

# Hamden Public Schools

**The Promise, Pride and Power of Learning**



## **Hamden Transitional Reopening Plan Submitted to CSDE on July 24, 2020**

Date of Submission:	July 24, 2020
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July 24, 2020

Dear Hamden Families and Staff:

When our schools had to quickly transition from a brick and mortar operation to remote learning due to the world pandemic, it required an unprecedented adjustment for families, teachers, administrators and staff. Thank you all for your support and forbearance during this challenging time.

In addition to educating children through the remaining months of the school year, we provided full access to technology and the internet and distributed over a thousand meals each day at our five sites. For families unable to make it to a site, our District worked with First Student to deliver meals to homes as well. Along with the meals served through the remainder of the year, our summer meals program has more than doubled all of last summer's numbers through the first month. It is clear that our community continues to struggle through the impact of this health crisis, with members of our black and brown community, those facing economic hardships, and first responders and service workers bearing a larger share of the burden.

In preparation for a responsive and successful reopening for the 2020-21 school year, we developed a Reopening Committee to direct and oversee the work of various subcommittees tasked with developing sections of the plan: operations, safety, wellness and supports to children, teaching and learning, transportation and many others needed to run a complex and dynamic public school system. These committees were comprised of administrators, teachers, staff and students, and they all did an outstanding job putting this plan together. I am especially gratified that they remained true to our Reopening Committee goals centered on health and safety, and ensuring we have as many students reengaging in a brick and mortar school experience with the guidance and support of professional educators.

To that end, the State of Connecticut requires districts to submit three plans – full return, hybrid and full distance learning. The Governor stated that it is expected that all districts will begin with a five-day/week full-day program. However, Hamden's plan returns with a hybrid model where we will blend a brick and mortar experience with remote learning. Based upon parent and teacher feedback, our hybrid plan demonstrates an intentional and strategic decision for returning the largest number of students with the largest number of teachers. Our Reopening Committee believes that since community members and State citizens did such an outstanding job complying with social distancing and wearing masks to get our Covid-19 infection numbers below one percent, we can safely bring student and staff back slowly, carefully, and strategically beginning with our hybrid plan. The hybrid plan also provides for easier transitioning to either a full remote program, if community infection numbers rise, or a

full return, if infection rates continue to decline and our community continues to build confidence that we can all move together in this direction.

As you review this plan, please keep in mind that in addition to the many committees and the broad range of input, we continue to work with and be informed by Quinnipiack Valley Health District, our School-based health clinicians, our District Health Advisor, and our school nurses. In addition, we will continue to work with Right At School and the YMCA in developing plans to assist families in supervising children during school hours when students are engaged in the remote learning portion of the hybrid plan.

Finally, I am required to submit our entire plan to the State of Connecticut, where it will be reviewed, and we will be provided feedback. A possible outcome of this review may be that we will be required to engage in the plan for a full return. However, for the reasons stated here and developed through our plan, I am confident we are submitting the most effective plan under these challenging conditions. I will continue to keep you informed.

Sincerely,

Jody Ian Goeler  
Superintendent  
Hamden Public Schools

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## Reopening Committee

**Jody Ian Goeler** - Superintendent

**Christopher Melillo** - Assistant Superintendent

**Tom Ariola** - Chief Operating Financial Officer

**Erin Bailey** - Principal, Bear Path School

**Montsho Canton** - Student, Hamden High School

**Abigail Cole** - Student, Hamden High School

**Michelle Coogan** - Principal, Hamden Middle School

**Tom Dyer** - Director of Athletics

**Gary Highsmith** - Director of Human Resources

**Karen Kaplan** - Director of Technology, Communications, and Innovation

**Dan Levy** - Principal, West Woods School

**Michael Lorenzo** - Principal, Helen Street School

**Diane Marinaro** - President, Hamden Education Association

**Linda Morbidelli** - Director of Mathematics

**Walter Morton** - Hamden Board of Education

**Theresa Ott** - Director of PPS

**Sue Smey** - Director of Media, Assessment and Intervention

## Reopening Sub-Committees

### Athletics and Extracurricular Activities

**Tina Bouchard** - Coach and Teacher

**Tom Dyer** - Director of Athletics

**Amanda Forcucci** - Coach and Director of Health and Physical Education

**Jerzy Iskra** - Athletic Trainer, Hamden High School

**Rob Mandel** - Intramural Coordinator, Teacher, Hamden Middle School

**Jill Newall** - Nurse, Hamden High School

**Eric Nyquist** - Director of Fine Arts

### Communications and Synchronous Learning

**Stacie D'Antonio** - Principal, Ridge Hill School

**Elisa James** - Media Specialist, Hamden High School

**Karen Kaplan** - Director of Innovation, Technology and Communications

**Elizabeth Lapman** - Director of ELL/World Language

**Dr. Michael Lorenzo** - Principal, Helen Street School

**Julia McNamee** - Director of English/Language Arts

**Melinda Saller** - Board of Education Secretary

**Tegan Willis** - Assistant Principal, Hamden High School

### Operations

**Erin Bailey** - Principal, Bear Path School

**Michelle Coogan** - Principal, Hamden Middle School

**Nadine Gannon** - Principal, Hamden High School

**Gary Highsmith** - Director of Human Resources

**Howard Hornreich** - Principal, Spring Glen School

**Dr. Michael Lorenzo** - Principal, Helen Street School

**Christopher Melillo** - Assistant Superintendent

**Linda Morbidelli** - Director of Mathematics

**Sue Smey** - Director of Media, Assessment and Intervention

**Tegan Willis** - Assistant Principal, Hamden High School

## Professional Development

**Erin Bailey** - Principal, Bear Path School  
**Karen Butler** - Principal, Church Street School  
**Michelle Coogan** - Principal, Hamden Middle School  
**Nadine Gannon** - Principal, Hamden High School  
**Dr. Tamika LaSalle** - Associate Professor, UCONN  
**Dan Levy** - Principal, West Woods School

**Christopher Melillo** - Assistant Superintendent  
**Linda Morbidelli** - Director of Mathematics  
**Kellen Nixon** - Consultant, Nixon & Company  
**Dr. Jennifer Vienneau** - Director of Social Studies

## Safety, Transportation, and Food Service

**Tom Ariola** - Chief Operating Financial Officer  
**Dr. Patrick Asiedu M.D. PhD.** - District Medical Advisor  
**Charlotte Charbono** - First Student Transportation  
**John Cross** - Director of Facilities

**Paul DeMaio** - First Student Transportation  
**Marsha Guglielmino** - HPS Lead Nurse  
**Dan Levy** - Principal, West Woods School  
**Randall Mel** - Whitsons Group  
**John Prunier** - Whitsons Group

## Teaching and Learning

**Anna Lisa Aurora** - Social Studies Teacher, HHS  
**Josune Azpiri** - World Language Teacher, HHS  
**Jennifer Britton** - Special Education Teacher, HMS  
**Elizabeth Caldwell** - Elementary Music Teacher  
**Lauren Casini** - SRBI Coordinator  
**Dan Cocchiola** - Coordinator of Counseling and Career Pathways  
**Melissa Cowan** - Science Teacher, HHS  
**Stacie D'Antonio** - Principal, Ridge Hill School  
**Steve DelGrego** - Physical Education Teacher, HHS  
**Dana Domurad** - English Teacher, HMS  
**Amanda Forcucci** - Director of Health and Physical Education  
**Aileen Ishmael** - Elementary Teacher  
**Karen Kaplan** - Director of Innovation, Technology and Communications  
**Beth Lapman** - Director of ELL/World Language

**Pam Mancini** - Elementary Art Teacher  
**Diane Marinaro** - President, Hamden Education Association  
**Mike McDermott** - Coordinator of Secondary Special Education  
**Julia McNamee** - Director of English/Language Arts  
**Linda Morbidelli** - Director of Mathematics  
**Michelle Mule** - Math Teacher, HMS  
**Eric Nyquist** - Director of Fine Arts  
**Robin Riccitelli** - Coordinator of Elementary Special Education  
**Allison Rosenberg** - Elementary Teacher  
**Sue Smey** - Director of Media, Assessment and Intervention  
**Tracy Stockwell** - Director of Science  
**Erica Torruellas** - World Language Teacher, HHS  
**Dr. Jennifer Vienneau** - Director of Social Studies

## Wellness

**Lauren Alibozek** - Elementary Physical Education Teacher  
**Angela Ames** - Mathematics Teacher, HHS  
**Erin Bailey** - Principal, Bear Path School  
**Judy Campbell** - Psychologist, HHS  
**Beth Delancy** - Elementary Special Services Coordinator  
**Michael Diaz** - Elementary Social Worker  
**Mary Dunn** - Elementary Teacher  
**Loretha Felton** - PPS Specialist/ Social Worker  
**Amanda Forcucci** - Director of Health and Physical Education  
**Kelly Hilliard** - PPS Outplacement Coordinator/ School Psychologist  
**Bailey Keehan** - Elementary Social Worker  
**Valerie La Rose Sousa** - Elementary Psychologist

**Donna Mauro** - ELL Specialist  
**Diane Marinaro** - President, Hamden Education Association  
**Janice Mira-Keenan** - World Language Teacher, HHS  
**Tricia Morello** - Social Studies Teacher, HMS  
**Donna Nolan** - Elementary Psychologist  
**Theresa Ott** - Director of PPS  
**Susan Paluzzi** - HMS Psychologist  
**Barb Perrotti** - Assistant Principal, Hamden Middle School  
**Taryn Scecina White** - Social Worker, HMS  
**Paul Scoffone** - Social Studies Teacher, HHS  
**Scott Trauner** - Assistant Principal, Hamden High School  
**Kelly Wade** - Elementary Teacher

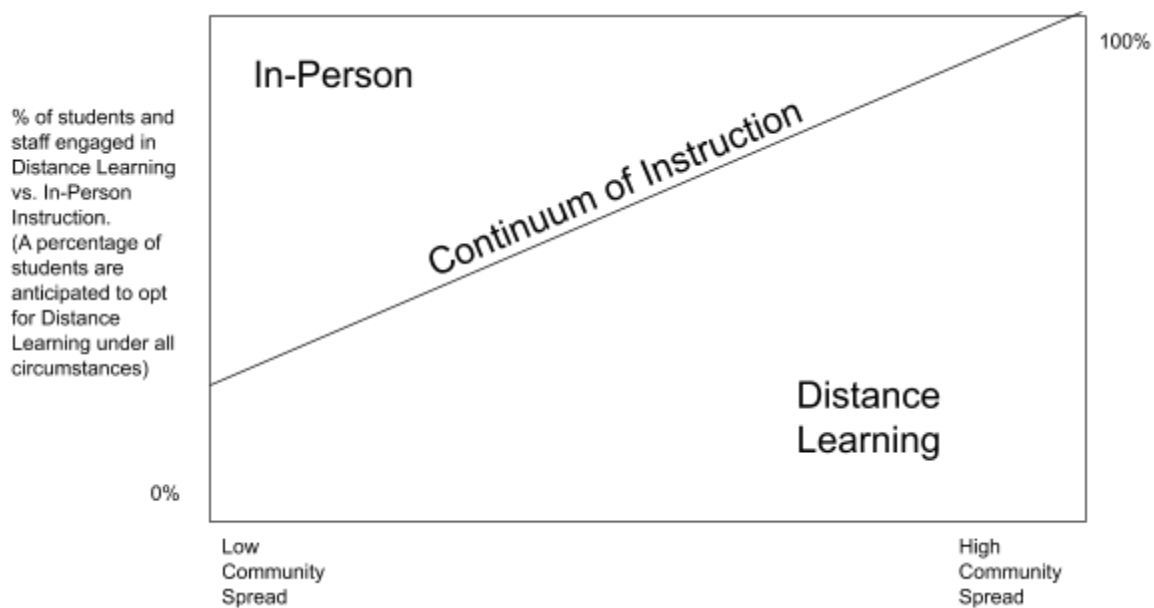


## Assumptions

This plan applies to all Hamden Public Schools (HPS) pursuant to the June 29, 2020 Connecticut State Department of Education (CSDE) Reopening Plan.

Our plan allows all students to return to school for full time instruction, so long as public health data continue to support this model. This plan will include specific monitoring, containment, more intensive mitigation strategies and class cancellation plans in the event any of these are warranted.

Implementation of this plan will be informed by existing or anticipated COVID-19 conditions. Our plan has schools reopening with a hybrid model for instruction inclusive of face-to-face and distance learning instructional models. This plan can be continuously adjusted along a continuum, ranging from an increasing number of students engaged in face-to-face instruction to more students engaged in at-home distance learning. Students will be grouped in learning cohorts when possible to facilitate social distancing and to coordinate transitions along the continuum of instruction.



# Health and Safety Liaisons, Communications, and Data Collection

## Health and Safety Liaisons

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

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

- Providing training to teachers, staff, students, and parents/guardians prior to school opening, especially concerning:
  - Social distancing
  - Frequent hand washing and use of hand sanitizer
  - Use of face coverings that completely cover the nose and mouth
  - Respiratory and cough etiquette
  - Enhanced cleaning/disinfection of surfaces
- Starting each day with a morning message to the entire school reinforcing good health practices
- Creating and displaying signs around the school as reminders of rules, roles, and responsibilities
- Holding weekly and monthly all-staff (virtual) meetings on COVID-19 to evaluate control strategies
- Sending out weekly reports and reminders to parents and students of their respective roles and to highlight good behaviors

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

## Communications

Ongoing communications with our students, families and staff is always a key element of an effective educational system, but even more so during a pandemic, with so much uncertainty and many changes in how schools typically function. We are committed to ongoing, two-way communications with our students, families and staff, especially at a time with so much uncertainty and many changes in how schools typically function.

There are two focus areas for HPS communications:

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

## District and Schoolwide Communications

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

- **Health and Safety Liaisons:** Liaisons will work with their schools to develop a schedule for communication updates and will ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols prior to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year. This should include feedback and consultation regarding the implementation of those policies.
- **Website:** The District will maintain the Coronavirus webpage (linked from every school's main webpage) in which information and guidance can be updated regularly. Schools will also update their websites to reflect school-specific information.
- **Availability to All:** When possible, communications will be available in multiple languages. All website-based communications will be enabled to use Google Translate directly, and will meet standards for ADA compliance to be accessible to those with visual and/or hearing impairments.
- **Announcements/Signs:** Schools will help to educate students and staff about how COVID-19 is spread and how to help stop the spread.
- **School-based Communications:** Principals will communicate updates to their school communities through multiple electronic means.
- **District-wide Communications:** Regular district-wide updates will be sent to families via email, phone calls, and social media.
- **Surveys:** We will conduct periodic surveys of students, parents, and staff for their feedback of the districts' program and plan implementation.

## Classroom Communications

Our plan formalizes structures that will ensure that students and families stay connected to their teachers throughout the year, whether in school or at home in distance learning.

- All teachers should ensure students and families are aware of the various ways they can be reached (email, Google Classroom comments, by phone or other communication platforms, and virtual office hours at the secondary level). Students/parents may also leave a message at school for the teacher or send a request for a phone call via email. Teachers should respond to messages within 24 hours on school days.
- Teachers who cannot reach a student or family will inform their building administrators to make them aware of the inability to connect. The school administration will make all efforts to attain more accurate contact information and connect with families.
- Teachers will keep in regular contact with their families. When students are learning from home in distance learning, more frequent contact helps maintain strong home-school connections. Elementary teachers will be expected to contact parents of full distance learning students weekly. Secondary teachers will be expected to contact parents of full distance learning students monthly.
- To ensure meaningful communication with parents of ELs, we will continue to disseminate information regarding programs, services and other school-related information in home languages. In addition, phone calls, and communication tools including SchoolMessenger, the app 'Talking Points,' and the use of interpreters and translators via Language Line Solutions will be utilized.

## **Data Collection**

The district has prioritized collecting data from all our stakeholders (students, parents, staff) through online and phone surveys, and will use it for planning purposes. (More information on stakeholder data can be found in appropriate sections of this plan). As stated earlier, we will continue to conduct surveys during the year and use data to inform our plan and actions.

# Operations - Facilities

## Entering the Building

- All staff and students must wash their hands or use hand sanitizer upon entering school.

## Classroom Layout

- Classrooms will be laid out to maximize social distancing between student workstations, achieving 6 feet to the extent possible.
- Desks will face in the same direction (rather than facing each other), or students will sit on only one side of tables, spaced apart. Younger students might use “airplane arms” to allow them to visualize social distancing.
- Space between the teacher and students will be maximized due to the risk of increased droplets from teachers while speaking. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet (10-12 feet). For teachers who stay seated, a physical barrier may be an effective option.
- Classrooms will eliminate all unnecessary furniture to facilitate social distancing and cleaning of classrooms. Unnecessary furniture includes rugs, rocking chairs, reading tables, and other items that are not integral to instruction.
- Floor markings will illustrate social/physical distancing.
- Outdoor instruction will occur where health and safety conditions and physical space allow.
- Classroom cohorts will have access to washing stations, and if necessary, plan for temporary washing stations or hand sanitizer dispensers.
- Classroom bookshelves will be covered to minimize contamination and ease daily disinfection. Staff will select books for students to keep for a period of time. Books are placed in “quarantine” for 72 hours before being used by other students.
- This guide was used to assist in planning socially distant classroom and building formats: <https://secure.edweek.orgp/media/social-distancing-making-it-work-downloadable.pdf>
- Common areas will be used as classroom space and will follow the same specifications as above.
- The Facilities Department will continue to assist in the assessment of additional spaces that may be repurposed for instruction in the school.

Example of Elementary Classroom Layout



Example of Middle School Classroom Layout





## Example of High School Classroom Layout



### Reopening of Facilities before First Day of Classes

- The Facilities Department will comply with [DPH Guidance for Cleaning and Disinfecting of Schools](#) during COVID-19. Buildings will be cleaned throughout the summer and prior to opening.
- Building Water Systems have been flushed on a regular basis and will be flushed prior to opening, selected water testing will be conducted.
- Schools will be ventilated prior to opening.
- Hand sanitizing stations will be located throughout the facility and high touch areas.

### Foot Traffic, Hallways, and Shared Areas

- Limit face-to-face encounters by designating foot-traffic patterns — such as one-way hallways and staircases — and by designating entrance-only and exit-only doors, when feasible.
- Install markings on floors to illustrate foot-traffic expectations.
- Whenever possible, stagger passing in hallways.
- Students will not use non-athletic lockers.

### Outside Time and Playgrounds

- Schools will assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.
- Stagger recess times for each class/cohort whenever possible.
- Increased supervision to monitor social distancing, as appropriate.

## **Other Individuals Entering the School Building**

- All non-essential visitors will be prohibited from accessing school buildings unless authorized ahead of time by administration.
- Parents picking up students during the school day must present identification to the camera at the front door (when possible). Students will be escorted to the front door and released to parents so parents will not enter the school building.
- Schools will be encouraged to conduct virtual PPTs. If PPTs must occur in person, a mutually-agreed upon site will be offered to allow for social distancing.
- Develop protocols 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.
- Repair work within schools that require contractors will take place after school hours or on weekends when possible.
- Alternates for open houses and parent-teacher conferences will be explored to minimize the number of individuals entering the school building.

## **Signs and Messages**

- The Facilities Department will install required signage in buildings and will ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.
- [Signs](#) will be installed in highly visible locations including at all entrances, restrooms and other appropriate areas.
- Signage will include:
  - ["stop the spread"](#);
  - Efforts to [promote everyday protective measures](#);
  - [Providing instruction related to properly washing hands](#) near sinks reminding students and staff to wash hands frequently and before and after using the restroom and eating.
  - [Properly wearing a cloth face coverings](#);
  - "No Visitors", and;
  - Elevator Usage guidance.
- The Facilities department will assist in providing supplemental signage where practical such as directional arrows or for que up areas.

## **Ventilation**

- The Facilities Department will comply with [Comply with Guidance for School Systems for the Operation of Central and non- Central Ventilation Systems](#) during the COVID-19 pandemic.
- Building systems will be inspected during the summer by the Facilities Department and prior to opening to ensure they are operating properly.
- The Facilities Department will replace air filters prior to opening and upgrade to higher effective filters.
- Filters will be changed regularly.
- Where possible opening windows will be encouraged. Consider, however, how to avoid circumstances where opening a window may pose a health threat, such as asthma or allergy symptoms or creating fall risks for young students.
- The Facilities Department will reprogram building HVAC controls systems to maximize and increase ventilation rates as well as increase the percentage of outdoor air that circulates into the system



where possible.

- General building and restroom exhaust fans will be set to run 24 hours per day, 7 days a week.
- The Facilities Department will work with Cenegistics and a certified Test and Balance contractor to audit performance and assist troubleshooting of ventilation systems found not performing adequately.
- **Health Office Ventilation:** if a health office does not have a window (Bear Path, Helen Street and HMS), confer with the Facilities Department on ventilation needs.

### **No-Touch Usage**

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

### **Training Related to Facilities**

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

### **Restroom Protocols**

- Enforce physical (personal) and group (cohort) distancing during bathroom breaks; assign classrooms to use specific bathrooms or stagger the timing of scheduled bathroom breaks by cohort.
- As a consideration, at the beginning of each classroom activity (every 30-60 minutes) younger students might receive a stamp on their hand that they must scrub off in the bathroom to encourage effective handwashing.
- The Facilities department will comply with [DPH guidance for cleaning and disinfecting of schools during COVID-19](#).
- Custodial staff will follow common touch point protocols.
- Bathrooms and locker rooms will be cleaned and disinfected twice daily, once during the day and once at night.
- Nurse's offices will be cleaned daily, or as directed by the supervisor.
- The Facilities Department may adjust hours of work by custodians to match work requirements.
- Sinks and bathroom facilities will be closed off if they cannot be kept separated by six feet.
- Trash cans will be located near doors and will not have lids.
- Maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations.
- The Facilities Department will work with school administrators to minimize use of restrooms where practical.

## Personal Protective Equipment (PPE)

- The Facilities Department will install sneeze guards at all main office counters where school clerks may engage with the public.
- The Facilities Department is ordering PPE pursuant to the following needs, especially for staff working in close contact with students (see National Association of School Nurses guidance: <https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Guidance-for-Healthcare-Personnel-on-PPE-Use-in-Schools.pdf>).

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

<b>Gown</b>		<b>X</b>	<b>X</b>	May be resistant or impermeable to fluids. Needs to be changed between care for presumptive cases to prevent cross contamination.
<b>Respirator (N95)</b>			<b>X</b> <b>(required for Health office staff only)</b>	Best practices prior to the COVID-19 pandemic was for healthcare workers to use N95 (or greater protection) respirators when in contact with patients who may spread infectious diseases via airborne secretions. If respirator is determined not essential, or is unavailable due to shortage, wear a medical grade mask and face shield.

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

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

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

## Masks and Face Coverings

This plan mandates the use of face coverings for all students and staff when they are inside a school building. Masks are an essential component of the prevention of transmission of COVID and other respiratory ailments. Many people may not manifest symptoms yet still may be able to infect others. HPS staff will:

- Provide a mask to any student or staff member who does not have one.
- Develop a consistent policy to address mask breaks throughout the day. Wearing a mask all day long, each and every day will be challenging and frustrating. Over time, “mask fatigue” may set in, and compliance may drop. To limit this, classrooms can incorporate “mask free” time during the day. For example, consider taking masks off during time spent outside when distancing can be maintained, or during quiet classroom time when there is no talking and students can stay distanced, or have half the class leave the room for activities so the remaining group can distance and take masks off. Choosing lower-risk times for breaks from masks may help ensure masks are worn during higher-risk scenarios.
- Teach and reinforce use of face coverings.
  - Frequently remind individuals not to touch the face covering and to wash their hands frequently.
  - Provide staff, students, and students’ families information on proper use, removal, and washing of cloth face coverings.

Exceptions to mandated face coverings are listed below:

- For anyone who has trouble breathing, or anyone who is 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.
- For students, while eating, drinking, during Physical Education, or when students are outside, and effectively practicing social distancing and any other possible mitigants.
- For teachers and staff, while teaching so long as they are properly socially distancing or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigants.
- Exceptions may also be necessary for special populations.
  - If medically required or where services provided pursuant to an Individualized Education Program (IEP) would require it, including but not limited to for speech and language services, evaluations, language acquisition activities, etc., students and/or staff may wear face shields and clear masks, or remove masks when face coverings/masks are not appropriate for the activity. Any other possible mitigating strategy should be implemented in these cases, including but not limited to maximum social distancing.
  - Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing should be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns. Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).

### **Flexibility and Compartmentalization of Protective Measures**

- The Facilities Department is prepared to assist school operations with the understanding that schools may need to react quickly to changing conditions.
- Facilities Department staff will work with administration to increase or relax restrictions throughout the school year to respond effectively to changes in public health data. This requires compartmentalized solutions that can be deployed or recalled quickly.

# Reopening Models and Conditions

## Grouping Students into Learning Cohorts

A “cohort” is a group or team of students and educators with consistent members who stay together throughout the school day. Cohorting limits the number of students who are exposed to or may be diagnosed with COVID-19 if there is community transmission in a school.

Each school will create stable cohorts limited to 12 students to the extent possible.

- Ensure cohorts are not based upon any specific demographic or disability criteria.
- Educate students, families, and staff on the value of cohorts. Ensure families understand that health and safety guidelines remain important to minimize the risk of infection.
- Restrict the mixing of cohorts. Pay particular attention to eating times, open periods, and study halls.
- Assign classroom groups with teams of teachers and support personnel, and as much as possible restrict mixing between teams.
- When possible, have teachers rotate, instead of student groups.
- Notify families of the cohorts so that they can use that information when scheduling any activities, carpools, or other engagement outside the schoolhouse.
- Maximize other safety precautions where cohorts may have contact, such as more closely monitored use of facial coverings, hand washing, and sanitizing between cohorts.
- Where schools have different entrances, assign cohorts a specific entry and exit that remains consistent day-to-day. Consider a similar design for assignment of restrooms, classrooms, and outside space where it is possible to restrict primary use to a single cohort, or consistent group of cohorts.

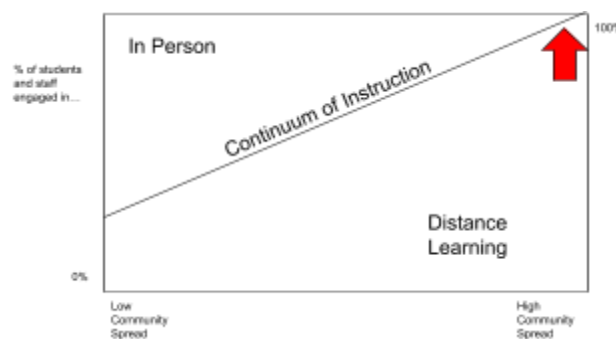
## Continuum of Reopening Models

The HPS reopening plan operates along a continuum from Face-to-Face instruction to Distance Learning depending upon the circumstances of community spread of COVID-19.

Instructional plans and staffing will move along the continuum below. Staffing plans and the engagement of learning cohorts from Face-to-Face or Distance Learning Instruction will be continuously monitored and adjusted depending on conditions.

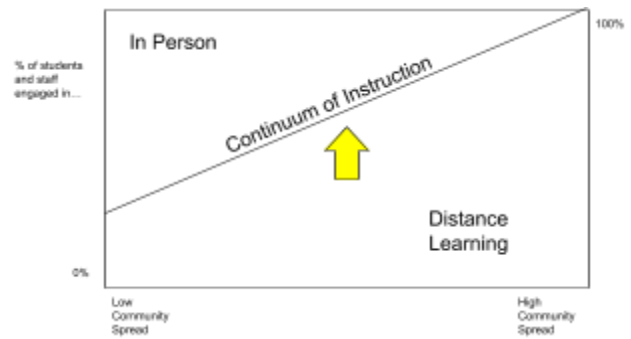
### High Community Spread:

- Physical Schools are closed; 100% Distance Learning.
- Bus transportation and extracurricular activities and sports are suspended.



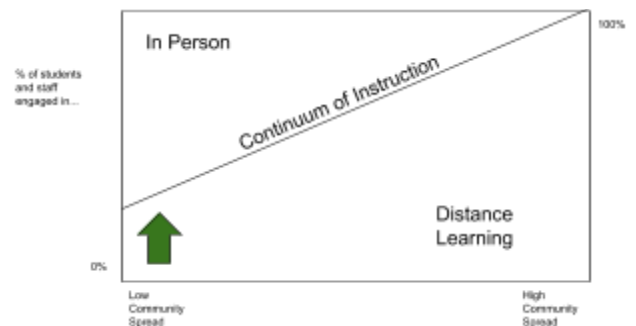
## Moderate Community Spread:

- Face coverings for students and staff required while inside school buildings.
- Maximize spacing of seating up to six feet or more when feasible with reduced class sizes.
- Identification/isolation of sick students/staff per the HPS Infection Control Plan (detailed below).
- Cohorting of students, restrictions on congregating, staggered start/stop times and hallway transit.
- Indoor extracurricular activities should be suspended, sports and other outdoor activities should consider restrictions on activities.
- Increased cleaning and sanitization protocols.
- Modifications to the plan below may occur based on changing circumstances and recommendations from state and local health authorities.



## Low Community Spread:

- Schools operating up to 100% capacity.
- Some students and staff are anticipated to be engaged in Distance Learning.
- Buses up to full capacity with bus monitors recommended, facial coverings in place during transit, controlled loading/unloading of riders.
- Face coverings required for students and staff while inside school buildings.
- Identification/isolation of sick students/staff per the HPS Infection Control Plan (detailed below).
- Cohorting of students and restrictions on congregating.
- Maximize spacing of seating up to six feet when feasible.
- Increased cleaning and sanitization protocols.



## Variations along the continuum:

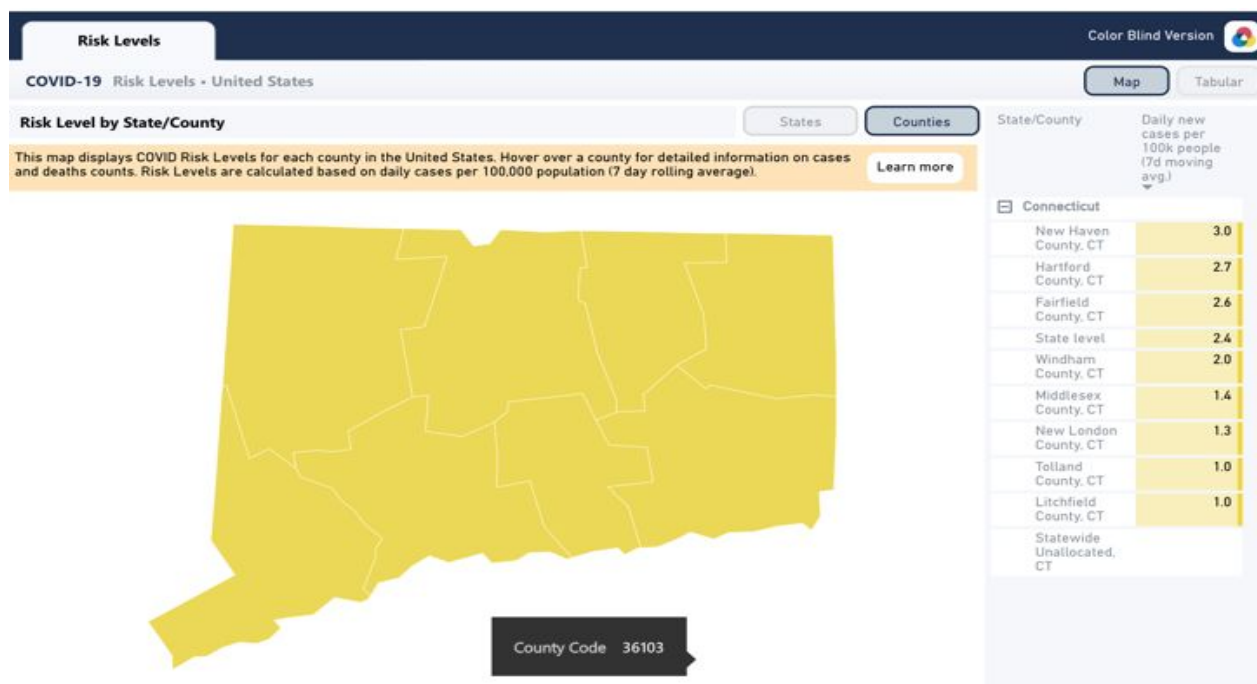
- HPS will continuously communicate the status of schools along the continuum and schools will communicate with families the status of cohorts within each school.
- This communication will be done in collaboration with Quinipiack Valley Health District (QVHD) guidance and will draw on the COVID-19 Health and Safety Compliance Liaisons at the District and within each school.
- Depending on conditions, only students within a cohort, a single grade within a school, or a single school may be shifted to Distance Learning.
- A structure of Distance Learning will underlie all cohorts to support In-Person instruction and also to facilitate an immediate transition to partial or full Distance Learning as conditions change along the continuum from low to high community spread.

- A staffing plan will guide all staff in transition along the continuum. As more students transition to Distance Learning, predesignated staff will assume responsibility for providing instruction.
- Extracurricular activities, sports, and before- and after-school programs may be cancelled along a continuum based on the advice of QVHD.
- Schools may be temporarily closed from two-five days contingent upon the CDC's updated guidance to [K-12 Schools and Child Care Programs](#), if students or staff attended school before being confirmed as having COVID-19. The initial short-term dismissal allows:
  - (1) time for the local health officials to gain a better understanding of the COVID-19 situation affecting the school and (2) for the necessary cleaning and disinfecting of the facility. Appropriate next steps, may include an extended dismissal duration after review of the circumstances and consultation with relevant experts.

## Reopening Models

Our Plan includes three models: Full-Day In-School, Hybrid, and Full At-Home Distance Learning. Although virus spread in our area is low as of July 24, 2020, it is Hamden Public Schools' belief that reopening school in a hybrid model is the more strategic and safest way to begin returning to school. As is described in the chart that follows, a recent parent survey showed that reopening in a hybrid model will increase the number of students who will return to school. Reopening in this way will also help us build confidence among parents and staff in the safety protocols the district has implemented, and allow us to make changes to these protocols if needed before a larger number of students returns for full-day, full-week school.

According to the [Harvard Global Health Institute](#), the risk level (calculation based on daily cases per 100,000 population) in Connecticut remains low/moderate (yellow) and New Haven County remains at a higher risk level than the remaining counties in Connecticut.

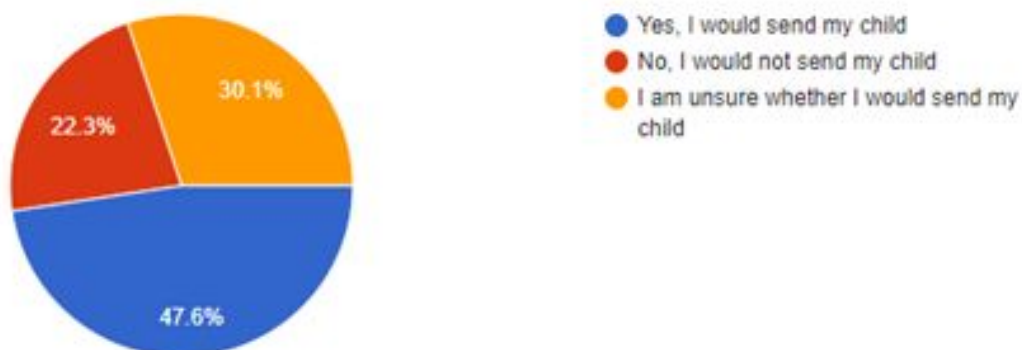


Beginning with or transitioning to a "five-day" model would result in fewer students participating in face-to-face instruction at school, as well as fewer teachers returning to teach in-school (also determined

through recent survey data). Our goal is to begin with our hybrid model and gradually transition into a full in-school environment.

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

1,644 responses



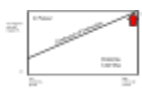
If schools operated in a hybrid model (partially in school and partially online learning at home), which option would you choose? This may be different for each child in your family, so remember to fill this out for each child who is a Hamden Public Schools student.

1,644 responses



**In every model, families have the option of choosing a full distance learning environment for their students.**





## **Full Distance Learning Model - High Community Spread**

In the event that schools must close completely as they did last school year, we will move to a full distance learning model. Should it become necessary to close schools due to COVID-19, the District will notify and consult with the CSDE immediately.

Because we are centering all classroom work in Google Classroom and ensuring every student has a device and connectivity, we will be able to move seamlessly to full distance learning if that should become necessary.

Students will work in their classes synchronously for the majority of the day, with teachers recording instruction as appropriate so that students can review new material or directions as needed.

Our full Distance Learning Model will include but may not be limited to:

- Suspension of Extracurricular Activities
- Suspension of Transportation
- Full Remote Learning
- Closing of School Facilities

In full distance learning, our goal is to provide high-quality learning experiences comparable to those of face-to-face learning experiences.



## **Hybrid Model - Transitional Reopening and Moderate Community Spread:**

Our Hybrid Model includes some face-to-face instruction and some at-home distance learning, and differs for elementary and secondary school students.

### **Grades K-6 Hybrid Model**

Students in grades K-6 will attend their home schools 5.5 hours per day for four days per week. Approximately half of the students assigned to a given teacher will be in each classroom, and common areas (i.e. gymnasiums, cafeterias, and Library Media Centers) may be converted into classroom spaces. While students will have 5.5 hours of school per day, teachers will remain in school for the full day in order to support students, develop lesson plans for in-building and/or distance learning, engage in professional development, and/or attend staff and department meetings. The diagram below provides a sample rotation for elementary students.

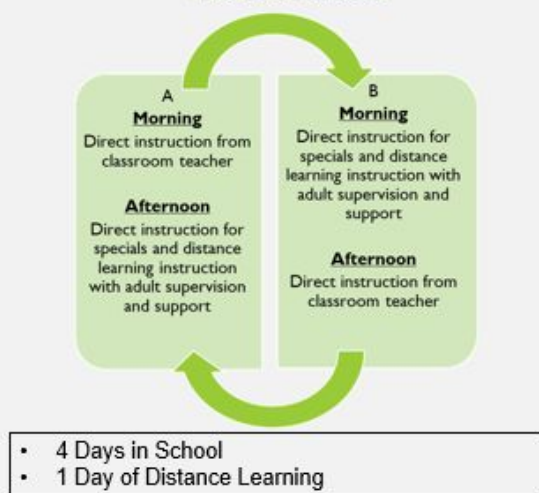
The actual schedule will be finalized and communicated to parents and staff before the start of school.

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

During at-home distance learning days, students will have assignments in Google Classroom that may be done independently as well as scheduled synchronous learning opportunities. Teachers will develop lesson plans for distance learning, continue with professional development, attend staff meetings and/or department meetings, and provide distance learning support.

## Elementary Hybrid Model

### School Schedule



### Sample Student Schedule

8:00-8:30	Socio-emotional Check-in
8:30-9:00	Language Arts
9:00-9:30	
9:30-10:00	
10:00-10:30	Mathematics
10:30-11:00	
11:00-11:25	Recess
11:30-12:00	Science or Social Studies
12:00-12:30	Music
12:30-1:00	Lunch

## Wraparound Services at Elementary Schools

Through external partners, the district will ensure safe, engaging and meaningful in-school and extracurricular programs to enrich students and give parents peace of mind. This wrap around service time would be available to 100 families per school and would supplement instructional time during the week. This service will be subsidized by the school district.

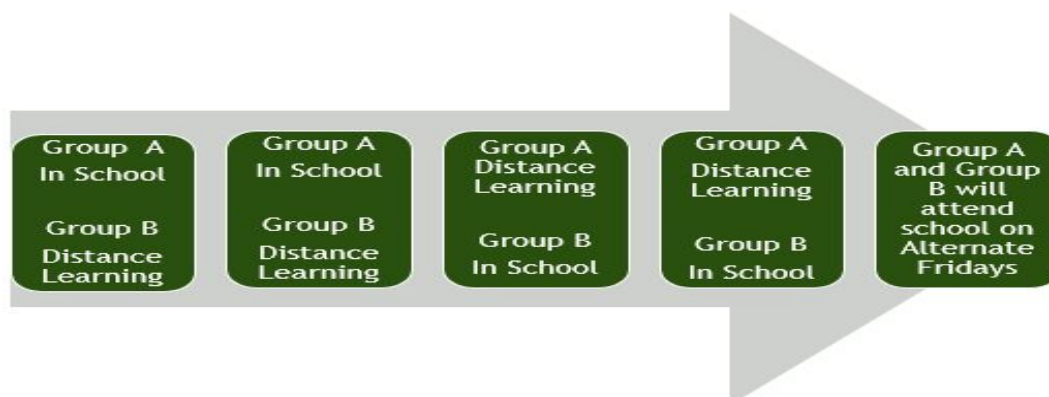
## Grades 7-12 Hybrid Model

### Middle and High School

Students in grades 7 through 12 will operate on AA BB days. Specifically, half the seventh and eighth grade students will come to school the same two days every week, and the other half will come to school the other two days every week. On the fifth day, Group A and B students will alternate between in-person learning and at-home distance learning every other week.

Secondary students will be in school for 5.5 hours, and teachers will be in school for the full work day. Common areas (i.e. Library Media Center, Gymnasium) may be used for classroom spaces.

Below is a sample schedule for a middle or high school student.



## Full Five-Day Model -

### Low Level of Community Spread

### (Or After Gradually Transitioning from Hybrid Model)

All aspects of safety protocols present in the hybrid model are incorporated in the five-day model. Student and staff safety guidelines are based on the requirements and guidelines set forth by the Connecticut Commissioner of Education, Governor, Center for Disease Control, and Connecticut Department of Public Health with consultation from Quinnipiac Valley Health District.

The key differences between the five-day model and hybrid are:

- Social distancing will be maintained to the extent possible, not guaranteed at six feet.
- All students will be expected to attend 5.5-hour days, **five days** per week; since teachers will need to remain in school for the full day to work with students participating in full distance learning.

# Teaching and Learning

## Health and Safety: Educating our Students

The health and safety of our students is paramount to school reopening. Our health offices will work with staff in educating students on:

- Social distancing
- Frequent hand washing and use of hand sanitizer
- Use of face coverings that completely cover the nose and mouth
- Respiratory and cough etiquette
- Enhanced cleaning/disinfection of surfaces

## Curriculum

As a result of last Spring's sudden school closure due to the COVID-19 pandemic, it is expected that many students experienced learning loss. [One study](#) predicted that students will experience an average learning loss of 30 percent in reading and 50 percent in math. Some [current research](#) predicts specific grade levels will be impacted more. For example, the expected learning loss between Grades 5 and 6 for math is estimated to be 81 percent.

To help address learning loss, our district will develop and implement an accelerated curriculum learning plan for the 2020-2021 school year. The accelerated learning plan will ensure:

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

Curriculum Directors will provide our teachers with updated learning plans prior to the start of the school year. The district will provide professional development time for teachers to adjust to updated curricular materials.

## Technology

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

All K-8 students will be provided a chromebook for use in school, and home. High school students will receive laptops for this purpose. Students will be expected to charge their devices each night, although media centers will have extra charging stations to be used when needed. Students will use the device

assigned to them only. Any students without home Internet will be provided with a hotspot to allow connectivity from home.

All grades and courses will be structured in Google Classroom. Assignments and assessments will be housed in Google Classroom for both in-school and at-home learning activities. This will eliminate paper (and possible contagion) as well as allow for seamless transitions from school to at-home learning, should health conditions warrant changes.

Zoom will be used for synchronous learning. Teachers will present lessons to students in-class and simultaneously (using Zoom) to provide instruction to students who are learning remotely. Teachers will be encouraged to record introductory lessons so that students can view or review them asynchronously.

A help desk phone number will be provided to families when technical support is needed. A system for trading out non-working equipment is in place to assure that students have access to technology and their distance learning classes.

## **Instructional Design**

Hamden Public Schools's instructional program for all of our reopening models includes distance learning (synchronous and asynchronous) as well as face-to-face in our Five-Day Full-Reopening and Hybrid Reopening models.

### **Remote Instruction - Synchronous and Asynchronous**

We learned from teacher, student and parent surveys/feedback that live (synchronous) learning opportunities were needed in our distance learning program. Hamden will make available live instruction at all grade levels so that students learning at home will be connected at scheduled times in real-time to their classes. This will enable students learning at home to learn directly from their teachers - no matter which model of reopening we are in for all or parts of the 2020-21 school year.

During synchronous instruction, teachers will be able to assign students to conduct work in groups via Zoom; groups could include a combination of in-school and at-home learners. This will help at-home learners to maintain connections to peers.

Teachers may include a variety of asynchronous learning opportunities and assignments for students within Google Classroom, particularly for days when students are not in school buildings.

- Teachers may provide live (synchronous) instruction to students in class and to students at home simultaneously by broadcasting lessons using Zoom. The teacher may provide direct instruction on camera, then work with students in the room and virtually on an individual basis.
- Teachers may assign students to conduct work in groups via Zoom; groups may include a combination of in-school and at-home learners. This will help at-home learners to maintain connections to peers.
- Teachers may record introduction of new content, mini-lessons, reteaching and other direct instruction lessons and make these available in Google Classroom, for students to view or review at a later date.

## **Face-to-Face Instruction**

During face-to-face instruction, students will engage in learning in their classrooms while following safety guidelines for social distancing (see the Classroom Layout and Learning Cohorts sections). Despite the social distancing, our teachers will continue to implement modified versions of research-based instructional practices such as reading, writing, and math workshops. Our district will continue to implement protocols for our current support models for student subgroups such as our students identified for intervention, English Language Learners, and Special Education.

## **Shared Instructional Resources**

CDC guidelines call for limiting, cleaning, and disinfecting of shared resources. To minimize the sharing of high-touch materials, Hamden Public Schools will provide our students with individualized resource kits containing general school supplies, art supplies, math manipulatives, and other instructional materials. These resource kits will be provided to students for use in the classroom as well as at home. Other plans will be developed for cleaning and disinfecting shared equipment in school shops or labs, before and after each use. Other department-based protocols to address shared instructional resources and/or classroom spaces are described below.

## **Library Media**

Specifically, CDC guidelines recommend the cleaning and disinfecting of library materials in plastic containers after use or return and quarantining materials upon their return for 48 hours. The Connecticut State Library recommends 72 hours for quarantining returned materials.

Hamden Public School libraries will ensure social distancing while browsing for books. This can be achieved by limiting the number of students browsing in any one area or by having students request books through Destiny. If students are allowed to browse, hand washing will occur immediately afterward. When materials are returned, media specialists will quarantine them for a minimum of 48 hours before allowing them to be borrowed again.

Due to the potential use of media centers for additional classroom space, media specialists will be prepared to deliver services “on a cart.” When this occurs, media specialists will bring a selection of books to students’ classrooms for browsing, self-selected reading and borrowing.

## **Fine Arts and Music**

Elementary instrumental music will be taught to limited grades in small cohorts where spacing permits. Middle and high school band, orchestra, and chorus classes will use the music rooms and the auditorium to increase distancing between performers.

Marching band and after-school theater productions will continue pursuant to CIAC, CDC, and district guidelines.

We will temporarily suspend ensemble rehearsals in music (band, orchestra, and chorus) as well as concerts.

## **Physical Education**

Physical Education teachers will provide classroom-based activities for small cohorts of students for 30 minutes, once a week. Classes will occur in classrooms or outside when weather permits. Some instruction will occur synchronously.

We will be limiting the use of equipment as much as possible by focusing on character, and leadership building, as well personal fitness. In the event porous materials are used, we will follow CDC guidelines and "quarantine" these items for the recommended 72 hours. If non-porous materials are used, they will be disinfected by the Physical Education teacher after cohort use.

Physical Education teachers will be trained on disinfecting materials appropriately and safely. Physical Education teachers will be supplied with appropriate disinfectants by their respected custodial staff.

## **Scientific Research-Based Intervention (SRBI)**

For SRBI, students will receive interventions in groups no larger than four. Students will face one direction and maintain a distance of six feet. Students will not share resources such as whiteboard markers, or manipulatives. Interventions may need to be limited to 20 mins per day in order to accommodate more groups. Whenever possible, students will not be pulled for intervention when they are receiving direct instruction from the classroom teacher.

## **Assessments**

- Technology will be used whenever possible to conduct assessments, even when students are physically present in class. This will promote equity between students who have opted in to attending school and students who have opted out.
- Students at home and in class may be required to complete an assessment simultaneously so the teacher is available to provide support and monitor progress in real-time.
- Technology tools for conducting assessments will be limited to the most effective for monitoring student progress. Suggestions in the teacher feedback survey on distance learning HPS conducted in the spring included narrowing the variety and redundancy of tools being used by teachers in order to promote student success.
- The use of formative, rather than summative assessments, will be encouraged. The information teachers gather from the assessments should allow them to provide individual student feedback.
- The district-wide assessment calendar for the year will discourage the use of formal and/or summative assessments, whenever possible, until mid-October.
  - We will be sensitive to students' needs as they transition back to school by delaying summative, formal, and/or high stakes tests, whenever possible.
  - Learning loss is expected since students last attended school, therefore students will be given a minimum of six weeks to regain some learning before assessments are given and students are locked in to a learning level.

## **Grading**

- New grading practices will be adopted to ensure equity between students at home and students attending school. Grades traditionally have included categories such as classwork, projects, homework, exams, and participation. Other practices that are inequitable include varied weighting of grading categories between teachers, deducting points for late submission of work, awarding points for work completion rather than accuracy, and offering extra credit assignments and test

retakes. All of our traditional grading practices will be examined through the lens of equity and revised in light of the three instructional models.

## English Language Learners

Elementary EL Specialists and tutors will continue to provide students with mandated Tier 1 instruction via a pull-out model. Synchronous instruction is being considered to maintain the integrity of cohorts and to ensure social distancing within the buildings.

Middle and high school EL Specialists will continue to service students in their designated ESOL (English to Speakers of Other Languages) classes, and work with students in small groups within their English/Language Arts classes.

## Special Education Programming

Each child's IEP will be reviewed and considered as services and schedules are designed. All previously listed safety protocols will be observed and followed. Special education teachers and providers will utilize Google Classroom.

### **K-6 Specialized Programs (smaller class sizes by design)**

Students enrolled in our specialized IIC programs will remain with their classroom teachers and classmates. Smaller cohorts within these classrooms, with an assigned adult, will further decrease the amount of interactions between multiple adults/students.

### **7-12 ALsC (smaller class sizes by design)**

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

### **K-6 Resource model**

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

### **The Middle School and High School Resource model**

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

### **Alice Peck Special Education Pre K program**

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

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

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



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

### **At-Home/Distance Learning**

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

State guided distance learning plan documents will be shared and discussed with families that opt to stay home for online instruction. Leadership is meeting with outside providers (OT, PT, behavior, etc.) in order to discuss both in building services and services available for those students participating in distance learning.

### **Additional Considerations for Special Education**

PPT meetings will be held virtually, to the greatest extent possible, in order to follow guidelines set out in the district safety plan.

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

This does not preclude families from communicating with other team members, but does allow for a way to ensure families are being communicated with on a regular basis and information is being shared with other team members. Parents will be contacted by their school teams to discuss plans for either model, as well as discuss possible transition activities for reentry.

School teams are working to prioritize meetings that were missed during the closure. The department is aware of pending evaluations, referrals and other PPT processes that will need to be addressed upon return to the buildings. Additionally, the district is awaiting further guidance from the state on development of IEPs and service models pertaining to the hybrid model and distance learning.

## **Professional Development**

The District's professional development plan covers critical areas to success in teaching and learning as well as procedural and mandatory training. In addition, the District will provide training on COVID-related protocols and practices to support all staff in their work:

- Equity (through the HPS Equity Logic Model)
  - Social Justice Standards (Teaching Tolerance)
  - Culturally Responsive Teaching Practices
  - Social Emotional Learning
  - Trauma Informed Teaching Practices
- Learning Models and Expectations (in person, hybrid and distance learning)
  - Curricular Review
  - Technology and Instructional Design in various models
  - Grading practices
- Mindfulness Training with Copper Beech Institute
- ASCD Activate Resources inclusive of courses, webinars, professional readings and videos

- Partnerships with Dr. Tamika LaSalle and Kellen Nixon
- Mandatory training: DCF (including preparing staff to identify issues related to abuse and neglect in the context of the pandemic and compliance with all mandated reporting requirements), Bullying, Sexual Harassment, Human Trafficking, and Bloodborne Pathogens.
- COVID-related health and safety protocols and practices (to be conducted prior to the first day of classes). Training for substitute teachers or others who may enter the school outside of the first day of school will be developed.
  - How to prevent the spread of COVID-19 (including distancing, cleaning, and hygiene).
  - Use of PPE.
  - Early symptoms.
  - How to respond if you are infected.
  - How to protect yourself, students, and the community.

# Nutrition and Meal Service

## Safety Precautions

- All Whitsons Team Members will be provided with and required to wear masks at all times during the working day.
- Team Members will practice social distancing during preparation and serving times from one another, the students, and other staff
- Kitchen managers will conduct temperature/symptom screenings each morning for all team members. Any team member found with a fever above 100.4 Degrees Fahrenheit and/or signs of COVID-19 will be sent home. This will be reported to the management office who will alert the Hamden Board of Education and QVHD of the incident.
- Those showing more than one symptom of COVID-19 will be asked to be tested prior to returning to work. Team Members will have to prove a negative test result in order to return to work.
- Additional signage reminding team members of proper handwashing and sanitation will be posted throughout the kitchens and serving areas.
- Additional sanitizing equipment will be provided to all team members with SDS sheets to ensure proper use
- Management has already received training from ServSafe on COVID-19 re-opening procedures.
- Visitor Policy to include strict guidance to limit building entry. This includes continuing to require vendors to sign in/out when delivering. Whitsons Management and local Whitsons Driver will also be required to be temperature screened and will also be required to sign in/out when visiting each school.
- Additional training to all team members regarding COVID-19 safety precautions, sanitizing, visitor policies, illness reporting and food safety.
- Work with HPS to promote “cashless” payments. Encourage parents to utilize MySchoolBucks to pay for student meals. For those who cannot utilize MySchoolBucks, create procedures with school clerks to collect money at the end of the day; sanitize using disinfectants.
- Work with administrators to determine breakfast and lunch times/waves with schedules to be set prior to the start of the new school year
- Whitsons’ Driver will have contactless deliveries. In most cases, the Whitsons’ driver will not be entering the building unless deemed necessary. The driver will be equipped with PPE and sanitizing equipment in their van
- Follow all additional guidelines from state and local health authorities.

## Food Safety/Menu

- Utensil stations will be removed from cafeterias and utensils and condiments will be pre-wrapped.
- Meals will be pre-wrapped when available, all meals prepared on-site will be completely covered immediately following preparation. All fruit and fresh vegetables will be washed, cupped/bagged.
- Pre-ordering meals will continue to be available to Elementary Students
- All meals will be unitized to consists of all five lunch components and all four breakfast components
- Disposable gloves will continue to be used accordingly for all aspects of food preparation and serving

- All locations will continue to have two ServSafe certified staff members on the scene at all times. Wintergreen and Alice Peck will have one ServSafe certified team member, as well as one designated alternate in the absence of the kitchen manager.
- Limited lunch menu:
  - All locations: Continue to offer selection of milk, fruits and vegetables of various varieties
  - Elementary: Hot choice, cold choice, and a bagel lunch. Special accommodations made upon requests
  - Continue to offer selection of milk, fruits and vegetables of various varieties
  - Secondary: Two hot choices, two cold choices, and salad.
- Breakfast: Unitized breakfasts (2 oz whole grain, choice of milk, choice of fruit and 100% fruit juice)
  - Elementary: All schools switch to Breakfast in the classroom with cold breakfast choices only.
  - Secondary:
    - Breakfast on the line, fully unitized pre-packaged meals (cold and hot)
    - Social distance markers for students to wait in line for the cashier. Server will prepare breakfast bags for students based on their selections in line.
    - Sneeze-guards/plexi-glass in between team members in students in addition to requiring face masks.

## Catering

- Minimize all catering to only approved events hosted by the district. Menus offered will include individually wrapped selections and no “family style” meals will be offered.

## Adult Meals

- Adult meals will be required to be pre-ordered by utilizing the messaging system in Mosaic
- Adult meals will reflect the offerings of student meals, these will be unitized, pre-packaged meals that will be picked up at a designated time.

## Serving Procedures

- Plexi-glass will be installed at all registers. All schools are already equipped with sneeze guards.
- The Facilities Department will work with Whitsons to ensure the removal of trash and daily cleaning resulting from in classroom meal consumption.
- Floor markers separating students six feet from one another will be placed
- One cohort will receive meals from serving lines at a time and serving lines will be sanitized between cohorts.
- Students will not be able to reach for their own choice of milk, fruits and vegetables. Food Service Workers will hand students their selections on their trays/bags. (Offer versus serve will still be available at all levels).
- PIN-pads will be removed from serving lines. Cashiers will verify students’ first and last names to properly account for their meals.
- Additional signage to lead students and remind them of social distancing will be purchased.
- Will need consistency for teachers to send cohorts to the serving lines in the same order daily.

# Transportation

Buses will operate at full capacity during low spread status. If moderate spread status develops bus capacity will be reduced requiring adjustments in school or bus scheduling and restructuring of routes.

- Drivers, monitors and students will wear masks that completely cover the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
  - First Student will provide masks for employees. HPS will supply masks to First Student to hand to students that show up to the bus without a mask.
  - Any student who refuses to wear a mask will be met at the school by administration. Administration will follow up with the child's parent and decide if further transportation will be allowed.
  - Face shields will be provided by the District for bus monitors and drivers providing Special Needs transportation.
  - Drivers will be instructed to pull vehicles over if they need to remove their mask due to breathing issues or visual problems due to glasses fogging.
- Bus windows and roof hatches should remain open to increase ventilation.
- Drivers are not to refuse transportation to students. If a driver is concerned about the health of a student, they are to radio base and request for a nurse to meet the bus.
- In the morning students will load taking the first available seat from the back. In the afternoon the school will be responsible for loading the students according to the bus stop. The last stop will load first and the first stop will load last. Seats will not be assigned for behavioral accommodations or grade level separation.
- District to decide on a bus disinfection plan (30-day verses daily application).
- Change in transportation requests may require a longer lead time.
- District to plan for increased traffic at schools during pickup and drop off.

# Funding and Budgetary Considerations

## Securing Funding and Planning

- Consider whether a regional approach will help streamline securing items.
- Maximize access to available federal funding first through application for Elementary and Secondary Education Emergency Relief funds and Coronavirus Relief funds, then through application to the local municipality for FEMA and Coronavirus Relief Funds. Guidance on accessing these funding sources is available on the CSDE's website.
- Maximize the use and braiding of current federal program funds, as permitted, for which federal waivers have been secured to support LEA priorities.

## Funding Priorities

Prioritize how funds can best support efforts to provide equity and access to all students. Consider [state level priorities](#) established by the Commissioner of Education including:

- Protective materials and cleaning supplies;
- Increased staffing and physical changes to school buildings to enhance health and safety measures.
- Equitable Access to Technology:
  - Survey families to collect information about devices and connectivity in their homes to support blended learning.
  - Update policies for school-owned devices. Consider allowing broader use to address families' need for telehealth access and other state agency support if the school device is the only one in the household.
  - Prepare for the possibility a student, class, or school will require robust blended learning at some time during the school year.
  - Assess if funding would be appropriate to support training adult family members more effectively in accessing Internet and digital resources used for blended learning opportunities.
- Use funding to support further development, in consultation with state provided resources, of high quality online curriculum, including necessary supports.
- Ensure fiscal and budgetary planning includes support for education recovery, including but not limited to funding for staffing for extended day/afterschool remedial programming; summer school or extension of the school year; and additional instructional supplies/equipment.
- Review the detailed content of this document related to social-emotional learning (SEL) needs of students, staff, and the school community, and plan financial support for a heightened need.
- Reserving Funds: Reserve and plan funding to support the school board's contingency plans to support students in cases of class cancellations, including but not limited to the required budgeting to provide meals, address digital access issues, engage in robust blended learning, and support SEL.
- Contracting, Insurance Policies, and Internal Protocols: Assess with board counsel if contracts need revisions to align with the district's approach to reopening. Also, consider any other insurance policies, internal processes, and money-handling policies to determine if changes, additional spending controls, or available budget balancing strategies will be necessary.

## Health Office Guidelines

- The School COVID-19 Liaison will work with Building Administration on school specific adaptations to the protocols below.
- Nurses will monitor with building custodians the availability of adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, face coverings (as feasible), and no-touch/foot-pedal trash cans.
- Staff must call the health office (or main office if unable to reach the health office) before sending a student. Staff may also use radios if needed but be mindful of privacy.
- If possible, Nurses will go to the classroom to assess a student for minor problems.
- Teachers will be provided with bandaids and cleaning cloths (PAWS) for minor problems where a child may administer self-care.
- Must maintain social distancing
- Establish a waiting area outside of the health office.
- QVHD and the District Medical advisor will determine if nebulizer treatments will be allowed (The CDC recommends no nebulizer treatments at school).

## Immunizations

- There is no waiver for Immunizations; parents must provide up-to-date immunizations (many practices realize that children are behind in Immunizations, but may provide drive up immunizations).
- Flu shots will become available in August; parents are encouraged to have their child immunized by the end of October.
- The District will draft a reminder letter for students who require a physical/immunizations so parents can begin to address these issues with their pediatricians.
- Parents should begin to contact their pediatricians for Med Authorization Forms; due to changes in office visits there may be delays.
- The District should explore options (possibly with QVHD and the School Based Health Clinics) for hosting flu shot clinics within each school or convenient locations within the District.
- Students who are not compliant with immunization requirements will be enrolled in HPS Distance Learning programs.

## Health Assessments

- For students who are already enrolled (6th/10th grade): Encourage parents to schedule a new assessment as soon as possible; students who have not met this requirement will not be excluded as long as they have an assessment on file at the school. Health Assessments must be completed by November 1st.
- For new enrolled students/Kindergarten: Ask for the most recent assessment and immunizations and encourage parents to schedule an up- to- date assessment. Students must have a new assessment completed by November 1st.
- Sports Assessments: Requirements and dues dates are still being determined.

## Infection Control Plan

### Identification and Monitoring

- Parents will conduct a Daily Health Assessment (see Appendix B).
- Instruct students, families, and staff to inform the school nurse if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.
- As of the date of this document, CDC guidance provides that schools are not expected to screen students or staff to identify cases of COVID-19. CDC Considerations for Schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>.
- Health Offices with the assistance of school clerks will actively monitor staff and student absenteeism and track the reasons for their absences to identify any trends that would suggest spread of illness such as COVID-19.
- The District will create a communication system for staff and families for self-reporting of symptoms, and for families to notify the school of known or presumed cases consistent with applicable privacy and confidentiality laws.
- Indicators for Possible COVID.
  - Fever greater than 100.4 degrees Fahrenheit.
  - Difficulty breathing – rapid respiratory rate, accessory muscle use, decreased oxygen saturation.
  - Cough.
  - Appears ill (teacher reports unable to attend to work).
  - Abdominal pain and/or diarrhea.

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

- Staff members who suspect they are ill with COVID-19 should contact the school nurse and may be directed to leave the school immediately. HPS staff must report a positive COVID-19 test to the Office of Personnel.
- School Administration must be notified by school staff of any student whom staff suspect may be ill with COVID-19.
- At the direction of the school nurse in partnership with the Quinnipiack Valley Health District (QVHD), the student may be placed in isolation. The student must stay in an isolation area wearing a medical-grade mask and supervised by staff.
  - The Facilities Department will assist nursing staff to set up an Isolation area in each school. Isolation areas should not be in the Health Office where students may come in contact with other students.
  - Isolation areas should allow for appropriate distancing whenever feasible.
  - A daily schedule of staff members responsible for supervising students in the isolation room will be developed by each school. The schedule will be broken out by time blocks within the school day. Once a staff member assumes supervision of a student in an isolation room, the staff member should remain there to reduce the number of people who might be exposed to an illness.
  - Staff members assigned to supervise students in an isolation area will be equipped with appropriate PPE. School nurses will coordinate the disposal of this PPE within the isolation area.
- School nurses will call the parent to determine a timeline for pick up. Parents will be advised of the need for the student to be assessed by a Pediatrician to determine if a COVID-19 test is required.
- Custodians must be directed to clean the isolation area and Health Office.



- The District will consult with QVHD around the signs and symptoms exhibited by students or staff that would require their immediate dismissal from school.
- QVHD will receive notification of a positive COVID-19 test result for a student and will notify the Office of the Superintendent.
- Procedures to guide the District in identifying and addressing staff members and other students who had close contact (within six feet of distance for 15 minutes or more) with an individual who has been confirmed as having COVID-19 will be developed by QVHD and the District Medical Advisor.

### **Returning to School or Work**

Guidelines concerning a return to school or work by students or staff members are continuing to be developed by QVHD and the District Medical Advisor. Initial guidelines are if a student or staff member was suspected or confirmed to have COVID-19, they could be asked to stay at home (with remote learning or work options) until the appropriate criteria are met as described below:

- They have been medically cleared by a physician.
- An individual who manifests symptoms should stay home for at least 72 hours since recovery (resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms).
- Otherwise, if the individual tested positive in a diagnostic COVID-19 test but did not manifest symptoms, they should stay home until:
  1. They have been medically cleared by a physician.
  2. OR, received two negative test results, spaced at least 24 hours apart, based on authorized COVID-19 diagnostic tests by a medical professional.
- The above should be medically documented.

# Wellness

- Provide a tiered system of support for our students, staff and families to ensure the social and emotional well being of all given the time away from structured schooling and the reality that readjustment will be challenging for many.
- Utilize a universal screening tool as well as trauma informed, culturally responsive teaching practices to support all learners.
- Provide embedded social emotional learning for in person and remote/ online learning for students as well as staff.
  - **Social Wellness:** Developing and managing relationships, awareness of different perspectives and culture, connection, and sense of belonging.
  - **Emotional Wellness:** Awareness of one's feelings and being able to self-manage emotions, being aware of emotional triggers and biases that impact how one approaches/thinks about one's work and community.
- **Action Steps**
  - Research 'screeners' to establish possible areas of need upon return to building; looking to target interventions and supports both at the building and individual level.
  - Conduct universal screener (assignment on Google Classroom) within the first 2 weeks of school to identify social-emotional needs of students.
  - Develop transition back to building plans for students and staff to address new safety guidelines, as well as assist with transitioning back into an academic environment
  - Address staff concerns regarding student non-compliance with safety protocols
  - Develop instructional tools/lessons to address safety protocols
  - Include a bank of SEL resources for staff, students and families
  - Coordinate with community resources to seek additional supports within community
  - Incorporate SEL into daily work and online programming.
  - Utilize trauma specific interventions
  - Utilize current SEL programs already part of many schools Tier 1 and Tier 2 systems (i.e., Choose Love, RULER, Second Step).
  - Review current mental health supports available in buildings; reallocate as necessary
  - Provide additional training for staff on recognizing student need for additional support and provide clear guidance on seeking that support
  - Share student mental health need assessment data with stakeholders.
  - Encourage BOE to adopt policies that support staff and student wellness.
  - Consider strategies to become a trauma-responsive school system to support the school community.
  - Conduct routine check-ins using a trauma- and resilience-informed lens.
  - Develop a system to connect with students and families to promote attendance.
  - Track and use attendance data to help inform possible supports, interventions and resources. (Additional guidance will be needed from the state before determining what attendance expectations will look like)
  - Develop a tiered plan consistent with attendance and truancy protocols for flagging non engaged or non attending students
  - Engage support team at school and/or district level to address concerns about participation
  - Engage with students and families using culturally responsive techniques.
  - Use School Crisis Response Teams to assess immediate needs and provide support.
  - Implement standardized Protocol for Escalating students for all schools
  - Coordinate with community resources to seek additional trained support for students/staff

- Share the National Suicide Prevention Lifeline 1-800-273-8255 widely. (Consider: Include it on staff and secondary student ID cards.)
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Conduct schoolwide mental health assessment that includes trauma and stress.
- Assess and review necessary staffing ratios to meet student needs (teachers, support services, etc.).
- Collaborate with stakeholders to promote staff wellness
- Provide workshops and supports regarding adult and student mental health inclusive of, but not limited to; trauma responsiveness, trauma informed classrooms, suicide prevention, resilience, secondary traumatic stress, self-care, mental health destigmatization and vicarious trauma, increase trauma knowledge and skills.
- Use of Trauma Specialists to provide professional development and ongoing support
- Work with Hamden Collaborative to help coordinate community resources
- Include information and links to increase access to mental health and wellness resources on district and school web pages
- Share resources for basic needs
- Establish and implement daily routines for both in-person and remote delivery.
- Include stress management or mindfulness practices in daily classroom routine.
- Consider the impact of stress and trauma when assessing and supporting students.
- Use restorative circles (in-person and virtually)
- Align district funding, policies, and programs to fully support mental wellness for students and staff.
- Implement or scale up Social Emotional Learning (SEL) to promote social-emotional competencies among students.
- Promote and support adult SEL
- Engage with and provide staff with resources from Employee Assistance Program (EAP).
- Provide a monthly informational insert in staff checks about mental wellness and local resources.
- Promote the use of staff support groups to enhance staff cohesion and coping.
- Maintain or expand student mental health services using ECS, ESSA Title II and IV funds, or other leveraged resources.
- Consider use of TeleHealth systems that may be put into place (to decrease mixing within cohorting)
- Promote mindfulness techniques and staff social supports.
- Provide specific support tools and resources for assisting with adult wellness
- Provide routine communication (in-person or virtual) to staff members to encourage self-care, including examples, and examples of wellness (e.g., saying no, accepting oneself and others, and not being at 100% all the time).
- Address security of technology used for delivery of telehealth
- Review district policy and coordinate with mental health partners to ensure confidentiality.
- Provide information about and access to tele-behavioral health services for counseling services (group, individual).
- Encourage students to use counseling services as needed. Promote messaging to remove stigma.

# Athletics and Extracurricular Activities

The Hamden Public Schools reopening plan for extra-curricular activities and athletics is contingent upon continued recommendations provided by the Governor's Office, the CIAC, the SCC and our local Board of Education. These recommendations can change when guidance and recommendations are updated.

## Physical Examinations

Due to the difficulty of scheduling physical examinations, the CIAC, in consultation with the medical society, has temporarily adjusted the policy for student physicals from 13 to 15 months.

Health Assessments/Interscholastic Sports Programs Any student participating in an interscholastic sports program must have a health assessment. Each participant in a sport program must complete a health questionnaire prior to their health assessment. Completed physical examination forms, or copies of, must be on file in the Health Office of the high school or middle school prior to the first tryout/practice session. The physical examination is valid for **13 months\*** and must cover the athlete for the entire sport season (including the tryout period), as specified by the Connecticut Interscholastic Athletic Conference (CIAC). Physicals cannot expire during the season. The Hamden Athletic Department will annually post the dates for eligible physicals on its website. A parent/guardian may submit an appeal to the Athletic Department in writing, if the last competition of the sports season is scheduled prior to **13 months\*** from the posted physical eligibility date. Physical examinations performed by a student's parent who is a medical professional will not be accepted.

**\*Exception:** Due to the COVID-19 pandemic, the CIAC has extended the 13-month rule to 15 months. This now places the fall sports physical cut-off date at September 11, 2019.

## Health and Safety

Parents/Guardians will play a vital role in keeping all of our student athletes safe. Parents/Guardians will be required to check their student athletes every morning before arrival at conditioning programs. Below is the symptom checklist each parent should go through with their student athlete each morning prior to arrival at conditioning:

1. Fever/ Chills (temperature of 100.4 degrees Fahrenheit or higher)
2. Headache
3. Runny Nose
4. Congestion
5. Sore Throat
6. Shortness of Breath/Trouble Breathing
7. Abdominal pain or diarrhea, nausea, or vomiting
8. Fatigue
9. Muscle/Body Aches
10. Loss of taste/smell

If a student athlete has any of the symptoms listed above, he/she must stay home and contact the coach, the athletic trainer or the Athletic Office. It will require the student athlete to be monitored by their parent/guardian. Other than a fever, symptoms listed above may not trigger quarantining of participants. However, if a student has a fever at/above 100.4 degrees, the school and Athletic Department must be made aware of it immediately. We will recommend a COVID-19 test for the participant(s) prior to their return.

### **Returning to athletics or extracurricular activities from illness**

If a student or staff member was suspected or confirmed to have COVID-19, they could be asked to stay at home until the appropriate criteria are met as described below:

- They have been medically cleared by a physician.
- An individual who manifests symptoms should stay home for at least 72 hours since recovery (resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms).
- Otherwise, if the individual tested positive in a diagnostic COVID-19 test but did not manifest symptoms, they should stay home until:
  - They have been medically cleared by a physician.
  - OR, received two negative test results, spaced at least 24 hours apart, based on authorized COVID-19 diagnostic tests by a medical professional.
- The above should be medically documented.

If a parent/guardian or member of the household has covid or fever, that student will not attend any extra curricular activities for 2 weeks as a precaution.

If a student athlete decides to travel this summer or during their season and visits any of the states in which the Governor of CT has deemed high risk please notify your coach. We will want to follow the quarantine guidelines set by the State of CT which is currently a two week quarantine when someone returns from visiting a high risk state.

### **Daily Processes**

- No Sharing of Bottles - Athletes should bring a minimum of 32oz of water to each practice/game
- Students will wear a mask to and from training sessions.
  - No mask will be worn during physical activity
  - If a student wants to wear a mask during physical conditioning, practice or game play they may
- Bathroom usage should follow the same procedures as the school day. Coaches will enforce proper social distancing and limit the number of athletes in the bathroom at one time.
- Pick up and drop off specifics for each sport as we will attempt to stagger practice start and end times to ensure we do not have overlap of students
  - Can not have loitering
- Small group activity is preferred when practicing. Limit the whole group/team activities when possible.
- The upstairs weight room and in C Wing hallway will be used for weight training.
  - The downstairs weight room will be closed until further notice.

- No max lifting at this time that requires full spotting techniques.
- All squat variations and bench variations will take place in a cage.
- Spotting will take place on the side of the bars for lifts needing a spot
- Practices can be 6 days a week and take place during normal operating hours of the school building.
- All equipment that is used during a game or practice will be wiped down after each practice or game by either the coaches, athletes and custodians.
- Student athletes will be responsible to clean any of their own personal equipment before and after each practice/game.
- Limit sharing of equipment when possible
- Student athletes should bring their own hand sanitizer to use
- Student athletes should go right home after their practice/game to shower and wash the clothes/uniform they wore.
- Students who may not be in school due to the school schedule in a hybrid or virtual model will only be allowed on campus 20 minutes after the conclusion of the school day. They may not arrive on campus any earlier.
- Students who are arriving from off campus should come dressed and ready for practices and should not need locker room access to change.
- Team meetings, film sessions and athletic study halls should take place virtually when possible.

### **Sign Ups**

Our parents/guardians will continue to use FamilyID to register their student athletes for sports at Hamden High School and Hamden Middle School. The link to create an account can be found on our athletic website, [www.hamden.org/athletics](http://www.hamden.org/athletics). Parents will be asked prior to the start of the season to electronically sign an updated waiver form. Any student athlete that does not have a current physical on file, is not signed up on FamilyID or their parent/guardian did not sign the waiver will be unable to participate in tryouts/practices until it is completed.

### **Transportation**

Transportation will be provided to and from all away games. The Athletic Department will follow the guidelines that all students in the district have to follow for transportation.

- Buses will operate at full capacity during low spread status. If moderate spread status develops bus capacity will be reduced requiring adjustments in school and athletics.
- Drivers, coaches and students will wear masks.
- Students will need to provide their own face masks.
- Any student who refuses to wear a mask will be met will not be allowed to travel with the team. A coach will contact the parent/guardian to inform them of the situation.
- Bus windows and roof hatches should remain open to increase ventilation.
- While loading the bus, students will take the first available seat from the back of the bus to the front.
- There shall be one student per seat.
- Only students playing or have the possibility of playing in a game will travel with the team on the bus.

- Parents will have the option to drive a student to their away game. The parent will need to email the Athletic Department the waiver for transportation at least 12 hours in advance of the scheduled bus departure. This is so the Athletic Department and our coaches can properly plan for transportation for our student athletes.

## **Scheduling**

Schedules will appear on [ciacsports.com](http://ciacsports.com). Parents, families and friends can sign up for schedule updates via emails/texts if they wish. Information can be found on our website on how to sign up for that feature.

Scheduling will be very fluid as compared to years past. Currently we plan on playing our schedule as it was approved. In reality, we will most likely have to change game times, locations and even opponents on short notice. The athletic department and our individual programs will try our best to provide student athletes and parents/guardians with an accurate team calendar for all events (practices/games.) The schedule for this school year will have movement that we have no control over. You can expect updates from our coaches to any practice changes. As stated before you can sign up online for information as to the game changes.

## **Practices**

Practices will be scheduled by your student athletes program's head varsity coach. We expect our student athletes to attend all practices unless there is a medical issue (see above.) Students displaying symptoms of illness should contact their coach/athletic department and not attend a practice/game. We ask parents/guardians to make sure students are dropped off and picked up at their designated time and location for everyone's safety.

Practices (as well as games) can occur any day of the week including Sundays. No program will exceed more than 6 consecutive practices in a week's time.

Please see daily procedures above for further information about practices.

## **Locker Room Usage**

No overnight storage of any personal items (shoes, shorts, shirts, etc.) will be permitted in the locker rooms.

Teams will have specific time slots for locker room and bathroom usage for before and after practice.

Field Hockey sticks can be stored in the designated space they were given once they are disinfected after their use by the athlete. Football helmets, shoulder pads and cleats shall be stored in their designated space after they have been disinfected by the student athlete. All other clothes or gear should go home at night.

## **Spectators at Games**

The decision to have spectators will be decided by the State of CT Guidelines, the our state and local health departments, CIAC, SCC and our School Administration.

If spectators are allowed at events, each spectator is required to wear a mask and proper social distancing will be enforced by school security. If a spectator does not comply with our security personnel they will be

asked to leave the school premises. If the spectator does not leave the premises, the game will be delayed until the spectator leaves. The number of spectators allowed at an event will be dependent on clearance listed above and on the size of the seating capacity we have for spectators and will vary from venue to venue. Our number one goal is to keep student athletes, coaches, school staff and officials safe at athletic events.

If spectators are allowed at indoor events, we will have specific entry points for our gymnasium and our pool areas for spectators to enter and exit through. These entrance points are to ensure we keep non-students out of the main part of the school building. There will be no use of the bathroom for spectators at any events at this time.

Families will be encouraged to sign up for a PlayOn Sports monthly pass to view games on livestream that take place in our gymnasium and on our two main turf fields. Further information will be shared at our pre-season meetings about this.

### **Training Room**

The training room will only be used for medical emergencies. The Athletic Trainer will visit each team prior to or at the beginning of practice to see the athletes and speak with coaches. Coaches will communicate daily with the trainer about any athlete's needs. Students or parents should also email the trainer ([jjiskra@hamden.org](mailto:jjiskra@hamden.org)) if they have any questions or concerns since they will be unable to have walk up service at this current time.

### **Music and Arts Extracurricular Activities**

Students will be able to have band and theater experiences this school year. In practices for band and theater, safety and social distancing will be enforced. Students will be required to wear masks when not playing an instrument or actively engaged in performing in a theater production.

During band practice students playing instruments will be 6ft apart or more with the exception of the trombone which will require 9 ft of distance or more.

Further information on the care and cleaning of instruments will be provided to students and families prior to the start of the school year.

For this school year, the selection of the theater production is under review. The school district will be selecting productions that will encourage our social distancing initiatives and follow our safety protocols.

### **Other Extracurricular Activities**

Clubs can and should still meet during the school year. We suggest that this takes place virtually when possible to increase numbers of attendees. Clubs have the ability to meet in person if the proper spacing is available for a club to meet and keep students the required 6 feet apart. Students will also have to wear a mask during all club activities.



# Appendix A: PANDEMIC (2020) Annex

**Quinnipiack Valley Health District (QVHD) contact info: (203) 248-4528**

A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population. The purpose of this annex is to provide procedures intended to mitigate spread of pandemic disease and reduce impact to school and surrounding communities.

## Goals and Objectives

- Prevention of pandemic disease within the school community.
  - Policies and procedures for preventative measures and response processes.
  - Cooperative relationships with local medical and health services.
  - Education of students and staff on preventative and protective practices.
- Minimize exposure, illnesses and deaths.
  - Identification and confirmation of pandemic.
  - Effective mobilization of medical and health services.
  - Limit exposure to the school community.
- Mitigation of impact to school community and educational operations.
  - Assessment of exposed facilities.
  - Organized return to normal educational operations.
  - Evaluation of impact.

## Before Pandemic Event

- Educate students on proper personal hygiene (handwashing), illness containment practices (covering mouth and nose when sneezing) and social distancing.
- Educate staff on symptom monitoring and appropriate methods of reporting identification of symptomatic concerns.
- Identify and supply rooms for potential quarantine of exposed individuals.
- Develop processes for discrete release of ill students to parents or guardians.
- Draft procedures to accommodate large numbers of absent students due to illness.
- Maintain supply of personal protective gear (PPE: masks, gloves, disinfectant, etc.) to reduce spread of disease.
- Review and update the HPS Distance Learning Protocol and associated agreements should a school closure become necessary. This may involve a limited alternative education plan limited to a small number of students who may have been exposed.
- Coordinate with QVHD to inform HPS staff, students, and families about prevention and response.
- HPS may be directed to assist in vaccinations as directed by QVHD.

## During Pandemic Event

- Confirm positive identification of symptomatic concerns.
- Initiate containment and quarantine procedures to isolate exposed individuals from the school community.
- Continue to coordinate with QVHD to inform current response needs.

- Distribute protective gear (masks/gloves, etc.) to the school community to reduce contracting of illnesses (if applicable).
- Implement social distancing for gatherings, classrooms and movement through buildings.
- Make accommodations for those who are considered high risk or have functional or emotional needs.
- Evaluate the situation and determine if school closing is necessary to reduce spread of illness.
- Communicate with parents/guardians of exposed students and initiate a process of release.
- Activate alternative education procedures for those in containment or released to parents/guardians.
- Make appropriate announcements to the school community and parents/guardians.

## After Pandemic Event

- Monitor QVHD notices and alerts to determine feasibility of return to facilities and operations.
- Document and track students and staff who were absent due to illness or are known to have suffered from illness.
- Evaluate exposed facilities for potential need of professional disinfecting/decontamination.
- Coordinate cleaning and disinfecting of facilities (if applicable). Replenish cleaning and hygiene supplies (if needed).
- Implement procedures to monitor and maintain continued contamination prevention.
- Coordinate emotional and psychological support for those returning and in need of additional services.
- Evaluate response operations and need for improvement for planning purposes.
  - PHYSICAL PLANT
    - Were there unexpected costs associated with buildings upon reopening?
    - Did the buildings remain secure when not in use?
    - What services were the buildings used for?
    - Did the use of the buildings for services work well?
    - Were there enough cleaning supplies for all buildings and buses?
    - Were there contractual agreements being prepared or signed just before closing that needed to be addressed? Is the project essential or should needs be reevaluated? Is funding still available?
    - Are there unfinished projects (i.e. remodeling) that need to be completed?
    - Are continued precautions necessary (due to recent event)?
  - FISCAL
    - Are continued precautions necessary (due to recent event)?
    - Is documentation available for potential reimbursements? Are guidelines for reimbursement being followed?
    - What costs were expended in excess of what was budgeted?
    - What donations were received during the closure period?
    - Was business technology available remotely to essential staff during closure?
    - Was the processing of bills/payments able to continue during the closure?
    - Were there agreements in place that had to be suspended?
      - Is the role of the School Resource Officer defined during closure?
      - Was there a cost to the suspension of the agreements?
    - How many staff were laid off or not paid during the closure?
      - Did FMLA apply?

- ☐ Were any employees eligible for Workers' Compensation?
  - ☐ Are benefits extended or suspended?
- Are there mechanisms in place to sustain costs for supportive care for students?
- Assess the process for providing food to students in need.
  - ☐ Was the process sufficient or in need of improvement? ○ What were the challenges in supply?
  - ☐ Were delivery resources available and supported?
  - ☐ Were there contingency plans and were those plans effective?
- ACADEMIC
  - Are there changes needed to our closing and opening procedures?
  - Did the school's remote electronic learning tools work? Are there electronic learning tools that worked better?
  - How many students were unable to use remote electronic learning tools? How many students/families did not have the Internet?
  - Did the school have learning devices to send home with students?
  - What is the cost of remote learning tools?
  - Did teachers struggle to use electronic remote learning tools?
  - How many hours of instruction were lost?
  - Will there be continued integration of technology into daily learning?
  - Can a long-term remote learning environment be supported?
  - Does the school technology infrastructure need to be updated/replaced? Is funding available to acquire necessary supporting technology/equipment?
  - Would devices be acquired for every student?
  - Was Internet service enough for remote learning needs? Were supplemental materials needed? Is there a way to provide internet service to all students?
  - Can disruptions in Internet service be avoided or overcome?
- PSYCHOLOGICAL AND EMOTIONAL: Address concerns for continued psychological or emotional support.
  - Was there a plan in place for continued monitoring of students engaged in mental health care? Who was responsible for monitoring children and families?
  - How many students/families were referred to mental health services during the closure period? How many were referred and were unable to receive mental health services and why?
- STUDENT/STAFF PHYSICAL RECOVERY
  - Were external resources readily available to provide testing?
  - Was the screening process effective?
    - ☐ Were facilities/areas designated for screening sufficient?
    - ☐ Was enough staff available?
  - Were there any concerns with privacy or intrusions?
    - ☐ Are there reports of parental or guardian complaints?
    - ☐ Were students comfortable with the process?
    - ☐ Could staff have processed screening more effectively and with further discretion?

## Sample Letter to Parents: School Closing



Jody Goeler, Superintendent of Schools

Chris Melillo, Assistant Superintendent

[Date]

Dear Parents, (staff)

Quinnipiack Valley Health District (QVHD) officials have recommended that \_\_\_\_\_ school(s) in Hamden close immediately due to the pandemic.

The school(s) may be closed for several days or weeks to reduce contact among children and stop the spread of the virus. We know this is a hard time for our community and our hearts go out to those who are ill.

We will remain in contact with you to update the status of the school(s). You may wish to check our school district webpage for updated information and tune to local news stations for more details about our plans to continue education and possibly reopen the school(s).

Please continue to implement the following measures to protect against the virus:

- Stay home from work or school and limit contact with others if you are sick.
- Cover your nose and mouth with a tissue when you cough or sneeze and properly discard used tissues. If no tissue is available, cough or sneeze into your upper sleeve, not your hands.
- Frequently wash your hands with soap and water or use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth.
- Avoid close contact with anyone who is ill.

For more information, call QVHD at (203) 248-4528 and check their website at <http://www.qvhd.org/>.

Respectfully,



**Sample Letter to Parents: Confirmation of a positive COVID-19 case in a neighboring District or to disclose a positive COVID-19 case within a school.**

Jody Goeler, Superintendent of Schools

Chris Melillo, Assistant Superintendent

[Date]

Dear Parents, (staff)

As of this writing, there have been no confirmed cases of COVID-19 virus in \_\_\_\_\_ Hamden. However, there has been a confirmed case in [District].

Or: As of this writing, there has been a confirmed case of COVID-19 of this virus in \_\_\_\_\_ (school).

At this time, Quinnipiack Valley Health District (QVHD) officials tell us that students can continue to safely attend classes and schools will remain open. The spread of the virus will be monitored closely in the coming days and we will follow recommendations of public health officials in response to any changes in the status of the virus which could affect our schools and community.

In the event there are confirmed (or additional confirmed) cases in Hamden, we will work with QVHD to carefully evaluate necessary actions. If school closings become necessary, we will inform our community immediately using our website, phone calls, and the media.

Please continue to implement the following measures to protect against the virus:

- Stay home from work or school and limit contact with others if you are sick.
- Cover your nose and mouth with a tissue when you cough or sneeze and properly discard used tissues. If no tissue is available, cough or sneeze into your upper sleeve, not your hands.
- Frequently wash your hands with soap and water or use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth.
- Avoid close contact with anyone who is ill.

For more information, call QVHD at (203) 248-4528 and check their website at <http://www.qvhd.org/>.

Respectfully,



## Sample Letter to Parents: School Reopening

Jody Goeler, Superintendent of Schools

Chris Melillo, Assistant Superintendent

[Date]

Dear Parents, (staff)

Quinnipiack Valley Health District officials have stated it is now safe to reopen schools. Our schools will open on \_\_\_\_\_, at which time, students may safely return to class.

Even though school is opening, there are still some people who are sick from the virus. Health officials say that pandemic virus outbreaks sometimes happen in waves. This means more people could become sick soon again. If more people get sick, schools may need to close again. We will continue to provide you with the most vital and up-to-date information as soon as possible.

Because the virus can still be spread person-to-person, please keep children who are sick at home. Please continue to implement the following measures to protect against the virus:

- Stay home from work or school and limit contact with others if you are sick.
- Cover your nose and mouth with a tissue when you cough or sneeze and properly discard used tissues. If no tissue is available, cough or sneeze into your upper sleeve, not your hands.
- Frequently wash your hands with soap and water or use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth.
- Avoid close contact with anyone who is ill.

We are looking forward to seeing your children again. Please remain alert for any news media updates and periodically check the District's website for updates or other pertinent information. For more information, call QVHD at (203) 248-4528 and check their website at <http://www.qvhd.org/>.

In the near future, we will provide you more information about how school days and schoolwork missed during the school closure will be made up. We will also send you a revised school year calendar as soon as possible.

If your child has any physical or mental health needs because of the virus outbreak, please let your child's school know as soon as possible.

Respectfully,

## Appendix B: Daily Student Health Assessment

Assess your child each morning before school.

### IMPORTANT QUESTIONS TO CONSIDER:

1. Have you or your child been in contact with anyone who was diagnosed with COVID-19?
2. Is anyone sick in your household?

### SYMPTOMS OF CONCERN:

- Trouble Breathing.
- Pain or pressure in the chest.
- Confusion or difficult to arouse.
- Blue coloring of the lips or face.

If these symptoms occur, contact your child's Pediatrician or go to the Emergency Room

OR

When in doubt, or if your child is not improving call the Pediatrician.

### SYMPTOMS OF POSSIBLE COVID-19:

- Can be similar to adults, however many times children present with mild symptoms. It can be difficult to determine the cause of the symptoms. Symptoms might include:
  - Cold-like symptoms, such as fever, runny nose, sore throat, headache and/or cough.
  - Pink eyes or a flat red rash on the trunk and face.
  - Swollen hands and feet.
  - Loss of smell or taste.
  - Abdominal pain, vomiting and diarrhea may also occur.
  - Symptoms can develop 2-14 days after exposure.
- The virus is more common in children older than five.
- The majority of children who develop the coronavirus have contacted it from household members or from others in the community.

### DESCRIPTION OF SYMPTOMS:

- Fever – is 100.4 degrees Fahrenheit or higher.
- Cough – how often does the cough occur, does anything come up with the cough?
- Trouble Breathing – does your child appear to be breathing faster than usual, is their chest pulling in when they breathe, do their nostrils flare out with breathing, are they having trouble talking?

- Chest discomfort – does your child complain that their chest feels tight, hurts or feels funny? Is your child more irritable, difficult to soothe or difficult to awaken?
- Does your child not want to play or interact with you or others?
- Does your child appear dehydrated – no tears when crying, dry mouth, no urine for 8 hours (fewer wet diapers)?

### **CARE FOR YOUR CHILD:**

- Stay home and avoid contact with anyone outside of your household.
- Do not play with anyone outside of your family.
- If your child must go out, wear a facemask if possible.
- Provide a healthy diet and adequate liquids (milk or water).
- Establish a schedule for school work (if home) and play.
- Enforce bedtimes.
- Cover coughs and sneezes with either a tissue or elbow.
- Wash hands often for at least 20 seconds.
- Avoid touching your face, avoid hands in the mouth, and avoid rubbing eyes.
- Clean high touch surfaces daily with soap and water, followed by a household cleaner.
- Do not share dishes/glasses.



## Appendix C: HPS COVID-19 Cleaning and Disinfecting Plan

All recommended preventive building cleaning measures are done on a daily basis to combat the spread of colds and flu. However, in response to increased concern, we are coordinating resources and supplies for additional preventive cleaning and disinfection.

- We have coordinated custodial hours for enhanced disinfecting and provided appropriate equipment and training.
- We have purchased and upgraded cleaning equipment.
- The District has maintained cleaning and disinfecting supplies in stock.
- The Facilities Department will follow all State and federal guidelines for these activities.

### **Targeted Disinfection Guidelines-**

#### **Close off the area to be cleaned and disinfected. Post sign boards.**

- Always follow label directions on cleaning products and disinfectants. Wash surfaces with a neutral cleaner to remove dirt and germs first. Rinse with water; use a fresh disinfectant solution to kill germs.
- Target disinfect daily all common touch point areas.
- Toilet rooms, locker rooms will be done twice daily, once during the day and once at night. Nurses' offices will be done daily, or as directed by the supervisor.
- During alternate school day schedule, Fridays will be dedicated to full deep cleaning and disinfection.

### ***DISINFECTANT***

To make and use the disinfectant solution: BETCO pH7Q Dual

- Mix disinfectant in the dispensing bottle following the manufacturer's instructions as needed. Other disinfectants may be used as directed by the Custodial Manager.
- Spray the solution to the surface lightly. To achieve maximum germ reduction, the cleaned surfaces shall be left glistening wet and be allowed to air dry. Keep the area closed for 30 minutes.
- Even though combination products have been developed to both clean and disinfect, the best practice is to clean a surface first and then apply the disinfectant. Some disinfectants lose effectiveness in the presence of dirt, dust and other organic matter. The disinfectant should be left on the surface for the recommended amount of dwell or kill time and then rinsed or wiped (if recommended). Since different products have specific dwell times, ranging from 30 seconds to 10 minutes, we require 10-minute dwell time regardless.
- Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting. Wash your hands with soap and water before and after your shift.

### ***Sanitizing Wands***

Mix the sanitizing tab according to the manufacturers' guide

- Spray the solution on the surface lightly. To achieve maximum germ reduction, the cleaned surfaces shall be left glistening wet and be allowed to air dry. Leave the area closed for a minimum of 30 minutes.
- Even though combination products have been developed to both clean and disinfect, the best practice is to clean a surface first and then apply the disinfectant. Some disinfectants lose effectiveness in the presence of dirt, dust and other organic matter. The disinfectant should be left on the surface for the recommended amount of dwell or kill time and then rinsed or wiped (if recommended). Since different products have specific dwell times, ranging from 30 seconds to 10 minutes, we require 10-minute dwell time regardless.

## **COVID-19 Cleaning and Disinfecting Checklist**

### **Restrooms:**

- ☐ Toilets/urinals – all parts especially seat & handles
- ☐ Sinks – basin and handles
- ☐ Dispensers – hand towel, tissue, hand soap & Common Touch Points (CTP) such as levers
- ☐ Doors – handles and push plates
- ☐ Stalls – all CTP such as handles locks and grab bars
- ☐ Floors

### **Classrooms:**

- ☐ Desk and table tops
- ☐ Chairs
- ☐ Counters
- ☐ Computer keyboards and mice
- ☐ Phone
- ☐ Pencil sharpeners
- ☐ Shared tools
- ☐ Props and toys
- ☐ Door handles/plates
- ☐ Hard floors
- ☐ Carpet (if vomit has been observed)

### **Cafeteria:**

- ☐ Tables and seats
- ☐ Common Touch Points (CTP) in the serving line
- ☐ Door handles
- ☐ Vending machines

### **Athletic Areas:**

- ☐ Wrestling mats, work-out equipment and any other shared equipment
- ☐ Lockers
- ☐ Door handles
- ☐ Showers and handles

### **Office/Conference Rooms:**

- ☐ Counters, conference tables and shared desks
- ☐ Copy machines and selection pads
- ☐ Door handles
- ☐ High-touch tools (e.g. sign-In clipboards and pens)

**Entryways:**

- ☐ Door handles and other CTP

**Stairways:**

- ☐ Hand railing and other CTP

**Hallways:**

- ☐ Door handles
- ☐ Drinking fountains
- ☐ Elevator buttons
- ☐ Other CTP (e.g. counters)

**Health Office (daily):**

- ☐ Seats/ couch
- ☐ Grab rails
- ☐ Other CTP
- ☐ Counter tops
- ☐ Toilet rooms/ sinks
- ☐ Door handles
- ☐ Scale

BETCO disinfection video link:

<http://betco.litmos.com/course/110251/module/529589?moduletoken=6VCsAFQMPf0dz647iU-W6HRtKDtYrD3yJv~mRSzrVDYr5hbraHba87yPJIKotai&LPId=50732>

## Infection Prevention and Control in the Setting

### Infection Control Measures

The spread of communicable diseases can be controlled by the use of good infection control practices. Infection control practices include: age-appropriate immunization requirements for school entry; utilizing and teaching proper hand hygiene, respiratory hygiene/cough etiquette and standard precautions; utilizing appropriate personal protective equipment for staff; cleaning and disinfecting as per CPS custodial protocol. Some diseases require more specific prevention measures.

### Hand Hygiene

Proper hand hygiene is the single most effective way to prevent the spread of most infections. Several studies have indicated an association between hand washing or use of alcohol-based hand sanitizers and reduction in school absenteeism due to infectious illnesses. Hand sanitizer is *not* a substitute for soap and water for certain situations, specifically after toileting. All bathrooms will be kept supplied with adequate soap and paper towels.

Custodial staff will check bathrooms daily for soap, paper towels and bathroom tissue locate trash receptacles near doors, chock doors open when appropriate.

Staff and students should practice hand hygiene:

- before eating or handling food; after toileting; and,
- after contact with blood or body fluids, non-intact skin, or nasal and respiratory secretions.
- To properly wash and clean hands, wash hands with soap and water when they are visibly soiled. Wet hands first with water, apply soap, and rub hands together vigorously for at least 20 seconds. Rinse hands with water and dry thoroughly. Use a towel to turn off the faucet.

*Purell* or other hand sanitizers can be used as a quick and effective way to sanitize your hands when they are **not visibly soiled**.

#### **Fire Safety Issues:**

Purell and other effective hand sanitizers contain 70% ethanol to kill bacteria and viruses. This makes them quite flammable. Fire Regulations require that:

- Dispensers not be installed next to or above electrical outlets, switches, or near other sources of ignition (including electrical devices or oxygen outlets).
- A width of 6 feet or greater is required for dispensers to be mounted in corridors.
- Dispensers must not be installed over carpeted surfaces unless they are located in a sprinklered smoke compartment.

## **Standard Precautions**

Standard precautions are used for all contact with blood and other body fluids, secretions, and excretions; non-intact skin; and mucous membranes. These precautions must be used at all times, regardless of a person's infection status or diagnosis.

Appropriate equipment must be readily available to staff members who are responsible for the cleanup of bodily spills.

Standard precautions include:

- Follow hand hygiene guidelines (see above).
- Wear gloves (clean, non sterile) when touching blood, body fluids, non-intact skin, or contaminated items. Always practice hand hygiene whenever gloves are removed. Gloves are not a substitute for hand hygiene.
- Gowns, masks, and eye protection should be worn during procedures and activities that are likely to generate splashes or a spray of blood or body fluids.
- Disinfect surfaces and equipment contaminated with blood or body fluids using a 1:10 solution of bleach for 30 seconds, or any EPA-approved disinfectant used according to manufacturers' recommendations. Bleach solutions should be mixed on a routine basis and stored in an opaque bottle.
- Dispose of all sharps in a puncture-proof container, this includes cutting tools that may have caused injury during use. (Scissors, exacto etc.)
- Dispose of infectious waste (anything contaminated with blood or body fluids) in a leak-proof sealable bag.

### **Custodial Staff Procedure**

If necessary, block off the area. Assemble the necessary equipment: Approved disinfectant, gloves, paper towels, disposal bag (if necessary), a mop, bucket, and wringer. Optional equipment: gown, booties, cap, goggles, and wet floor sign.

- Put on gloves
- Spray floor with an approved disinfectant and let soak for 3-5 minutes.
- Wipe up with paper towel and place all contaminated paper towels in plastic disposal bag.
- Repeat process as many times as necessary to make sure that all material has been removed from the floor and other surfaces.
- When all blood or body fluids have been removed, spray area again with an approved disinfectant and allow to dry for 10 minutes.
- Seal bag and dispose outside of classroom.
- If a mop is used, mop head must be removed immediately after use and disposed of, as per protocol.

**Respiratory Hygiene/Cough Etiquette**

Posters and signs to remind students and staff about cough etiquette and hand hygiene will be displayed in bathrooms, cafeteria, classrooms etc. In addition, parents/guardians will receive similar information through school communication forums such as newsletters, and will be reminded to keep sick children home from school.

Education of students and staff on appropriate cough etiquette includes:

- Cough or sneeze into the elbow crease if no tissue is available.
- Cover the mouth and nose with a tissue when coughing or sneezing and immediately dispose of tissue into a wastebasket.
- Practice hand hygiene often.

## Appendix D: Guidance Concerning COVID-19 Modifications to Emergency Drills and Procedures (pending updates from the CT Division of Emergency Management and Homeland Security - DEMHS)

School safety drills should follow established procedures while allowing for COVID-19 mitigations. Actual emergencies should be triaged for priority. COVID-19 poses a possible health risk for anyone exposed to the virus. A fire or active threat situation poses an imminent or substantial threat to life and must take precedence over the possible health risk. In a fire drill, the possible health risks of COVID-19 rises to the top and should be a priority. However, in the event of an actual fire the imminent or substantial threat to life takes precedence over COVID-19. Actions such as physical distancing and wearing masks drop down in level of importance or necessity and evacuating to protect lives and prevent injury rises up in importance. Once there is no longer imminent or substantial threat to life, then COVID-19 precautions should once again rise up in level of importance. Specifically, the higher category of threat to life ends, and the underlying COVID-19 risk, which never went away, is now at the forefront.

The following considerations offer recommendations for conducting safe and practical drills and exercises by modifying procedures or incorporating other methods. Schools are encouraged to evaluate these recommendations in partnership with local emergency services, health departments and other key organizations to determine how the guidelines should be applied. Inviting emergency responders to observe and/or participate in all drills is encouraged.

**Temporary Evacuations (Fire Drills):** Conducted to ensure students and staff are familiar with evacuation procedures in the event of a fire within the facility. Modifications might include:

- Activating the fire alarm to familiarize occupants with the sound and explain procedures.
- Practicing evacuation in a slower, methodical process while emphasizing appropriate personal physical distance and wearing masks.
- Conducting drills more frequently and alternating small groups to reduce the number of individuals evacuating at any given time.
- Closely monitoring more points along evacuation routes to limit congestion.
- Identifying “one-way” avenues or hallways to avoid congestion and “crossing paths.”
- Pointing out common staging areas for emergency response vehicles and explaining possible avenues of approach.
- Expanding rally points to accommodate distancing.
- Staging handwash/sanitizing stations and directing students to wash/sanitize hands prior to returning to rooms.

**Stay in Place:** Conducted in accordance with mitigations already employed in the classroom and school setting.



**Take Shelter/Shelter in Place:** Conducted to practice moving students and staff to a safe location within a building or structure in the event of a tornado or severe weather warning. Modifications might include:

- Scheduling additional time to conduct each drill.
- Clearly announcing the drill and practicing it in a slower, methodical process while emphasizing appropriate personal physical distance and wearing masks.
- Modifying shelter locations to ensure physical and cohort distancing.
- Moving students to the shelter location one cohort at a time.
- Identifying “one-way” avenues or hallways to reduce congestion and “crossing paths.”
- Applying clear signage to identify shelter locations and pointing out signage on a regular basis.
- Stage wash/sanitizing stations in or near shelter locations and directing students to thoroughly wash/sanitize hands prior to returning to rooms.

**Lockdown:** Lockdown drills are conducted as a response to the threat of a violent intruder inside the school. ALICE protocols would still apply including evading by exiting the school premises if possible. Modifications might include:

- Conducting more frequent, small drills with smaller cohorts of students/staff.
- Discussing drill procedures for barricading, while employing social distancing in classrooms, if evading the threat is not possible.
- Practicing procedures to move small groups to safe locations while emphasizing appropriate personal physical distance and wearing masks.
- Staging wash/sanitizing stations at safe locations and directing students to wash/sanitize hands prior to returning to rooms.

**Bus Evacuation Drill:** Conducted in emergency response for passengers and drivers. Modifications may include:

- Conducting the drills in a slower and methodical pace while encouraging personal physical distancing and wearing masks.
- Practicing evacuations with a smaller group of passengers and rotating participants.
- Conducting procedures in a secure parking lot to ensure room for physical distancing.
- Providing sanitizing products for passengers and directing students to sanitize hands during pre-determined points of the procedures.