

Bristol Public Schools

*Collaborate,
Innovate,
Elevate*

District Reopening Plan
2020

BRISTOL PUBLIC SCHOOLS

TEACH & LEARN WITH PASSION & PURPOSE

Teach & Learn
with
Passion & Purpose

Excellence
Innovation
Trust
Inclusiveness
Accountability

Bristol Public Schools

Reopening Goal

Above all else, upon the reopening of schools, our students will be assured to learn and thrive in a **safe, and emotionally and intellectually supportive school and classroom environment**. Our students will learn through **high-quality, equity-centric instruction** delivered by skilled educators who **hold high expectations** for their learning, following our Vision of the Graduate and BPS curricula.



Re-opening Committee Members and Work Groups

Focus Area	Academics and Distance Learning	Resuming In-School Activities Operations	SEL for All	Special Populations	Considerations for Employees
Reopening guidance section	Teaching and Learning/Professional Learning	Health and Safety	Mental Health and Wellbeing for All	Throughout	Mental Health and Wellbeing for all
Central Office Lead	Carly Fortin	Jill Browne	Michael Dieter, Ed.D.	Kim Culkin	Sam Galloway, Ed.D
Administrators	Leszek Ward Nathan Ziegler Amy Bastianse Ryan Broderick Dave Huber Mike Higgins Samantha Sarli Sarah Hale Melanie Vetrano Ryan Broderick Geoff Sinatro Pete Wininger	Dan Sonstrom Kris Irvine Megan Rheiner Lea McCabe Jaime Rechenberg	Emily Gomes Mary Hawk Michelle Levassuer Tanya Bulls Scott Gaudet Gina Rivera	Kristy Ricciardone Kris Deleo Azra Redzik Erika Coleman Amy Martino Cathy Cassin	Molly Goodine Chris Cassin
Teacher leaders	Dennis Griffin Mike Reynolds BPS Library Media specialists BPS Literacy and Math coaches	D. Luchina	Kathryn Morales Erika Triemann	Christine Heimgarten	
Community/Health Services		Cathy Ploude Marco Palmeri	Community Health Services Bristol Parks, Recreation and Youth Service		Pete Fusco
Custodial Secretarial Technology Para Educator	Jen Wollman	David Foulds Ann Marie Fippinger Chad Lockhart	Jodi Jenkins Ashley Albert	Sheryl Elliot	Chad Lockhart Bobby Wilson Ashley Albert
Parent Students	Jocelyn Benoit Madison Laprise	Serpil Tomak	Madison Turner		
BOE Liaison	Student Achievement Committee	Allison Wadowski			

Meeting Dates

July 9, 2020

July 14, 2020

July 16, 2020

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Our Guiding Principles

BPS...

- is committed to keeping our students and staff safe by following public health guidelines;
- is committed to uphold our promise in the VOG;
- will engage with our families, staff, and students to understand how we can best meet the needs of our BPS community;
- will prioritize the needs of students who are most reliant on our educational system; and
- will provide students with in-person instruction, 50% model instruction and remote learning instructional models as needs arise.

Commitment to our Scholars, Families and Staff

BPS ...

- will communicate all expectations and plans to schools and teachers and ensure health and safety is the top priority;
- will focus on the social-emotional needs of our students, staff and families;
- will ensure high quality instruction and student learning in all classrooms (virtual or traditional) and support each model of teaching and learning for families and staff;
- will provide remote learning opportunities for families who choose not to participate in in-school instruction.

Updates Since June 25, 2020

- Adapt, Advance, Achieve
 - Reopening Plan from SDE Released
 - BPS Plan developed
- Parent Webinar 7.9.20
- BoE Town Hall 7.13.20
- Staff Webinar 7.20.20
- CT State BoE relaxation of student days to 177

BFT President: Mike Reynolds

- ★ Bi-weekly AFT Pre-K Council Meeting with AFT President Jan Hochadel, AFT Secretary/Treasurer David Hayes
- ★ Weekly State Reopening Support Committee meetings with AFT President Jan Hochadel, AFT Secretary/Treasurer David Hayes
- ★ AFT CT Roundtable with CSDE Commissioner Cardona -June 22
 - Focus science-informed policies that are needed to reopen schools

BFT Participation and Collaboration with CO and BAPS

- ★ Administrator COVID-19 check-in meetings 2x a week during distance learning
 - Expressed teacher concerns/questions about Distance Learning
- ★ Administrator COVID-19 check-in meetings during summer
 - Focus on Reopening Plan
- ★ Reopening Committee
 - Focus on advocating for the health and safety of all staff and students
 - Creating multiple learning schedules

Health and Safety



Health and Safety Requirements

Social distancing

Frequent hand washing and use of hand sanitizer

Use of face coverings

Respiratory and cough etiquette

Enhanced cleaning/disinfection of surfaces

Standard Public Health Practices and Adequate Supplies



Screening- Health Notification

Covid-19 Health and Safety Compliance Liaisons

Dr. Michael Dietter

Deputy Superintendent

michaeldietter@bristol12.org

860.584.7006

Dr. Samuel Galloway

Director of Talent Management

samuelgalloway@bristol12.org

860.584.7022

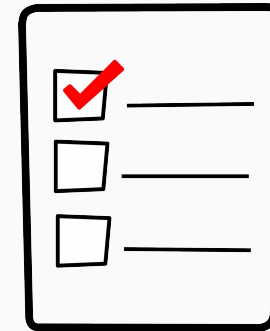
Screening

- BPS will provide all families with [symptomatic](#) home screening guidelines consistent with recommendations from BBHD and the CDC.
- BPS staff will be trained in recognizing the signs & symptoms of COVID-19.
- BPS & BBHD have developed an advanced screening protocol to be used as needed.

Health and Safety

Prevention Strategies

- Face coverings, masks, shields, and protective barriers
- Distancing and room occupancy
- Standard Health Practices and Supplies
- Student and Staff Screening
 - Ongoing attendance monitoring
 - Return to school
- Special Populations



Symptomatic Response Containment Plan

- Collaboration with BBHD
- Isolation procedures
 - Dismissal, Cleaning, Closure alerts

Visitors and Point of Service

- Controlled access
- By appointment
- Use of teleconferencing
- Barriers

Reporting Illness

- Documentation required for DPH and BBHD contact tracing
 - Staff and student
- Returning to school guidelines
 - Testing
 - Quarantine

Operations: Cleaning and Disinfecting

- Cleaning protocols are in compliance with the Department of Public Health guidance for disinfecting of schools
 - All hard surfaces (i.e., desks, countertops, sinks, etc.) wiped down with NCL #17 disinfectant daily. NCL #17 is an EPA Certified Disinfectant Cleaner, phosphate-free, multi-purpose and designed for controlling the hazard of cross-contamination
- BPS will ensure frequently touched surfaces will be cleaned and disinfected routinely and frequently throughout the day
- BPS will secure and maintain inventory of approved cleaning supplies
- No-touch items such as doors, trash cans, and bathroom fixtures will be installed; where no touch technologies are not available, doors will be propped open

Operations - Transportation

- BPS has gathered data from 1,000+ families to plan for ridership
- Parents and/or guardians are encouraged to transport their child/ren to school
- Plan vehicle flow for additional vehicles in school lots
- Arrival and drop off is dependent upon the reopening model we use
- Confer with First Student and other transport vendors to plan for and respond to ridership
 - First Student disinfecting with Zoono Z-71 Microbe Shield
 - Other vendors have also enhanced their cleaning protocols

What do employees do when sick? COVID Related

- Contact the supervisor and Dr. Sam Galloway to advise of your status
- Prompt notification supports expedient contact tracing
- Stay home and take care of yourself
- Contact doctor
- Separate yourself from other people
- Provide updates as situation progresses

What if an employee needs to be tested?

- A medical provider should advise about the need to be tested
- If employee has been advised to be tested contact Dr. Galloway to discuss work status
- Provide documentation of a negative test result prior to returning to work

Families First Coronavirus Response Act - FFCRA

Defined:

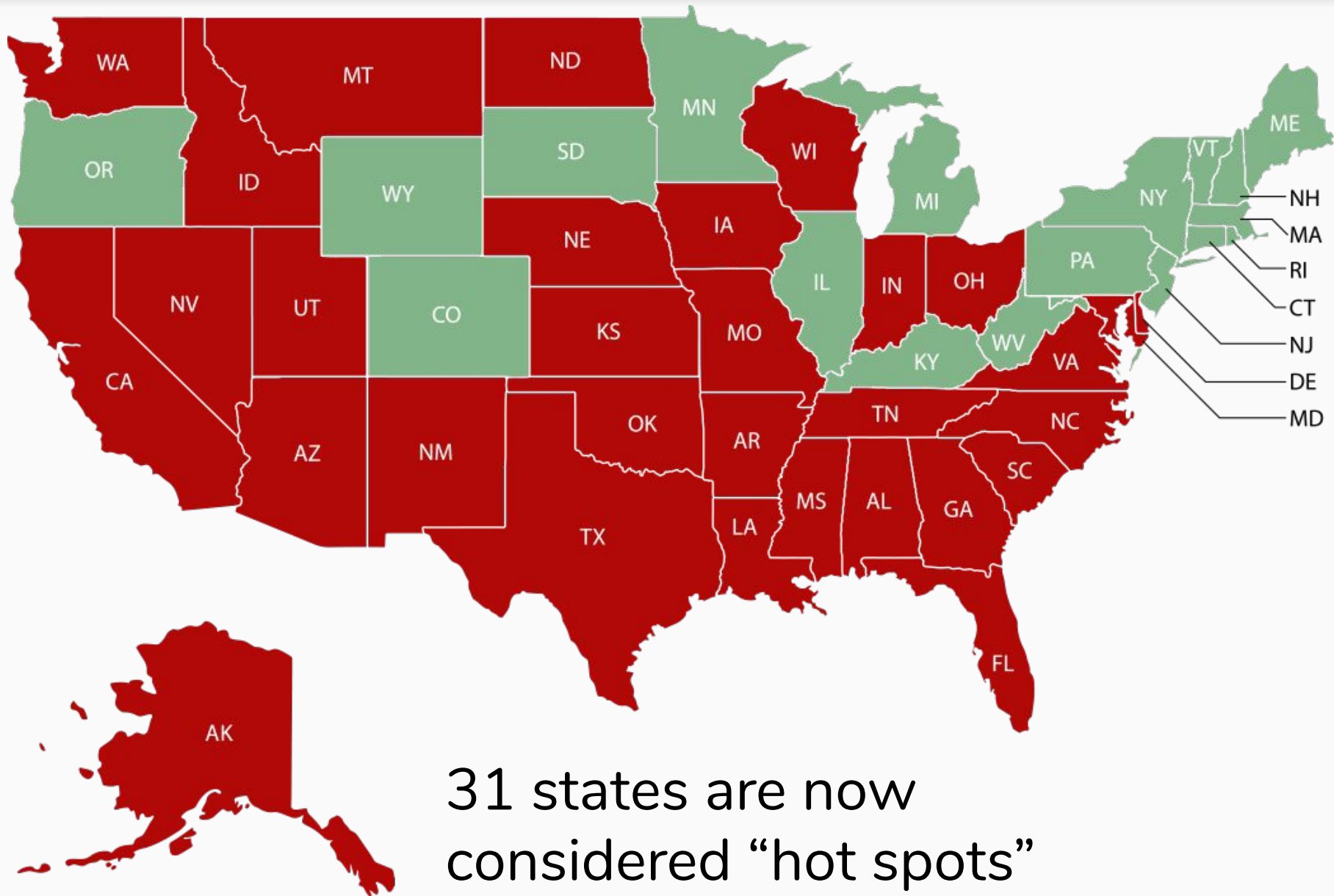
Requires certain employers to provide their employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19

<https://www.dol.gov/agencies/whd/ffcra>

Qualifying Reasons

1. Subject to Federal, State, or local quarantine related to COVID-19
2. Advised by healthcare provider to self quarantine related to COVID-19
3. Experiencing COVID-19 symptoms and seeking a medical diagnosis
4. Caring for an individual subject as described in #1 & #2
5. Caring for a child whose school or daycare is closed related to COVID-19
6. Experiencing any other substantially-similar condition

Travel Advisory States as of 7/22/20





Reopening: Teaching and Learning



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Scheduling



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Phase In Schedule

The Bristol Public school year for all students begins on **Tuesday, September 8, 2020***. Students in pre-kindergarten, kindergarten, grade 1, grade 6, and grade 9 and students enrolled in substantially separate specialized education programs will be the **only** students who will physically report to school buildings on September 8th. All other students will learn from home through synchronous and asynchronous learning. All students will begin in the physical school buildings on **Monday, September 14th**.

Detailed plans are provided in the reopening guide.

*dates subject to approval



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100% in person schedule

Elementary	Middle	High
<ul style="list-style-type: none">● Breakfast and lunch in the classroom● Teachers will escort cohorts to “specials” classrooms● PE in the classroom or in the gymnasium (dependent upon schedule)● Keep family members (twins, multiples) together in the same cohort when possible● Mask breaks	<ul style="list-style-type: none">● Each section on a team is its’ own cohort● Students will not choose their encore. Each cohort will have each encore.● Art, Health, PE, CTE will happen once in the A-D rotation● Band/Choir will be pulled from Art and CTE by cohort-schedule linked in the plan● Teachers will escort cohorts to “specials” classrooms● Spanish classes will be held in the library● Gym, outdoors, classroom, cafe may need to be spaces for PE.● Mask breaks	<ul style="list-style-type: none">● Grade 9 will be cohorted to the greatest extent possible. Teachers will move to the cohort class when possible.● Bristol already follows an alternating block schedule, a safety measure being taken by many high schools.● Students will travel to electives.● Band/choir need 12 ft of space. Need to be outside or in auditorium.● PE can use gym, outdoor, or cafeteria space● Mask breaks



Cooperative Virtual Education-Opt-in

Instruction in this model will be predominantly asynchronous and will require support from adults in the home.

All BPS teachers with identified distant learners will provide asynchronous instruction through videos posted to Google Classroom or Seesaw on Mondays and Wednesdays. Elementary students will have weekly opportunities to engage in a 2-way zoom meeting with the teacher for guided reading and small group instruction. Secondary students may engage in individual/small group conferences with their teachers as available.

Grade K-5

Teachers will use the 90 minutes allocated for collaboration to plan Math, ELA and Science asynchronous instruction for distant learners

Grade PK, 6-12

(Pre-K is a half-day program and does not have collaboration time built into their schedule).

Teachers will use the 100 minutes of time allocated for Wednesday meetings (except Faculty/School Climate and any Extended Early Release Wednesdays) to plan and implement asynchronous learning opportunities for students opting not to return to school.



Hybrid/Blended Learning

Teachers should be considering how they will use a blended learning schedule even when in person by utilizing methods such as station rotations to incorporate the use of technology more consistently in their instruction.



Hybrid/Blended Learning - 50% Schedule

Students will be divided alphabetically, A-K and L-Z. Students in the A-K cohort will attend school on A and C days. Students in the L-Z cohort will attend school on B and D days. Teachers will develop asynchronous lessons and will respond to asynchronous learning on Wednesdays. On the weekdays when students are not in school, they will engage in asynchronous learning that is built upon the in-person learning that was done on the prior day.



Hybrid/Blended Learning - 50% Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9/7 No school	9/8 A	9/9	9/10 B	9/11 C
9/14 D	9/15 A	9/16	9/17 B	9/18 C
9/21 D	9/22 A	9/23	9/24 B	9/25 C
9/28 D	9/29 A	9/30		

Hybrid/Blended Learning-50% Schedule-High

	A	B	C	D
Students A-K	Attending A 1/2, A3/4, A5/6, A7/8		Attending B 1/2, B3/4, B5/6, B7/8	
Students L-Z		Attending A 1/2, A3/4, A5/6, A7/8		Attending B 1/2, B3/4, B5/6, B7/8



Alternative Hybrid Model

	Group 1	Group 2	Group 3
	PreK, K, 1, 6, 9	2, 3, 7, 10	4, 5, 8, 11, 12
Week 1 of 50%	In-person	Distance	Distance
Week 2 of 50%	Distance	In-person	Distance
Week 3 of 50%	Distance	Distance	In-person
Week 4 of 50%	In-person	Distance	Distance



Distance Learning

Elementary	Middle	High
<ul style="list-style-type: none">● Instruction will be synchronous and asynchronous● Synchronous instruction will include one full class meeting per week and multiple small group sessions● A schedule has been built for synchronous learning times● Synchronous instruction for specials will be district-wide and will be once per week per grade level	<ul style="list-style-type: none">● Instruction will be synchronous and asynchronous● Students will have their ELA/SS synchronous on one day and on the next Math/Sci in a rotating schedule● A schedule has been built for synchronous learning times	<ul style="list-style-type: none">● Instruction will be synchronous and asynchronous● There are two proposed schedules for synchronous instruction.



Instructional Planning



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Core Design Principles

- Our BPS Instructional North Stars, our model of **high quality instruction**, will guide our design for learning whether in-person or remotely.
- We have used the **design process** to build our thinking; it will be a reiterative process as we learn more about our students and their learning.
- We will **script the most critical moves** as a springboard for teachers. Collaboration, experience, creativity, and continuous improvement sculpts high quality teaching and learning from the foundational material of common expectations.
- Our curricular focus will be on the **grade-level learning targets within our curriculum**. We will provide students with the necessary on-ramps to learn grade-level content and skills based on our formative assessment, using an asset not deficit model.



Curriculum Scope and Sequence

- ★ Must not assume a remediation stance; will take a grade-level focus and provide the support necessary
- ★ Priority standards and targets will be identified with teachers. It is understood that scope will be impacted.
- ★ Guiding decisions for learning, especially distance learning
 - **Focus on Family**
 - **Focus on Quality**
 - **Focus on Mastery**
 - **Focus on Equity**
 - **Focus on Consistency**



Technological Tools



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Applications

Required	Content supports	Strongly encouraged
Seesaw (Pre-K-2) Google Classroom Google Drive Google Docs, Slides, Forms Zoom Google Voice Screencastify	Lexia (K-2) ST Math, Gr. K-5 ALEKS, Gr. 6-12 Newsela, Gr. 6-12	Peardeck Edpuzzle Padlet Flipgrid



Content Area Specifications



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Physical Education

- Focus on activities, fitness, exercises, and sports that are teacher led but performed individual and focus on lifetime fitness. Examples of these activities are: tai chi, meditation, fitness-based activities, power walking, outdoor education, track and field, singles racket games, etc.
- Teachers will match the instructional design to the available space; use stations, marked off areas, and staggered participation to ensure separation and distancing between students during activities.
- Regular cleaning and disinfection of indoor and outdoor facilities and equipment between use by students will be done.
- Locker rooms will be closed. Students will need to wear appropriate clothing and footwear to school on days when they are scheduled for PE.



Art and Music

- Teachers and students will need to maintain proper spacing of at least 12 feet when students are singing or performing wind instruments. This spacing can be accomplished by holding large ensembles in the auditorium, outdoors, or in the cafeteria.
- Since the district will be cohorting students in grades K-8, the curriculum will focus on solo and small ensemble work. Concerts cannot be held; rather, teachers should plan on shifting from a concert to recital format and can consider virtual performance experiences.
- Bristol Public Schools will provide individual art supply kits for each student in grades K-8 and for students enrolled in art courses at the high school, allowing students to continue their learning in these areas should the need arise to return to distance learning. Student materials and/or projects cannot be shared or stored in the art classroom.



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Career and Technical Education

- A plan has been created for the specific guidance for cleaning and disinfection of CTE classrooms and equipment.
- Should the district enter distance learning, adjustments to course curriculum have been pre-planned so that instruction can continue remotely under full distance learning.

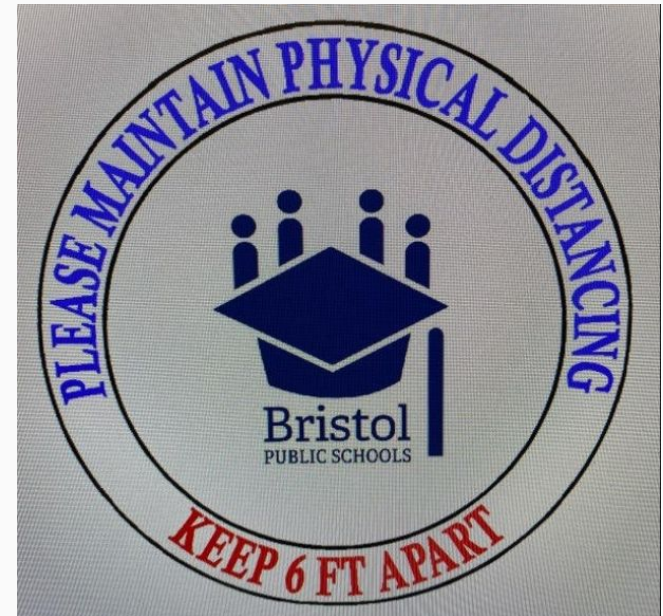


Operations - Classroom Layout

- Social distancing between student workstations of 6 feet, when feasible, will be maintained. Desks must face in the same direction, classrooms with tables will require students to sit on only one side of the table.
- Space between the teacher and students will be maximized to reduce the risk of increased droplets from teachers during instruction.
- Teachers will wear face covering or masks upon entering the school building. Teachers and staff providing instruction and services for students with hearing impairment will wear clear masks and face shields. For teachers who stay seated, a physical barrier may be utilized.

Foot Traffic, Hallways and Shared Areas

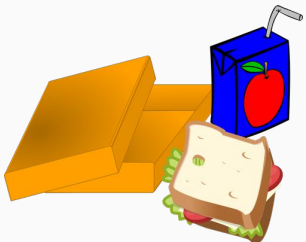
- Floor markings will be installed to illustrate social/physical distancing.
- Where possible, foot traffic and stairwells will be one-way. Foot traffic will be designated throughout the school.
- BPS will designate entrance-only and exit-only doors, wherever feasible.
- BPS will install markings on floors to illustrate foot-traffic expectations.
- Schools will stagger passing in the hall by changing student schedules.



Lunch and Recess

- School principals are currently working with Food Services to develop specific plans for each environment
- In some cases, food service may be delivered to classrooms
- Mask break areas may be designated in conjunction with recess and food service

These plans are dependent upon our model of learning and will be finalized and shared prior to opening school.



Special Education

- Health and Safety
- Implementing IEPs
- Instructional Models
- Procedural Items

Social Distancing, Face Coverings and Masks

Exceptions such as a child or staff member with a medical reason or pertinent to their special education programming and needs making it unsafe to wear a face covering

Screenings - BBHD on site visits and training for BPS staff

Learning areas should hold essential learning materials only to maximize sanitizing efforts

Special Education Implementing IEPs

Students with disabilities will be treated as general education students first and will be included in all reentry planning.

Students with Individualized Educational Programs (IEPs) will be provided with a free and appropriate public education (FAPE) in the least restrictive environment (LRE) upon return to full time in person instruction while keeping within a cohort model to the greatest extent possible.

Special Education Models

100% In Person:

Students IEPs will be implemented; to the greatest extent possible within cohort(s)

Hybrid/Blended Learning-50% In Person:

Students' IEPs will be implemented to the greatest extent possible in consideration of part time in-person attendance; services will continue to be provided in cohort model to greatest extent possible; in-person instruction and services will maximize times of student in-person attendance

Distance Learning:

Students will be provided with continued learning based upon their IEPs through synchronous and asynchronous instruction through use of Google Classroom, SeeSaw and video conferencing (such as Zoom); continued learning opportunities will be planned

Remote Learning:

In cases when parents opt out of in person instruction, continued learning plans based upon students' IEPs will be created in consultation with students/parents

Special Education-Procedural Items

- Student levels of skill and performance will be assessed upon return to new school year
- Seesaw and Google Classroom platforms
- PPT meetings will convene/IEPs amended as needed
- PPT Meetings will continue to be convened virtually
- Evaluations missed during spring 2020
- Re-acclimating/Phase In Start of School Year
- Further formal guidance from the CSDE is expected

Next Steps

- BPS Collaborate, Innovate, and Elevate (CIE) Plan will be sent to the CT SDE July 24, 2020
- Parent/ Staff letter and CIE Plan released to BPS Community July 27, 2020
- Parent/Guardian response requesting the Cooperative Virtual Learning option will occur from August 1-14
- Parents will be asked to commit to bus or parent transport via survey August 1-14

WE ARE BPS! WE ARE IN THIS TOGETHER!

