

REOPENING TRANSITION PROPOSAL 2020-2021 SCHOOL YEAR

Hamden Public Schools

Reopening Committee

Jody Ian Goeler - Superintendent

Christopher Melillo - Assistant Superintendent

- Tom Ariola - Chief Operating Financial Officer
- Erin Bailey - Principal, Bear Path School
- Michelle Coogan - Principal, HMS
- Tom Dyer - Director of Athletics
- Gary Highsmith - Director of Human Resources
- Karen Kaplan - Director of Technology, Communications, and Innovation
- 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

HPS Reopening Subcommittees

Safety, Transportation, Food Service

- Co-chairs:
 - Tom Ariola - COFO
 - Dan Levy - Principal, West Woods School
- Members:
 - Charlotte Charbono - First Student
 - Paul DeMaio - First Student
 - Marsha Guglielmino - HPS Lead Nurse
 - Randall Mel - Whitsons Group
 - John Prunier - Whitsons Group
 - John Cross - Director of Facilities
 - Dr. Patrick Asiedu M.D. PhD. - District Medical Advisor

Athletics and Extracurricular Activities

- Chair:
 - Tom Dyer - Director of Athletics
- Members:
 - Amanda Forcucci - Director of Physical Education and Health, Coach
 - Eric Nyquist - Director of Fine Arts
 - Tina Bouchard - Coach and Teacher, HHS
 - Rob Mandel - Intramural Coordinator, HMS
 - Jill Newall - Nurse, HHS
 - Jerzy Iskra - Athletic Trainer, HHS

HPS Reopening Subcommittees

Teaching and Learning

- Co-chairs
 - Sue Smey - Director of Media, Assessment, and Intervention
 - Linda Morbidelli - Director of Mathematics
- Members:
 - Anna Lisa Aurora - Social Studies Teacher, HHS
 - Jennifer Britton - Special Education Teacher, HMS
 - Elizabeth Caldwell - Music Teacher, Helen Street
 - 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, Church Street
- Members (continued)
 - Karen Kaplan - Director of Technology, Communication, and Innovation
 - Beth Lapman - Director of ELL/World Language
 - Pam Mancini - Elementary Art Teacher
 - Diane Marinaro - President of Education Association
 - Mike McDermott - Coordinator of Secondary Special Education
 - Julia McNamee - Director of English Language Arts
 - Michelle Mule - Math Teacher, HMS
 - Eric Nyquist - Director of Fine Arts
 - Robin Riccitelli - Coordinator of Elementary Special Education
 - Allison Rosenberg - Elementary Teacher, Spring Glen
 - Tracy Stockwell - Director of Science
 - Jennifer Vienneau - Director of Social Studies

HPS Reopening Subcommittees

Wellness

- Co-chairs:
 - Erin Bailey - Principal, Bear Path School
 - Theresa Ott - Director of PPS
- Members:
 - Beth Delancy - Elementary Special Services Coordinator
 - Amanda Forcucci - Director of Physical Education and Health
 - Barbara Perrotti - Assistant Principal, Hamden Middle School
 - Scott Trauner - Assistant Principal, Hamden High School
 - Angela Ames - Math Teacher, HHS
 - Paul Scoffone - Social Studies Teacher, HHS
 - Janice Mira-Keenan - Spanish Teacher, HMS
- Members (continued):
 - Kelly Wade - Elementary Teacher, Ridge Hill
 - Lauren Alibozek, Physical Education Teacher, Bear Path
 - Judy Campbell - School Psychologist, HHS
 - Teryn Scesina-White - Social Worker, HMS
 - Susan Paluzzi - School Psychologist, HMS
 - Val Sousa - School Psychologist, Shepherd Glen
 - Michael Diaz - Social Worker, Church Street
 - Bailey Keehan, Social Worker, West Woods
 - Donna Nolan, School Psychologist, Spring Glen
 - Kelly Hilliard - School Psychologist, Outplacement Coordinator
 - Loretha Felton - PPS Specialist, Social Worker

HPS Reopening Subcommittees

Communications and Synchronous Learning

Chair:

- Karen Kaplan - Director of Technology, Communication and Innovation

Members:

- Stacie D' Antonio - Principal, Ridge Hill School
- Elisa James - Media Specialist, HHS
- Elizabeth Lapman - Director of World Language and EL
- Mike Lorenzo - Principal, Helen Street
- Julia McNamee - Director of English Language Arts
- Melinda Saller - Secretary, Board of Education
- Tegan Willis, Assistant Principal, HHS

HPS Reopening Subcommittees

Operations

- Chair:
 - Christopher Melillo - Assistant Superintendent
- Members:
 - Erin Bailey - Principal, Bear Path
 - Michelle Coogan - Principal, Hamden Middle School
 - Nadine Gannon - Principal, Hamden High School
 - Gary Highsmith - Director of Human Resources
 - Michael Lorenzo - Principal, Helen Street
 - Linda Morbidelli - Director of Mathematics
 - Sue Smey - Director of Media, Intervention and Assessment
 - Tegan Willis- Assistant Principal, Hamden High School

Professional Development

- Co-chairs:
 - Erin Bailey - Principal, Bear Path
 - Karen Butler - Principal, Church Street
 - Christopher Melillo - Assistant Superintendent
- Members:
 - Michelle Coogan - Principal, Hamden Middle School
 - Nadine Gannon - Principal, Hamden High School
 - Dr. Tamika LaSalle - Associate Professor, UCONN
 - Dan Levy - Principal, West Woods
 - Linda Morbidelli - Director of Mathematics
 - Kellen Nixon - Consultant, Nixon & Company
 - Sue Smey - Director of Media, Intervention and Assessment

This proposal has been developed with student, staff and safety of our community as a top priority. This path is the most reasonable to both ensure and support educational efficacy and student safety.

GUIDING PRINCIPLES CENTER FOR DISEASE CONTROL (CDC)

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

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

Modified Layouts

CDC Guidelines

- Space seating/desks at least 6 feet apart (more in certain areas such as band and chorus courses)
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.

HPS Commitments to Safety

- Space seating/ desks at least 6 feet apart (12 in areas such as Band and Chorus)
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Removal of all additional furniture, rugs, EG.

Communal Spaces

CDC Guidelines

- Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between use.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

HPS Commitments to Safety

- Stagger use of playground equipment as necessitated by cohorting of students in Physical Education classes and recess opportunities
- Add physical barriers, such as plastic flexible screens between bathroom sinks especially when they cannot be at least 6 feet apart.

Identifying Small Groups and Keeping them Together (Cohorting)

CDC Guidelines

- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Limit mixing between groups if possible.

HPS Commitments to Safety

- Utilize communal spaces as classroom spaces to allow for social distancing and cohorting
- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Limit mixing between groups

Staggered Scheduling

CDC Guidelines

- When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (**maintaining distance of approximately 6 feet**) between employees and others, especially if social distancing is recommended by state and local health authorities.

HPS Commitments to Safety

- All available spaces will be utilized as classroom spaces to ensure proper social distancing by reducing student population
- To the extent possible, students requiring specialized instruction will meet virtually through Google meet or Zoom for synchronous instruction with service providers to minimize mixing of cohorts
- Organize traffic flow during arrival and drop off to minimize cohort mixing
- Create traffic patterns, i.e., one way hallways, staircases)

Ranked by physicians from TMA-COVID19 Task Force and the TMA Committee on Infectious Disease

On a scale of 1 to 10

- School is a moderate risk (6)
- Airline Travel is a moderate-high risk (7)



COVID-19

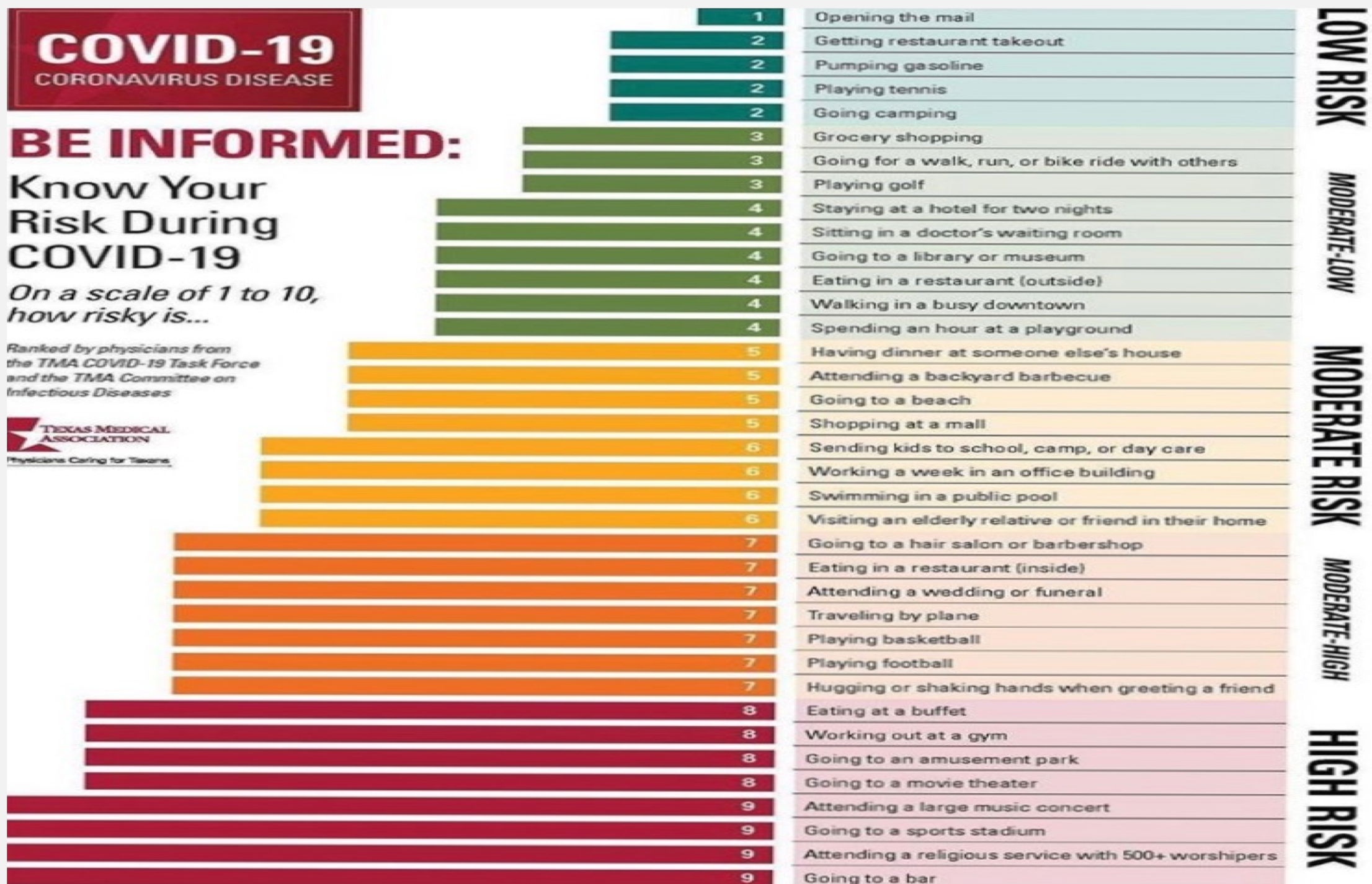
CORONAVIRUS DISEASE

BE INFORMED:

Know Your Risk During COVID-19

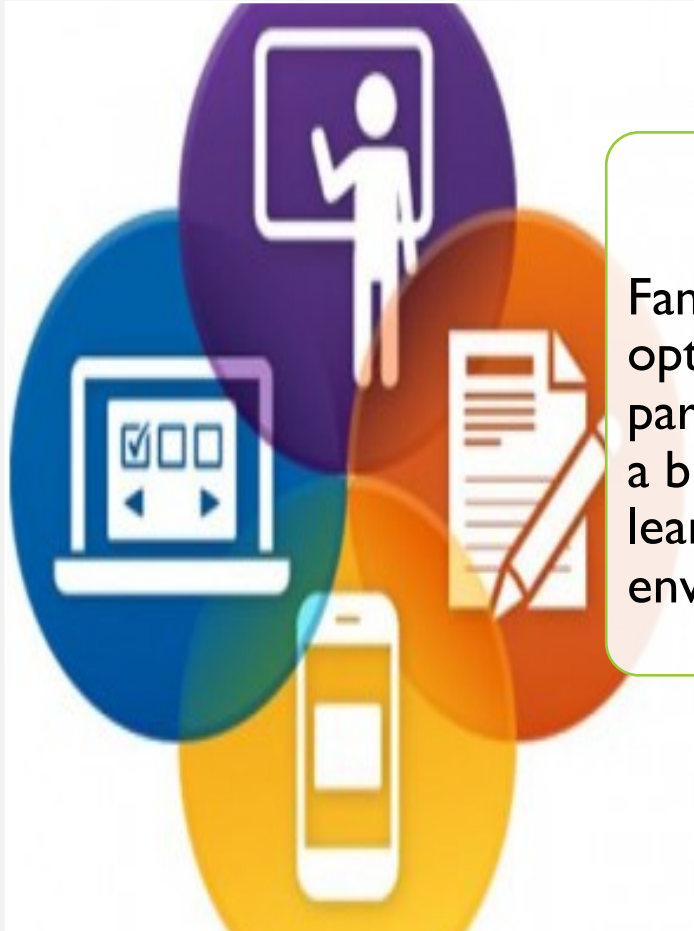
On a scale of 1 to 10, how risky is...

Ranked by physicians from the TMA COVID-19 Task Force and the TMA Committee on Infectious Diseases



SCHOOL REOPENING OPTIONS

Hybrid Model



Families may opt to participate in a blended learning environment

Full Distance Learning



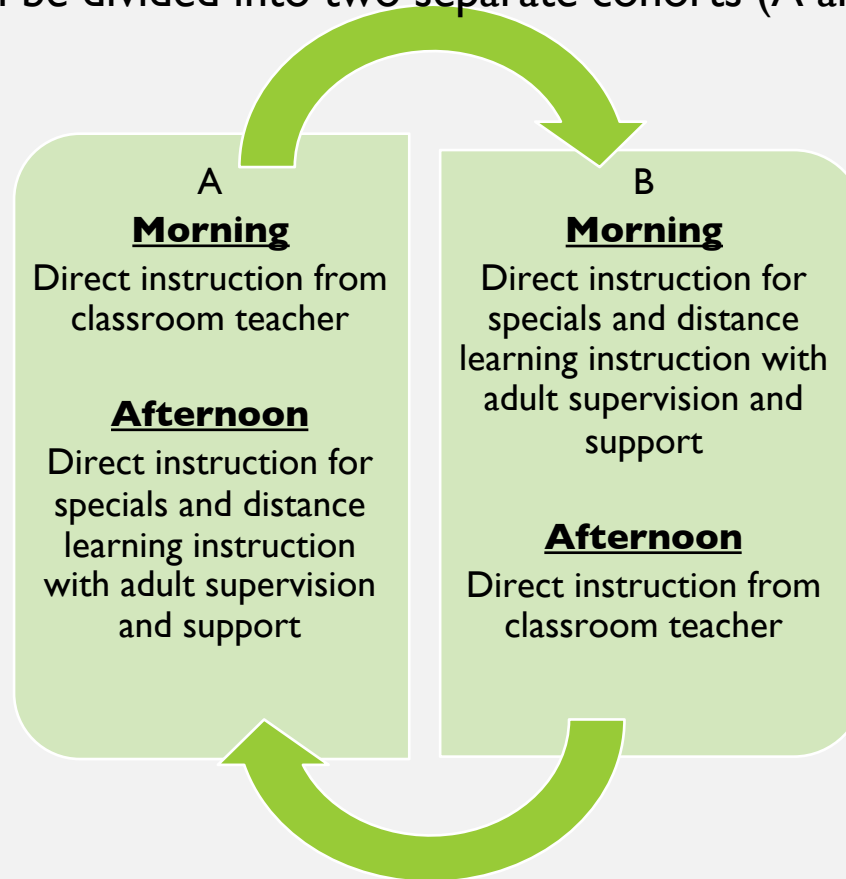
Families may opt to engage in full online learning

ELEMENTARY SCHOOLS

- Create alternate classrooms which will allow for classes to be in two separate and distinct cohorts
- Students will attend in person 5 ½ hours per day, 4 days per week
- Allocate staff to ensure effective cohorting of students
- Utilize common areas as alternate classrooms (cafeteria, gyms, art rooms, computer labs, music rooms, media centers, large offices)
- Potentially move sixth grade to Wintergreen School as a means to free up classroom space at the elementary schools
- Remove excess furniture from all classrooms and open folding walls as a means to increase usable space
- Provide collaboration time for planning for equitable instruction and professional learning as educators will be tasked to not only develop lessons for in house instruction, but also for a distance learning platform
- Ensure time for specified cleaning and disinfection of the buildings

ELEMENTARY MODELK K-5 IN SCHOOL 4 DAYS PER WEEK

Classes will be divided into two separate cohorts (A and B)



After dismissal teachers will use the remainder of the workday for planning and supporting distance learning

ELEMENTARY MODEL
K-5
DISTANCE LEARNING AT HOME | DAY PER WEEK

- Teachers will:
 - Use a portion of the day to plan for in-person instruction
 - Connect with students online
 - Collaborate with grade level colleagues
 - Participate in professional learning
- Students will engage in synchronous and asynchronous distance learning activities
- Paraprofessionals and tutors will continue to support students in distance learning activities
- Support Staff will ensure timely scheduling of PPT and 504 meetings

Wraparound Services

- The district is currently exploring a supplemental Common Core/ STEM Enrichment Activities for students in Grades K-6 from Right at School or the YMCA

Before and After School Programming

Right at School and the YMCA will continue to provide flexible before and after school care on a sliding scale.

Grade 6

2-3 Days In-Person Instruction
2-3 Days Distance Learning

- Grade 6 students will move to Wintergreen School
- 5 ½ hours per day
- Half the student population will arrive on two consecutive days AA, ½ of the student population will arrive on alternate consecutive days BB.
- Students will be assigned to their elementary school homeroom teachers
- Classes will remain departmentalized, and teachers will rotate through classes
- Students will receive 2-3 days of synchronous and asynchronous distance learning per week
- Shortened day will be necessary to provide planning and distance learning support

Monday
Group A
Direct Classroom
Instruction
Group B
Distance Learning

Tuesday
Group A
Direct Classroom
Instruction
Group B
Distance Learning

Wednesday
Group B
Direct Classroom
Instruction
Group A
Distance Learning

Thursday
Group B
Direct Classroom
Instruction
Group A
Distance Learning

Friday
Group A
Direct Classroom
Instruction
Group B
Distance Learning

Monday
Group A
Direct Classroom
Instruction
Group B
Distance Learning

Grade 7-12

2-3 Days In-Person Instruction
2-3 Days Distance Learning

- 5 ½ hours per day
- ½ of the student population will arrive on two consecutive days AA, ½ of the student population will arrive on alternate consecutive days BB.
- Students will receive 2-3 days of synchronous and asynchronous distance learning per week
- Shortened day will be necessary to provide planning and distance learning support

Monday
Group A
Direct Classroom
Instruction
Group B
Distance Learning

Tuesday
Group A
Direct Classroom
Instruction
Group B
Distance Learning

Wednesday
Group B
Direct Classroom
Instruction
Group A
Distance Learning

Thursday
Group B
Direct Classroom
Instruction
Group A
Distance Learning

Friday
Group A
Direct Classroom
Instruction
Group B
Distance Learning

Monday
Group A
Direct Classroom
Instruction
Group B
Distance Learning

Assumptions

Subject to Change

The outline assumes ALL students and ALL staff are returning. As such hours of operation are subject to change dependent on various factors:

- Number of students returning to in person instruction
- Number of staff unable to return for in person instruction
- Time needed for planning and collaboration given the necessity of teachers to effectively execute both in-person and distance instruction
- Level of COVID -19 community transmission
- COST
 - increases in staffing support
 - cost of moving Grade 6 to Wintergreen
 - costs of PPE, etc