom, etc.)
 - Plan for a 50/50 Rule for synchronous and asynchronous teaching in a week
 - Plan and implement more explicit teaching, especially in grades PK-6
 - Create and teach through recorded video. It is better if the students see their teacher versus a YouTube video or Khan Academy video when recording is available.
 - Use videos to explain the assignments to support understanding and completion
 - Determine whether students are completing work online or traditionally
 - Plan for wellness breaks during the day or week to support connectedness and wellbeing.
 - Have a consistent schedule
 - Articulate clear learning targets and objectives to students
 - Instructional teams should meet regularly to review the learning load/demand on students



- Post work and assignments at a mutually agreed upon time daily
- Keep these variables in mind when planning lessons for students:
 - Multiple classes
 - Other responsibilities
 - Personal or family illness
 - Limited access to devices and internet

Planning the Instructional Time

- To support planning for the instructional day, consider the following questions and guidance:
 - What are the essential learning targets and skills and ideas students need to engage with while at home?
 - What routines will provide helpful structure?
 - Plan for consistency and flexibility
 - When synchronous learning is part of the plan, provide flexibility (web based videos, recordings) and keep it short and structured
 - Plan to have live daily contact with students
 - Prioritize the most important staff actions (PLC, Data Teams, SRBI) and consider what instructional practices need to be supported by a teacher directly
 - Consider the needs of all students, including EL and students with IEPs /504s, and plan ways for social workers/psychologists, special education teachers and language arts teachers/tutors to collaborate virtually and engage with their students regularly
 - As social distancing and extended remote, distance learning continues, provide opportunities for parents, students and staff to engage with others socially, sharing their learning, and solve problems together
 - Bloomfield schools will develop schedules to include age appropriate engagement expectations for students; live daily contact between teachers and students, direct instruction, independent student work; opportunities for questions and feedback during teacher office hours
- To ensure consistency in meeting the needs of learners, determine the schedule for weekly instruction, using the recommended time guidelines.
- The weekly schedule should become predictable to support a consistent environment of learning for students at home
- Families appreciate a weekly schedule in advance

Reimagining Classrooms for Special Populations

- All students need access to appropriate technology
- All students need academic skills necessary to engage in with content in remote learning
- All students must have access to multilingual communication to support engagement in virtual platforms



- All students must have access to social/emotional supports required to access remote curriculum
- Tier one instruction in addition to supplemental language programs must be utilized

Academic Resources

The following is a list of resources available for students, educators and parents to assist with the new model of teaching and learning, some of which appear in the CSDE, Connecticut Learning Hub.

- Students
 - NEWSELA: Students in grades 2-8 have district access to NEWSELA <https://newsela.com/> Log-in and ID information is available per school.
 - Reflex Math: Students in grades 1-6 have district access to Reflex Math <https://www.reflexmath.com/> Log-in and ID information is available per school.
 - Happy Numbers - Grades PK-2 (preliminary)
 - Khan Academy: <https://www.khanacademy.org/>
 - Khan Kids: <https://khankids.zendesk.com/hc/en-us>
- Educators
 - PD On-Demand Playlists
 - Video Conferencing via Zoom or Google Meeting
 - District Technology Training Resources <https://wakelet.com/@JohnRobinson>
 - Khan Academy Professional Learning
 - CSDE Resources for Educators
 - Building Powerful Partnerships with Families (<https://ctschooleparentcompact.org/learning-conversation/>)
- Families
 - [PowerSchool Parent Portal](#)
 - Professional Support Series for Families (<https://portal.ct.gov/SDE/COVID19/Professional-Support-Series-for-Families>)
 - Khan Academy (<https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub/Parent-Learning-Hub>)
 - Parent Toolkit (<https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub/Parent-Learning-Hub>)
 - Google Classroom
 - SeeSaw

Professional Learning Supports

Bloomfield prides itself in building capacity through our Professional Learning Communities (PLC). Structures and protocols are developed to ensure that ongoing collaboration takes place via job-embedded professional learning opportunities.

- Keys to Attaining Successful Outcomes



- Identification and assessment of existing goals and standards: Identify knowledge, skills and pedagogy that educators need to deliver an effective and equitable education for each student. Utilize assessment and non-assessment data points to inform decisions on the needs of educators. Involve family and community stakeholders. Utilize the latest research and educational literature to inform decisions regarding professional learning.
- Establish the desired outcomes: Collaborate with others at all grade level-content area teams to establish a vision and strategic plan to enhance teaching and learning. The vision must be aligned with local and national standards and requirements. The diverse needs of all stakeholders must be considered.
- Build coherence: The successes and lessons learned in previous efforts must be considered. Professional learning must be incorporated within a comprehensive, job-embedded system. The focus of professional learning must be on learning outcomes and pedagogy aligned with local and national assessments for educator and student growth.
- Reflection: Consideration for current curriculum and data analysis practices must be made. Instructional practices that have led to meeting standards must be considered. Data teams must be in place.

Assessment Practices

The CSDE recommends the following approach that is designed to ease students back into learning, fill any gaps, advance equity, minimize testing time, increase instructional time, and empower teachers.

- Summer 2020 - Prior to the start of the school year
 - Teachers, interventionists, instructional specialists and related service providers must participate in vertical teams with colleagues from the preceding grade to learn about what was taught pre-COVID and during distance learning
 - Teachers, interventionists, instructional specialists and related service providers must receive summaries of longitudinal student data including non-assessment data and assessment data
 - Upon review of the data, the first unit of instruction must be designed with access for all students in mind
 - Teachers will need professional development around best assessment practices
- Start of the School Year
 - **Build Community** with the new class (*no less than, 2-3 weeks of time*)
 - Deliver the first unit of instruction: Allow students to have a high probability of success in learning the material
 - Verify that all students have access to a home device and Internet
- Rest of the School Year
 - Shift fully to on-grade instruction with scaffolds and supports
 - Focused, regular IABs, or CFAs should be used as short, diagnostic precursors to on-grade instructional units
 - Administer Star assessments in English language arts and math as formative assessments
 - Districts must determine the prerequisite skills from prior grades
 - Teachers must deliver differentiated instruction that covers grade-level content and is



- personalized to the needs and interests of the students
- Formative assessments must be implemented, which will enable teachers to gauge the impact of their teaching
- Tier 2 supports must be offered based on information derived from formative assessments (data teams)
- The cycle outlined above continues for each instructional unit for the remainder of the year
- End of the School Year
 - The student will be administered an on-grade summative assessment to evaluate the overall achievement on state standards

Attendance and Discipline

Maximizing in-person instructional time after a lengthy period of disruption is critical. We will develop options for students and families related to attendance and disciplinary issues.

- Actively monitor staff and student absenteeism and track the reasons for absences to identify trends
- If due to a containment plan, schools must cancel classes and be prepared to engage students in a period of blended or complete distance learning
- Guidance related to parents and students who elect to not participate is forthcoming from the CT SDE

Physical Education, Athletics, Arts, Extracurricular Activities

Bloomfield is committed to supporting the whole child. Students will engage in traditional offerings as well as Physical Education, Athletics, Arts and Extracurricular activities.

- Physical Education
 - Schools must provide physical education through a combination of in-classroom instruction and activities tailored according to available spaces and equipment resources
 - Schools must provide professional development that prepares instructors on how to instruct with the change of spaces and equipment in mind
 - Prepare for activities that are teacher-led but individually performed
 - Match the instructional design with the available space
 - Plan for regular cleaning of instructional spaces
 - Allow students to utilize personal water bottles and/or provide water bottles as needed
- Arts and Music Education
 - Provide sufficient instructional minutes to support standards-based instruction
 - Strive to maintain current program of studies within the safety precautions
 - Maintain spacing of at least 12 feet when students are singing or performing wind



- instruments by scheduling classes in large areas such as cafeterias, auditoriums, outdoors or other large spaces.
- Maintain small groupings of instruments for lesson instruction
 - Provide individual art supply kits for each student or plan to thoroughly sanitize each between use
 - Utilize digital tools when available

Field Trips

Due to the desire to limit students' exposure to alternative locations and people outside of the school building, in person field trips will not be part of the learning structures for this school year.

- Virtual field trips are encouraged and will be how students will engage in learning that would typically take place outside of the school building.

Special Education

Connecticut State Department of Education Guidance:

- Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.
- Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re- entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.
- Do not make programming decisions based on a student's disability category. However, the nature and/ or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.
- Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.



Individuals with Disabilities Education Act /Americans with Disabilities Act

The CT State Department of Education acknowledges the greater challenges to students with disabilities while reopening schools. This includes health concerns and disproportionate impact by changes in the education of students with disabilities. There has been no waiver of the requirements under the Individuals with Disability Education Act (IDEA) or ADA for provision of FAPE (Free and Appropriate Education) for the COVID-19 pandemic.

Bloomfield Public Schools is prepared for opening in the fall to provide FAPE in the least restrictive environment (LRE) to the greatest extent possible for each child. All Special Education students will receive services according to their IEP. In accordance with IDEA it is critical to reinforce the understanding that students receiving Special Education services, or 504 accommodations are general education students first.

Balancing the educational needs with the health and well-being of students and staff is our top priority.

Every child and adolescent with a disability is entitled to FAPE, and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It will require continual reassessment and problem solving to balance safety and service needs. In order to provide the required level of safety we have reevaluated our systems, processes and service delivery models. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for creative solutions. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and plexiglass dividers) who are required to deliver hand over hand instruction or hygiene service needs for students.

Timelines and Evaluations

All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations.

Annual planning meetings that were missed due to the March closure will be rescheduled as soon as possible upon our return. All PPTs and 504 meetings will be conducted virtually. Any evaluations that were not completed due to March closures will be scheduled and conducted as soon as possible upon return in the fall.



Service Provision

Students attending in-person programming will receive services as outlined in their IEP with some adjustments to align to new school structures.

- Where possible, each student will be included into regular education cohorts and all services provided in the LRE. Special education teachers and related service providers will provide services to students within the regular education classroom within their established cohort to the maximum extent possible.
- Students from different cohorts will not be grouped together for pull-out services.
- Service for students requiring substantially separate programming will continue to be offered in accordance with the IEP.
- When there is a service provision requirement to use communal space for related services, the space will be cleaned according to DPH/CDC guidelines.
- The federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. Bloomfield will follow all state guidelines for the delivery of special education and related services to the greatest extent while protecting the health and safety of students as well as the individuals providing the services.
 - If a student is unable to access their education in person due to medical or other circumstances, Bloomfield will provide alternative means of delivering these services. An Individualized Distance Learning Plan will be developed in collaboration with the parents based on the specific needs of individual students.
- Should further mitigation measures be required, such as increased social distancing and movement towards virtual learning and hybrid models, special consideration for continued face to face instruction will be prioritized by each student's IEP and that student's ability to access the curriculum and services via distance learning platform. Students who are most adversely impacted and cannot access successfully through on-line virtual platforms will be prioritized to continue to be scheduled for in school services Monday, Tuesday, Thursday and Friday. Building will require sanitization on Wednesdays. Students attending through the online platform will continue to receive services with an Individualized Distance Learning Plan (IDL) that follows their IEP. Individual and small group, synchronous academic, and related services will be provided.
- In the event that the Department of Public Health requires the level of mitigation that would require the district to return to a full Distance Learning Model, each student will have an Individualized Distance Learning Plan reinstated that is in accordance with the IEP. FAPE will continue to be provided to the greatest extent possible.
 - It should be noted that during school closures there are no guidelines under the IDEA for school closures for more than 10 days.



- The district has ordered appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
- If a student in special education is unable to wear a mask, a mask exemption plan will be written and the team will determine what other PPE can be supplied to mitigate COVID-19 spread such as Plexiglas shields and face shields.
- When required, staff will be supplied with full protective equipment including masks, shields, gloves, gowns, and barriers. Such protective equipment will be available when working with students who are unable to wear masks and/or when hand-over-hand prompting is required. This includes DTI sessions, testing sessions, and speech-language sessions when the student's mouth needs to be seen.
- All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.

COVID-19 Guidance Regarding De-Escalation Procedures

Bloomfield Public Schools will continue to prioritize prevention and de-escalation for students with social-emotional challenges. Staff will continue to follow all laws and guidelines related to de-escalation and physical restraint. Additional procedures will be created by district medical staff to maintain the safety of students and staff while attempting to mitigate the spread of COVID-19 during situations when de-escalation and/or physical management is required. Physical restraint continues to be an intervention of last resort for students or staff who are at threat of imminent physical danger.

504 Accommodations

The 504 Plan is developed to ensure that a child who has a disability identified under ADA law receives appropriate accommodations that will ensure their academic success and equitable access to the learning environment. All accommodations within the 504 Plan will be followed. The team may need to provide other accommodations to meet specific criteria under the reopening school plan. Case managers will review 504 Plans to make sure that students receiving accommodations have equitable access to their education under the reopening plan. When required a 504 meeting will be held to provide appropriate added accommodations.



English Learners (ELs)

Connecticut State Department of Education Guidance:

- 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.
- 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.

Meeting the Needs of English Learners

Bloomfield Public Schools is prepared for opening in the fall to provide FAPE and support to their English Learning Students.

English Learners may experience challenges to a greater extent than their peers as they are transitioning back to school from distance learning and continue to learn grade-level academic content through their English Language proficiency.



Bloomfield Public Schools continues to support English Learners (ELs) in the general education curriculum. With plans for in-school, distance learning, and a hybrid model of instruction, we are committed to providing English as a Second Language (ESL) services to all identified students, including those dually identified with special education needs.

Timelines and Evaluations

The Bloomfield School District has an established process for carrying out the required procedure for identifying ELs.

1. Ensuring adherence to statewide survey and screenings
2. Provide parental notification
3. Adhere to annual English language proficiency assessment requirements
4. Offering translation and/or interpretation to parents /guardians with limited English proficiency

Service Provision

- ELs will be included in regular education cohorts and have access to the general education curriculum as well as supplemental language instruction
- To the best extent possible students from different cohorts will not be grouped together for pull-out services
- ELs who are identified as students with disabilities will be provided for their EL needs along with their needs under IDEA and 504.
- Professional Development will be available for general education teachers of ELs
- Ongoing communication with families of ELs in their native language will be provided
- The Social Emotional Learning (SEL) needs of English learners may be unique and will have to be addressed

Distance Learning

- During Distance Learning supplementary language instruction must continue
- Technology access and tutorials in a language understood by the student
- Distance learning resources that enhance content area learners
- Teacher training to enhance students' online experience, e.g. ability to change language in Google Classroom, clarifying main objectives and providing simple, written steps to follow, including visual representation to illustrate concepts, connecting culture and experiences etc.



Career and Technical Education

Connecticut State Department of Education Guidance:

- Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.

Career and Technical Education (CTE) Programming

CTE courses are an important component of the high school program. High school shop, foods, and science lab students will be responsible for cleaning the materials they routinely use in class, just as they always have been. Thoroughly cleaning with soap and water is an effective method for transmission of COVID-19, and will be expected. Where soap and water cannot be used, disinfectant wipes will be used. Students will be provided with gloves if they have concerns about dermal contact with disinfectants. Wherever possible, students will be issued their own personal kit of materials.

- The courses offered in the first semester will be adjusted to offer fewer shared materials in the first semester.
- Culinary classes will follow all safety procedures for food preparation and food will be prepared to-go so it is not eaten in the kitchen.

X. Family and Student Engagement

Family Support and Communication

Connecticut State Department of Education Guidance:

- Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.
- Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines.
- Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.
- Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.



Communication with, and in Support of, our Families

Our district has placed a high priority on providing timely communications to our stakeholders during this unprecedented time. The district communicates with families through multiple platforms – including:



- Traditional Communications (email, calls, text, U.S. mail)
- Social media (Facebook, Twitter)
- Digital Media (Website, Zoom and Google Meet).

Bloomfield Public Schools is committed to the continual support of our families.

- Regular Updates from the Superintendent will be posted to the website and emailed to the Bloomfield Schools community.
- The schools will engage and communicate with families via newsletter, Virtual Backpacks, School Messenger, newsletters and virtual informational sessions about health protocols, academic requirements, distance learning expectations and resources available for support. Families are engaged through surveys and emails in our planning process.
- Bloomfield Public Schools will continue to comply with state and federal family engagement requirements during the COVID-19 pandemic. Virtual platforms will be used to facilitate the various events the district hosts including, but not limited to monthly PTO meetings, board of education meetings, School Governance meetings, open houses, introductions from administrators, virtual tours and orientations.
- Staff training will be provided at the beginning of the school year to cover safety protocols, including social distancing, hand washing, face coverings, respiratory/cough etiquette, and cleaning/disinfection of surfaces. Training will also be available for substitutes and new staff.
- Student training will be provided in a format appropriate to students' age groups.
- Principals will conduct virtual informational meetings with school communities.
- An ad hoc parent committee entitled "A Seat at the Table" has been established to obtain parent feedback, concerns and suggestions.
- The Bloomfield district's plans for reopening for the 2020-2021 school year are available on the district website -- <http://www.bloomfieldschools.org/>
 - Family and students can visit websites to access current information regarding the Fall 2020 Re-Entry.



Social-Emotional Learning (SEL) and Mental Health

Connecticut State Department of Education Guidance:

- Develop a detailed plan to re-engage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged.
- Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

Supporting Children and Families

Recognizing the importance of the mental health benefits of a strong SEL (social-emotional learning) program, social workers, school psychologists, teachers and administrators are planning professional learning to address needs around engaging all stakeholders as they return to school. Bloomfield will capitalize on the support provided by our Student and Family Assistance Centers (SFAC). Bloomfield SFAC centers will continue to partner with local colleges and universities in order to bolster counseling support by hosting Master Level social work interns to support students and families.

Student and Family Assistance Centers (SFAC) will develop a district Virtual Wellness Room. The SFAC Centers, School Counselors, and School Psychologists will provide telehealth as needed to students not attending school in person.

Bloomfield will continue to partner with Community Health Resources (CHR) to support our School Based Health Clinics at Metacomet, Arace, Bloomfield High School, and Global Experience Magnet School with one clinician per building. These services will continue to provide students and families with available access to clinical based services for those in need. CHR as well as the school based mental health services will be equipped with the ability to provide Telehealth services should the Department of Public Health recommend closure due to the COVID-19 health data.

The Gesell Institute of Child Development (Yale) will provide district wide training to staff on trauma informed practices relative to COVID-19 and other current events. Dr. Peg Olivera's expertise in trauma-based interventions, specifically related to the Covid-19 pandemic and the issues related to social and racial inequities will complement the district work in anti-racism.

SEL professional development empowers teachers to facilitate the delivery of preventative classroom-based wellness services, which helps us reach all students. Additionally, it provides a systemic program to develop essential social and emotional skills of learners, in addition to school-wide approaches to educate all staff within the school.

The primary goals of our SEL program are to focus on protocols that identify and support struggling, disengaged or traumatized students and their families. We have established a system of support for students and their families through our Case Management approach. During distance learning in the



spring, we created a rapid referral of at-risk students and individualized support through building level support teams. We leveraged our Student and Family Assistance Centers (SFACs), as well as district-level staff, and will continue to engage this model with a Social Worker and one intern per school. Referrals will focus on student engagement with learning. A secondary benefit is that all participants have been trained to spot signs of child abuse and neglect through the Department of Children and Families (DCF) Mandated Reporting Training and our collaboration with our DCF liaison.

A comprehensive professional development program was established in 2017 around the Collaborative Proactive Solutions (CPS) model. Bloomfield Public Schools has invested in providing Proficiency Training and Advanced Training on the CPS model to staff in all buildings in the district. All Bloomfield certified staff received copies of the Ross Greene texts and training is going through the last three school years. The CPS model also compliments our work around trauma based practices and cultural equity by focusing on building student relationships and skills for strong interpersonal relationships as well as problem solving by integrating the models practices students develop voice and are empowered with choice in their academic programs. The professional learning plan is designed so that every students' academic and social emotional needs will be addressed through the integration of SEL and strengthening connections with students. Resources around self-care, mindfulness, and resiliency strategies will be compiled to further support faculty and staff.

Through our partnership with Connecticut ADL (Anti-Defamation League), we will continue to use their expertise to support our District with timely and relevant training around the critical issues of bias and social injustices. While still in the preliminary stages, we are hoping to deepen our understanding around issues of equity and diversity through an interactive session with strategies to respond to bias incidents and foster a stronger sense of belonging.

After-School Programming

Connecticut State Department of Education Guidance:

- 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.

Extra-Curricular Activities and After-School Enrichment and Intervention

Bloomfield receives CSDE funds for after school programming. The district has a robust offering of afterschool activities across all schools including: small group academic enrichment and intervention, homework help, SAT prep, clubs, student leadership groups, and open use of the library and school facilities.



At this time, it is our plan to send students home right after school and use distance learning techniques to meet and tutor student groups remotely. This will provide our custodians more time when the school is empty to complete necessary cleaning and it will ensure students are unnecessarily recombined into new cohort groups. We also believe that students will need a break from wearing masks at the end of the academic day. Stipends will still be offered to club advisors who are able to meet. Teachers will still be hired to work with individual and small groups of students to support their academic progress, but connections between students and teachers will be through Zoom and Google Meets. This plan means we will not need to utilize the late buses and that will eliminate creation of additional cohort groups.

The before and after school parent paid program, called Extension, will operate according to the following guidelines:

Extension Program (Before/After School Care)

The Extension Program, which affords families before-and-after-school care, will be offered to students in grades PreK to grade 6.

XI. Staffing and Personnel

Certification and Personnel Planning

Connecticut State Department of Education Guidance:

- 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 a potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.

Taking Care of Personnel

The most significant Human Resources concern is our ability to adequately and safely staff our schools. We are in the process of surveying our staff to gauge how many will not be able to work because of high risk underlying conditions. Additionally, some staff have communicated that they are concerned about returning to in-person schooling given the uncertainties that this pandemic has created. We also anticipate that staff will be more cautious of COVID-19 related symptoms, many of which are similar to other common illnesses. This will result in an increased need to substitute teachers. While we have every confidence that Kelly will work to fill these vacancies, our experience has been that unfilled vacancies are common. District and school





administrators will closely monitor staffing to ensure that schools are properly staffed.

When possible, teachers who are in high-risk groups as defined by [Federal law](#) could be accommodated and moved into Hybrid or distance learning positions that would create the physical distancing needed to maintain their health. In addition, classified classroom support staff in similar at-risk groups could be assigned to these classrooms.

When these options are not possible, the district will consider installing physical barriers such as plexiglass or face shields and other PPE in locations that cannot accommodate physical distancing.

We have communicated Families First Coronavirus Response Act (FFCRA) options since its inception and a small number of staff have taken advantage of these leave options. We will develop additional documentation for all staff explaining applicable leave policies and contract language. The pandemic has created challenges for many staff and is likely to do so in the fall. We will work with staff to understand these challenges and help them to navigate their options.

We are currently discussing Memorandums of Understanding regarding changed work conditions with our unions. We are confident that we will be able to reach mutually agreeable conditions of employment that are fiscally responsible, meet students' needs, and are fair and reasonable to employees.

Additional Human Resources Tasks

- Developing staffing plans that engage all staff with school administrators that comply with legal and regulatory requirements related to personnel, including but not limited to the Equal Employment Opportunity Commission (EEOC) [guidance](#) related to the ADA and the COVID-19 pandemic.
- Survey all staff to see how many and in what positions vacancies may exist as a result of high risk medical conditions. Determine if these can be accommodated and plan staffing with principals and directors.
- Working with the Chief Academic Officer, principals and directors, assess the need for increased certified staff, additional support staff, or new technology or facilities staff. Positions are funding dependent and will require prioritization.
- Implement flexible sick leave policies and practices that enable staff to stay home when sick using accrued time.
- Engage with Bloomfield Administrators Association, Bloomfield Educators Association, Bloomfield Federation of Education Personnel representatives and consider whether Memoranda of Understanding (MOUs) are appropriate or necessary to define the role for different staff in the context of the COVID-19 pandemic.
- Communicate changes to teacher evaluations, which were suspended by executive order. Two components that need further exploration are staff professional assistance plans in



progress and continuation or modification of observation agreements.

- Distribute onboarding documentation electronically. Human Resources has contracted with Frontline to add the Frontline Central product. This provides online staff document distribution to new and existing employees. Training of HR staff in administration and district staff in use will be required.
- Develop safety protocols for onsite onboarding.
- Estimate number of substitutes (building substitutes) and substitute training protocol to limit district risk.

Professional Development

Connecticut State Department of Education Guidance:

- 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 training as changes occur in recommendations and public health data.

With the state's recent decision to reduce the number of student days from 180 to 177, we plan to add two more days to the planned four days for professional development before the beginning of the school year. In addition, individual schools will plan professional learning for their staff.

Professional Development will be held prior to the start of school.

A preliminary draft is below. Training will be in-person and virtual and include:

- **Health and safety protocols training conducted by nurses.**
 - Signs and symptoms of COVID-19
 - Standard public health protocols
 - Hygiene practices
 - Personal protective equipment (PPE) use
 - Reporting illness
 - Staff wellness
- **State-mandated Sexual Harassment Prevention Webinars**
- **Hybrid learning strategies and preparation**
 - Interim Assessment Block (IAB) remote administration
- **Grade level sharing of summer work by instruction teams; common expectations**
- **Full days to learn supported technology tools including:**
 - SeeSaw



- Google Classroom
 - Google Meets
 - Screencastify
 - Edpuzzle
 - Zoom
 - Performance Matters
 - Renaissance Learning – Star Reading and Math
- **SEL and Equity**
 - ½ day of SEL by Social Workers and School psych teams - creating community in-school or through distance learning; identification and protocols for students at risk
 - ½ day workshop by ADL – to be followed by ADL facilitated book clubs if desired

Professional Development and Training

- Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.
- Consider having training days and days to practice new protocols with staff only prior to having students enter the building.
- 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 or others who may enter the school outside of the first day or typical calendar start.

Classroom Preparation by Teachers

- Teachers will have specific days for classroom preparation

Building meetings

- Staff will meet with school leaders