



Suffield Public Schools

Safe Return to In-Person Instruction and Continuity of Learning Plan

Suffield Public Schools
350 Mountain Road
Suffield, CT 06078
July 2023

Table of Contents

Introduction	3
Summary of Core Functions & Sustainment Initiatives.....	5
Suffield Public Schools Strategic Reopening and Sustainment Operating Core Functions:	
Core Function 1 – Health Services Sustainability Plan.....	7
Core Function 2 – Finance & Facilities Sustainability Plan	8
Core Function 3 – Technology Sustainability Plan	10
Core Function 4 – Human Resources Sustainability Plan.....	11
Core Function 5 – Elementary School Operations Sustainability Plan	13
Core Function 5 – Middle School Operations Sustainability Plan	15
Core Function 5 – High School Operations Sustainability Plan.....	17
Core Function 6 – Curriculum & Instruction Sustainability Plan.....	18
Core Function 7 – Special Services Sustainability Plan	20
Core Function 8 – Communication Sustainability Plan	22
Addendums: Reopening and Sustainment Overviews:	
After-School Programming.....	24
Cancellation of Classes and Remote Learning.....	25
Career and Technical Education and STEM.....	29
Certification and Personnel Planning.....	30
Child Nutrition.....	31
Classroom Layout	32
Containment Plan	35
Daily Operations.....	37
English Learners	39
Facilities	40
Health Plan Monitoring.....	44
Immunizations.....	46
Physical Education, Athletics, Arts, and Extra-Curricular.....	47
Professional Updatement	49
Standard Public Health Practices and Adequate Supplies.....	50
Transportation.....	53
Use of Face Coverings, Masks, and Face Shields	54
Appendices:	
Appendix A: Communications to Parents/Guardians and Staff.....	56
Appendix B: Suffield Public Schools Pandemic and Response Plan	57
Appendix E. Suffield Public Schools Illness Protocols – <i>WORKING DRAFT</i>	71
Appendix D. Important Links.....	79
Appendix D. Important Links	79

Introduction

The purpose of this *Safe Return to In-Person Instruction and Continuity of Learning Plan* is to provide a clear and concise pathway for logistical planning as it relates to the reopening and sustained operations of the Suffield Public Schools for the remainder of the COVID-19 pandemic. This plan has been designed through the collaborative efforts of district and school personnel in conjunction with the guidance provided by the Office of the Governor, Connecticut State Department of Education, Department of Public Health, Centers for Disease Control and Prevention, North Central District Health Department, and the Town of Suffield First Selectwoman and Emergency Management Director.

It is important to note that our 2022-2023 plan for learning continuity will remain a working document throughout the remainder of the COVID-19 pandemic. Due to the unknown and evolving nature of the pandemic, it is important that this document remain open and flexible as new trends and guidance emerge. As we did throughout the 2022-2023 school year, we will continue to revise our protocols with the guidance we are receiving from the Governor, Connecticut State Department of Education and the Connecticut Department of Public Health. In keeping with last year's reopening plan, the district will continue to utilize the existing eight Core Functions to guide or efforts in operations planning. These Core Functions are comprised of a subset of Sustainability Initiatives that the district will continue to implement so as to sustain our school operations, ensure that our students receive the highest quality of instruction, as well as, continue safeguarding the health and safety of all of our stakeholders. The Core Functions are as follows:

Core Function 1:	Health Services
Core Function 2:	Finance & Facilities
Core Function 3:	Technology
Core Function 4:	Human Resources
Core Function 5:	School Operations
Core Function 6:	Curriculum & Instruction
Core Function 7:	Special Services
Core Function 8:	Communication

Throughout the development and refinement of our *Strategic School Reopening and Sustainment Response Operating Plan* and *Safe Return to In-Person Instruction and Continuity of Learning Plan*, the administration of the Suffield Public Schools worked in partnership with multiple stakeholder groups in hopes of engaging in a reflective and collaborative process. In compliance with the Elementary and Secondary Emergency Response American Rescue Plan fund requirement as set forth by the Connecticut State Department of Education, we sought feedback in the development of our 2022-2023 continuity of learning plan. I would like to extend my sincere appreciation to the following subcommittees that were instrumental in the creation of this revised reopening plan:

Suffield Board of Education
Suffield Public Schools Administration and Central Office Staff
Suffield Board of Education Ad-hoc Reopening Subcommittee
Healthcare Professionals Subcommittee (School Medical Advisor & School Nurses)
Collective Bargaining Leadership Subcommittee
Parent Advisory Subcommittee



The 2020-2021 & 2021-2022 school years provided our school district with many opportunities for growth that are likely to have a lasting impact on the future of the Suffield Public Schools. Parent and community partnerships, teaching and learning practices, and health and safety protocols are just a few of the many significant influences that will forever change the educational and social opportunities our students will experience while attending our schools. However, it is my belief that the new habits of mind our students have developed in response to this global pandemic such as resiliency, empathy, perseverance, and self-advocacy hold the greatest promise in terms of our future as a global society. I would like to, once again, thank everyone for their continued patience, understanding, and support as we enter into what may be the final phase of the COVID-19 pandemic.

Sincerely,

Timothy M. Van Tasel, Ed.D.

Summary of Core Functions & Sustainment Initiatives

Core Function 1	Health Services	Core Function 2	Finance and Facilities
Sustainment Initiatives <ul style="list-style-type: none"> ✚ Interagency Coordination <ul style="list-style-type: none"> ○ Town of Suffield Emergency Management ○ North Central Department Health District ○ Department of Public Health ✚ Student and Staff Monitoring ✚ Medical Supplies Inventory and Acquisition ✚ Health Needs Assessments & Accommodations <ul style="list-style-type: none"> ○ Staff ○ Students ✚ Nursing Coverage and Substitute Support 		Sustainment Initiatives <ul style="list-style-type: none"> ✚ Financial Reporting ✚ Budget Monitoring & FY23 Planning ✚ Grants Management ✚ Accounts Payables/Ordering ✚ Payroll Management ✚ Food Services ✚ Transportation ✚ Facilities Access ✚ Facilities Maintenance (Summer and School Year) ✚ Facilities Inspections ✚ Safety Planning ✚ Long-range Facilities Projects 	
Core Function 3	Technology	Core Function 4	Human Resources
Sustainment Initiatives <ul style="list-style-type: none"> ✚ Device Management ✚ Distance Access ✚ Infrastructure Management ✚ State Reporting 		Sustainment Initiatives <ul style="list-style-type: none"> ✚ Recruitment/Hiring ✚ Attendance/Absence Coverage ✚ Wellness Planning ✚ Contract Negotiations ✚ Contractual Matters ✚ FMLA & FFCRA Processing ✚ State Reporting 	
Core Function 5	School Operations	Core Function 6	Curriculum and Instruction
Sustainment Initiatives <ul style="list-style-type: none"> ✚ Scheduling ✚ Facilities Utilization <ul style="list-style-type: none"> ○ Classroom ○ Hallway ○ Cafeteria ○ Bathroom ✚ Safety and Security ✚ Staff Coverage and Substitute Support ✚ Program Monitoring ✚ Communication 		Sustainment Initiatives <ul style="list-style-type: none"> ✚ Continuity of Learning <ul style="list-style-type: none"> ○ Classroom ✚ Student Assessment ✚ Curriculum Compacting ✚ Student Interventions ✚ Student Grading ✚ Instructional Materials ✚ Professional Updatement 	
Core Function 7	Special Services	Core Function 8	Communication
Sustainment Initiatives <ul style="list-style-type: none"> ✚ Continuity of Learning (Special Populations) ✚ Student Transition Planning ✚ Planning and Placement Team Processes 		Sustainment Initiatives <ul style="list-style-type: none"> ✚ Board Communications ✚ District Communications ✚ School Communications 	

 Individualized Education Plan Implementation and Monitoring  Related Services	
---	--

Core Function 1 – Health Services Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Interagency Coordination <ul style="list-style-type: none"> ○ Town of Suffield Emergency Management ○ North Central Department Health District ○ Department of Public Health 	To foster communication between state and local agencies	<ul style="list-style-type: none"> • Superintendent • Town Leaders • Director of North Central Health District • DPH 	<ul style="list-style-type: none"> • Designate Accountability Liaison • Weekly/Bi-weekly Meetings or Conference Calls • Daily/Weekly Student Surveillance Reports • Updates on Guidelines and/or Protocols w/administrative review • Health Inspections • Contact Tracing Communications
Student and Staff Monitoring	To Update protocols for monitoring symptoms in students and staff	<ul style="list-style-type: none"> • Superintendent • Director of Special Services • NCDHD • Head Nurse • Business Manager • Building Administrators 	<ul style="list-style-type: none"> • Review of need for part-time (am and pm) health aides to support nurse offices • Following the Guidance of the DPH and NCDHD • Protocol Communications to staff and parents • Protocol for removing and relocating ill students that do not violate individual privacy • Protocols for Staff Self-Assessment
Medical Supplies Inventory and Acquisition and Facilities	To monitor and retain an adequate inventory of medical supplies	<ul style="list-style-type: none"> • Superintendent • Business Manager • Director of Special Services • Nurses 	<ul style="list-style-type: none"> • Updatment of Google Form Inventory List and Monitoring by Business Manager and Nursing Supervisor <ul style="list-style-type: none"> ○ Thermometers ○ Face covering guidelines ○ Shields ○ Gowns ○ Gloves ○ Disinfectant/Sterilizer • Alternate location for potentially ill students
Health Needs Assessments & Accommodations <ul style="list-style-type: none"> ○ Staff ○ Students 	To conduct health needs assessments and determine accommodations that may be necessary for students and staff	<ul style="list-style-type: none"> • Director of Special Services • Nurses • Business Manager • HR Manager • Building Administrators 	<ul style="list-style-type: none"> • Follow all HIPPA Guidelines • Coordinate immune-compromised rosters
Nursing Coverage and Substitute Support	To Update a process for maintaining adequate substitute coverage for all school nurses	<ul style="list-style-type: none"> • Director of Special Services • Business Manager • HR Manager • Head Nurse 	<ul style="list-style-type: none"> • Contact local nursing homes and pools to identify backup support • Post positions for substitute nurses • Coordinate with neighboring districts and private schools regarding nursing pools

Core Function 2 – Finance & Facilities Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Financial Reporting	Close out FY21 budget and implement FY 22 budget. Complete FY21 state reporting and audit. Produce monthly financial reports. Adjust budget line items as needed to reflect changing conditions.	<ul style="list-style-type: none"> • Business Manager • AP Coordinator • Superintendent 	<ul style="list-style-type: none"> • Close out all FY 21POs • Review all FY 22 POs. Close and adjust as needed. • Enter all POs for FY22 and complete Choice transfers prior to June 30 • Complete EFS by Sept 1 • Provide all needed documentation to auditor • Complete monthly financial reports and review projections.
Budget Monitoring & FY22 Planning	Create and implement budget calendar for FY23. Target to complete draft budget by 11/15/21.	<ul style="list-style-type: none"> • Business Manager • Superintendent • All Administrators and Central Office Staff 	<ul style="list-style-type: none"> • Updatment of FY23 Planning Calendar • Providing spreadsheets to administration for budget preparation • Completing initial proposal w/budget book and transmittal for December
Grants Management	Monitor compliance with current grants and any adjustments allowed due to conditions. Complete applications for all new regular grants and any additional grants which might become available.	<ul style="list-style-type: none"> • Business Manager • AP Coordinator • Assistant Superintendent • Director of Special Services 	<ul style="list-style-type: none"> • Monitor deadlines for grant applications • Monitoring allocation disbursement • Grant reports are completed as per requirements
Accounts Payables/Ordering	Process supply orders for 2023-22 school year. Continue timely payments of bills. Properly process all requisitions and receipts.	<ul style="list-style-type: none"> • Business Manager • AP Coordinator • Building Secretaries 	<ul style="list-style-type: none"> • Review all orders based on needs depending on school opening plan. Guidelines issued by June 2023. • Secretaries to enter FY22 orders by June 18, 2023. • Orders to be reviewed and approved or returned by July 10, 2023. • Update process for receiving items whether in or out of school • Process invoices as usual
Payroll Management	Process bi-weekly payroll including annualized and hourly staff as well as stipends, overtime, etc. Includes enrolling new employees for payroll and insurance.	<ul style="list-style-type: none"> • Business Manager • Payroll Coordinator • HR Specialist 	<ul style="list-style-type: none"> • ESS Automation <ul style="list-style-type: none"> ○ Access for all ○ Protocols for tracking attendance ○ Electronic Time Card Process/Paperless ○ Move all employees to Direct Deposit • Remote VPN Access

Sustainment Initiative	Description	Collaborators	Metrics
Food Services	Provide food services in safe, sustainable, and cost-effective manner. Maintain compliance with all state requirements including FRL.	<ul style="list-style-type: none"> • Director of Food Service • Business Manager • Registrar / Technology Secretary 	<ul style="list-style-type: none"> • Complete all required CSDE documentation • Evaluate options for lunch service based on school scheduling options being considered <ul style="list-style-type: none"> ○ Additional lunch waves ○ Lunch in classrooms ○ Reduced lunch options
Transportation	Provide required regular and SPED transportation for all students.	<ul style="list-style-type: none"> • Business Manager • Special Services Secretary • M&J Transportation 	<ul style="list-style-type: none"> • Establish protocols with transportation providers for staff health protocols and monitoring • Implement Bus to School communication protocol for reporting ill students • Bus seating arrangements, if necessary • Management protocols for significant numbers of drop-offs and pick-ups, if necessary (am and pm) • Bus disinfection protocols
Facilities Access	Update plan for staff, student, contractor, and visitor access including health monitoring and safety.	<ul style="list-style-type: none"> • Director of Facilities • Business Manager • Superintendent 	<ul style="list-style-type: none"> • Contractor protocols for school entry • SchoolGate/Redbox disinfecting • Parent/Visitor monitoring protocols
Facilities Inspections and Maintenance (Summer and School Year)	Monitor all buildings for safety, mechanical issues, and cleanliness. Compliance with all required inspections.	<ul style="list-style-type: none"> • Director of Facilities • Head Custodians 	<ul style="list-style-type: none"> • Determine schedule of inspections for all mechanical systems. <ul style="list-style-type: none"> ○ Contractor or internal • Determine cleaning schedule based on school schedule
Safety Planning	Review of current safety plans for updates due to new conditions. Monitor compliance and implement all required drills.	<ul style="list-style-type: none"> • Director of Facilities • Superintendent • Principals 	<ul style="list-style-type: none"> • Review of School Safety Plans – ensure protocols in place for phased reopening • Monitor drill logs • Volunteer and Visitor Planning • Health supplies • Emergency classroom supplies

Core Function 3 – Technology Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Device Management	Ensure all district devices are accounted for and repaired, replaced, and ready for re-deployment.	<ul style="list-style-type: none"> • Registrar / Technology Secretary • Technology Specialist • Data Specialist • School Administrators 	<ul style="list-style-type: none"> • Inventory <ul style="list-style-type: none"> ○ Confirming ○ Purchasing • Collection and Distribution Planning • Repair Planning and Costs • Proving proper equipment to particular grade levels • Device Insurance • Break and Fix Invoicing
Distance Access	Organize and centralize online resources that were created and distributed to teachers and students during the closure period.	<ul style="list-style-type: none"> • Webmaster • Registrar / Technology Secretary • Assistant Superintendent 	<ul style="list-style-type: none"> • Privacy Policy monitoring • Monitoring licenses and budgeting for online programs that are no longer “free”
Infrastructure Management	WiFi access points and wired network devices will be tested to ensure operability.	<ul style="list-style-type: none"> • Network Administrator • Systems Administrator 	<ul style="list-style-type: none"> • Alternate site planning access (possibility) • Verifying access points in school provide adequate coverage for all spaces
State Reporting	Ensure data for state reporting is accurate and up to date	<ul style="list-style-type: none"> • Registrar / Technology Secretary • Data Specialist • School Administrators 	<ul style="list-style-type: none"> • Ensure all reports are completed in a timely fashion • Establishing a backup for each of the following reports: <ul style="list-style-type: none"> ○ Civil Rights ○ TCS ○ PSIS ○ ED166 ○ SEDAC ○ EDS ○ EFS

Core Function 4 – Human Resources Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Recruitment/ Hiring	Utilize web based recruitment sources and track hiring process with electronic onboarding system.	<ul style="list-style-type: none"> Superintendent Administrators Business Office HR Specialist 	<ul style="list-style-type: none"> Prepare for post-budget approval postings Enable Zoom platform for position interviews Update performance task for teachers on distance learning
Attendance/ Absence Coverage	Track staff attendance and coverage through our electronic portal	<ul style="list-style-type: none"> Administrators Staff HR Specialist 	<ul style="list-style-type: none"> Coordinate with Kelly Services regarding substitute staffing availability Recruit for substitutes Permanent Building Substitutes will be prepared to provide distance learning Review staff health needs and assign based on availability <ul style="list-style-type: none"> Direct Instruction Teams
Wellness Planning	Continue behavior health and wellness support to staff	<ul style="list-style-type: none"> Business Office Staff HR Specialist 	<ul style="list-style-type: none"> Utilization of Cigna wellness funding Update a potential “virtual wellness fair” Implement staff wellness initiatives Utilization of Deer Oaks EAP programming for staff support
Contract Negotiations	Discuss and compromise on union contract terms. Teamsters Union only pending negotiations.	<ul style="list-style-type: none"> Union Superintendent BOE Business Office HR Specialist 	<ul style="list-style-type: none"> Coordinate with Teamsters regarding continuation of collective bargaining Plan for virtual monthly meetings with stewards (summer and fall)
Contractual Matters	Initiate Salary contracts, maintain staff supports and updates through our HR Frontline Central Portal	<ul style="list-style-type: none"> Superintendent Business Office Staff HR Specialist 	<ul style="list-style-type: none"> Follow all contractual processes
FMLA & FFCRA Processing	Maintain communication with staff regarding medical leave and provide coverage during absences	<ul style="list-style-type: none"> Superintendent Business Office Administrator Staff HR Specialist 	<ul style="list-style-type: none"> Follow federal guidance on FFCRA and FMLA procedures <ul style="list-style-type: none"> Emergency sick leave period expired December 3, 2021 Update staff guidelines for FMLA and FFCRA applications Review job descriptions to determine if remote efforts are acceptable FMLA Request Form added to Frontline Central FFCRA Request Form added to Frontline Central
State Reporting	Submit annual and ongoing State reports via the state portal	<ul style="list-style-type: none"> HR Specialist Superintendent 	<ul style="list-style-type: none"> EDS (certified staff file) ED165 (school data report) ED162 (non-certified staff file) Teacher/Administrator Evaluation

		<ul style="list-style-type: none"> • Secretary to the Technology Director • Secretary to the Superintendent • Secretary to the Assistant Superintendent 	<ul style="list-style-type: none"> • TEAM
--	--	--	--

Core Function 5 – Elementary School Operations Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Scheduling	To update a variety of schedules that meet the academic and social emotional needs of our students while providing for social distancing as needed.	<ul style="list-style-type: none"> Building Admin. Special Ed Supervisor Team Leaders Coaches Transportation Coordinator Food Service Director 	<ul style="list-style-type: none"> Update schedules that address social distancing, cohorts – if necessary, and various safety needs (i.e., specials classes, related services, intervention, lunch, recess) Weekly meeting with admin, custodial staff, nurse, team leaders to review plan and revise as needed
Facilities Utilization <ul style="list-style-type: none"> Classroom Hallway Cafeteria Bathroom 	Establish protocols and processes for safe use of all areas within and outside the school as well as safe movement throughout the school to meet social distancing needs/guidelines.	<ul style="list-style-type: none"> Building Admin. Special Ed Supervisor Facilities Director Custodial Staff Duty Clerks Teachers 	<ul style="list-style-type: none"> Identify classroom furniture needs (desks vs. tables) and reconfigure classrooms for social distancing Update protocols for in class safety (i.e. sharing materials, partner work) Identify alternate areas to be utilized for social distancing needs Update protocols for hallway movement, bathroom use, lunch service, recess, and safety drills.
Safety and Security	To update and implement protocols that will promote a safe and secure environment for all members of the school community.	<ul style="list-style-type: none"> Building Admin. Special Ed Supervisor School Secretaries Custodial Staff Local Police/Fire/Emergency Services NCDHD Town Leaders 	<ul style="list-style-type: none"> Update protocols for maintaining a virus-free environment (i.e., temperature checks, sanitizing protocols) Update guidelines for building access (i.e., substitutes, parents, volunteers, deliveries, repairs) Update and communicate protocols for safety drills that address social distancing and provide practice for all students and staff in all scenarios Weekly meetings with admin, custodial staff, school nurse
Staff Coverage and Substitute Support	To identify coverage options for a variety of instructional arrangements of students and staff absences as well as to meet social distancing and contact tracing requirements.	<ul style="list-style-type: none"> Building Admin. Special Ed Supervisor School Secretaries Team Leaders Sub Service 	<ul style="list-style-type: none"> Update Buddy Teachers to provide and implement substitute plans as needed Prepare Alternate substitute plans (i.e. classroom and online) for emergency situations Train Building Substitutes to use online platforms; provide them with appropriate technology Split class schedules assigned to support staff Hire two building substitutes per building
Program Monitoring	Update procedures and processes to monitor and	<ul style="list-style-type: none"> Building Admin. Special Ed Supervisor Coaches 	<ul style="list-style-type: none"> Ongoing technology professional development

	<p>address student needs (i.e., SRBI, SEL)</p> <p>Ensure development and implementation efficacy and fidelity of teaching and learning of intended curriculum, including best practice instruction resulting in expected student outcomes.</p>	<ul style="list-style-type: none"> • Interventionists • Assistant Superintendent 	<ul style="list-style-type: none"> • PLC emphasis on inclusion and technology integration • Review weekly lesson plans for remote learning • Weekly meetings with teams, coaches, admin • Update procedures for program monitoring during a school closing (i.e., SRBI, Attendance) • Technology platforms and software to support remote learning • Continue to utilize online learning platform (CF3) and monitor the implementation • (CF4) Determine teacher evaluation and non-certified staff procedures and timelines for alternate situations
Communication	To establish ongoing communication between staff, families, and the larger Suffield community.	<ul style="list-style-type: none"> • Building Admin • Special Ed Supervisor • School Secretaries • Team Leaders 	<ul style="list-style-type: none"> • Daily staff updates • Continuous updates to provide ongoing information related to school operation • Submissions to Suffield Observer • Website, Marquee, District Facebook page, School Messenger, • Determine appropriate video conferencing platform for communicating with families

Core Function 5 – Middle School Operations Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Scheduling	Complete the master schedule for the middle school – including flexible components to address social distancing requirements.	<ul style="list-style-type: none"> Principal Asst. Principal Guidance Staff SMS Team Leaders 	<ul style="list-style-type: none"> Update and implement parent survey with school schedule options. Update flexible scheduling components (classroom arrangements, student movement, class assignments) that can adjust to the current school setting (in alignment with prescribed state guidelines)
Facilities Utilization <ul style="list-style-type: none"> Classroom Hallway Cafeteria Bathroom 	To adapt the movement (and stationing) of students and staff throughout the building during the school day to address social distancing and safety requirements.	<ul style="list-style-type: none"> Principal Asst. Principal SMS Team Leaders Office Staff Building and Grounds Director Head Custodian Director of Food Services 	<ul style="list-style-type: none"> Update a plan for students' and staff entry and exit into (out of) the building at the beginning and end of the day Update a process for student limits in bathrooms during the day. Update classroom and cafeteria seating plans that achieves provided guidelines Update and communicate plan for traffic flow of hallways throughout the school day Identified areas of the building for quarantining staff and students, if necessary Update an access and operational plan for office areas Regular periodic meetings with administrators, Head Custodian, Nurse, and team leaders to review plan and revise as needed
Safety and Security	To manage the resources required to monitor and implement social distancing and safety requirements.	<ul style="list-style-type: none"> Principal Asst. Principal SMS Team Leaders Office Staff Building and Grounds Director Head Custodian Technology Director School Nurse Local Police/Fire/Emergency Services NCDHD Town Leaders 	<ul style="list-style-type: none"> Provide professional development to staff that allows for compliance of safety protocols while still supporting students' needs Implement protocol for addressing symptomatic students or staff Implement sanitizing process for all school area. Update plan for visitors to the building (parent meetings, service technicians, mail delivery, etc.). Update and communicate adaptive protocols for required safety drills. Regular periodic meetings with administrators, Head Custodian, Nurse, and team leaders to review plan and revise as needed
Staff Coverage and Substitute Support	To facilitate a process that ensures all classes being held are supported by an	<ul style="list-style-type: none"> Principal Asst. Principal Office Staff 	<ul style="list-style-type: none"> Development of a staffing plan that aligns to the implemented school schedule

	appropriate adult throughout the school day.	<ul style="list-style-type: none"> District Business Manager 	<ul style="list-style-type: none"> Assign staff to ensure safety protocols and metrics being achieved.
Program Monitoring	To detail the resources required to implement, monitor, and assess the grade-level curricula.	<ul style="list-style-type: none"> Principal Asst. Principal Curricular Coaches Certified Staff Asst. Superintendent 	<ul style="list-style-type: none"> Review of curricular units of study to ensure activities do not conflict with safety protocols (ex. PE, foods, etc.) Create assessments to monitor to document the efficacy of safety protocols. Utilize PLC meeting format to assess curricular planning alignment within and across departments and grade-levels (vertical/horizontal). Utilize staff professional development opportunities (identified PD Days, afterschool meeting times) to support staff growth in their fluency of various pedagogical approaches for all learning platforms. Engage the SMS S.A.M. Team to monitor and support students (SRBI Process) in engagement in and achievement of identified curricular standards.
Communication	To ensure clear and concise communication with all school stakeholders.	<ul style="list-style-type: none"> Principal Asst. Principal Office Staff Certified Staff Technology Director School Nurse 	<ul style="list-style-type: none"> Regular staff meetings (teams, departments) to update staff regarding school operational and curricular adaptations. Periodic family electronic communications (weekly/bi-weekly) to update various stakeholders regarding school operational and curricular adaptations. Establish the means to maintain typical school events (Open House, Transition Meetings, etc.) through a virtual format.

Core Function 5 – High School Operations Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Scheduling	To create a schedule that allows for flexibility for teachers, students, and families.	<ul style="list-style-type: none"> Administration Team Leaders School Counseling Staff Families Students 	<ul style="list-style-type: none"> Update straight schedule that maintains the full continuity of learning plan.
Facilities Utilization <ul style="list-style-type: none"> Classroom Hallway Cafeteria Bathroom 	To create systems to allow for social distancing and reduces the number of students congregating in various spaces of the building.	<ul style="list-style-type: none"> Administration Agriscience Director Facilities Personnel Team Leaders Hall Monitors 	<ul style="list-style-type: none"> Clear protocols for bathroom utilization Implement protocols for passing time Review locations for lunch and breakfast Establish classroom maps for setup
Safety and Security	To maintain appropriate safety and security protocols within modified structures.	<ul style="list-style-type: none"> Administration Facilities Personnel Main Office Staff School Nurse Local Police/ Fire/Emergency Services NCDHD Town Leaders 	<ul style="list-style-type: none"> Update safety and security plan applicable to all schedules Update documents for teachers outlining the plan updates
Staff Coverage and Substitute Support	To Update a plan for staff coverage and support within an alternate schedule.	<ul style="list-style-type: none"> Administration Business Office Human Resources Main Office Staff Team Leaders 	<ul style="list-style-type: none"> Flow chart outlining the process for assigning substitutes applicable to all schedules
Program Monitoring	To create systems to review established programs within an alternate schedule.	<ul style="list-style-type: none"> Administration Assistant Superintendent Team Leaders Instructional Coaches 	<ul style="list-style-type: none"> Establish specific data points to monitor throughout the 2023-2023 school year Regular meetings with coaches to monitor progress
Communication	To maintain high levels of communication around continued changes and modifications to the typical school experience.	<ul style="list-style-type: none"> Administration Main Office Staff Technology Department Team Leaders 	<ul style="list-style-type: none"> Continued weekly communication to students and families Continued collaboration with technology department to update the website and Facebook Continued faculty meetings and team leader meetings to communicate to staff Continued use of the staff and faculty google classroom to post updates and resources

Core Function 6 – Curriculum & Instruction Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Continuity of Learning ○ Classroom	To continue to provide instruction to students within the learning environments. Classroom – students receive instruction in school while practicing “Social Distance” guidelines	<ul style="list-style-type: none"> Curriculum Coaches Administrators Team Leaders Special Education Supervisors Technology Director 	<ul style="list-style-type: none"> Document best practices and tools for delivering instruction Plan to ensure connectivity of students through clubs, social activities and extra-curricular programs Student Orientations, Transition opportunities, Parent Teacher Conferences, Parent Open Houses
Student Assessment	To provide diagnostic and formative information relative to each student’s achievement on grade level standards.	<ul style="list-style-type: none"> Curriculum Coaches Administrators Team Leaders Special Education Supervisors 	<ul style="list-style-type: none"> Comprehensive list of assessments used throughout the district Calendar of assessments established for each school Lighthouse and Student Achievement meetings established. Bi-weekly assessment review and teacher collaboration during Lighthouse Meetings Assessment accommodations protocols established for remote testing Communication protocols established for sharing information within district and with families
Curriculum Compacting	To provide curriculum, instruction and content appropriate for each student based on demonstrated mastery of standards.	<ul style="list-style-type: none"> Curriculum Coaches Administrators Team Leaders 	<ul style="list-style-type: none"> Establish system of assessments and screenings to determine student’s competencies on standards Establish interim benchmarks for students relative to end of year goals. Establish end of course/grade/unit learning expectations for all grade levels. Determine cross curricular approaches to meet standards Scope and Sequence documents for compacted curriculum
Student Interventions	To provide specialized instruction and schedules designed to strengthen and extend skills not mastered. <ul style="list-style-type: none"> Summer 2020 Academic Year 2020-2023 Summer 2023 	<ul style="list-style-type: none"> Curriculum Coaches Administrators Team Leaders Special Education Supervisors Interventionist 	<ul style="list-style-type: none"> Establish programs to meet the intervention needs of students, K-12 Establish criteria for academic and social emotional intervention Communication method to share student progress with administration, data teams, teachers and parents COVID Relief funding for Intervention programming (2023/2023)

Student Grading	<p>To provide a system to clearly and consistently communicate student learning progress</p> <ul style="list-style-type: none"> • Traditional • Pass/Fail • Narrative • Standards-based • Portfolio 	<ul style="list-style-type: none"> • Principals • Curriculum coaches • Parents • Teachers • Director of Technology 	<ul style="list-style-type: none"> • Protocols/systems/expectations for grading students • Communicate plan and timeline to explain to parent, post-secondary, teachers about learning expectations
Instructional Materials	<p>Maintain materials, tools, needed for instruction</p>	<ul style="list-style-type: none"> • Curriculum Coaches • Team Leaders • Special Education Teachers • Intervention • Business manager • Technology Director 	<ul style="list-style-type: none"> • Student 1:1 technology for all grades K-12 • Instructional materials for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons • Assessment of current learning platforms – Zoom, Google, SeeSaw and e-learning materials. • Budget for materials needed for summer school, intervention and classroom.
Professional Development	<p>To provide training for faculty including new hires in order to successfully meet the needs of students within distant learning or hybrid environments</p>	<ul style="list-style-type: none"> • Technology Dept. • Teachers (PDEC) • Superintendent 	<ul style="list-style-type: none"> • Professional development plan aligned to district goals for year • Technology and e-learning training for para-educators, academic support, teachers and parents • TEAM support • Professional development to include high quality instruction and lesson plans to support curriculum compacting, IEP and student accommodations within the 3 learning environments

Core Function 7 – Special Services Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Continuity of Learning (Special Populations)	To review Continuity of Learning Plans, IEP goals and objectives, progress monitoring and assessment data to revise IEPs as appropriate.	<ul style="list-style-type: none"> • Director of Special Services • Special Education Supervisors • Special Education Teachers and Related Services Providers • Counselors, School Psychologists, Social Workers, BCBAs • Parents 	<ul style="list-style-type: none"> • Administer assessments to determine students' current level of functioning • Review/revise IEPs as appropriate • Determine service hour implementation based on school schedule • Prepare alternate learning plans for virtual instruction • Create paraprofessional schedules for both in school and virtual learning
Student Transition Planning	To Update transition plans for students with IEPs/504 plans (within each building and between buildings)	<ul style="list-style-type: none"> • Director of Special Services • Building Administrators • Special Education Supervisors • Special Education Teachers and Related Service Providers • School Psychologists, Counselors, Social Workers, BCBAs • Parents 	<ul style="list-style-type: none"> • Update transition plans/activities for students going from grades 2-3, 5-6, 8-9 and to 18-21 programs • Complete case manager assignments for the 2023-2023 school year by end of June • Current special education teams share information with receiving team • Ensure instructional materials, program books, behavior plans, etc. are sent to receiving team • Inform paraprofessionals of assignments • Notify parents of case manager assignments • Hold transition meetings with parents as needed
Planning and Placement Team Processes	Update process for scheduling PPT/504 meetings	<ul style="list-style-type: none"> • Director of Special Services • Special Education Supervisors • Secretary to the Director of Special Services • Building Secretaries 	<ul style="list-style-type: none"> • Complete evaluations to conduct triennial reviews and initial eligibility meetings that were postponed (prioritize by date meeting was due) • Consider feasibility of completing evaluations following health and safety protocols • Update a process for conducting evaluations • Schedule annual review PPT meetings that were postponed (prioritize by date meeting was due) • Review 504 plans and hold meetings to revise as necessary

Sustainment Initiative	Description	Collaborators	Metrics
Individualized Education Plan Implementation and Monitoring	To ensure the implementation and monitoring of IEPs and 504 plans	<ul style="list-style-type: none"> • Director or Special Services • Special Education Supervisors • Special Education Case Managers • 504 Coordinators • Building Administrators 	<ul style="list-style-type: none"> • Provide specialized instruction on IEP goals and objectives • Provide services to the extent possible if virtual platform per continuity of learning plan • Ensure general education teachers have reviewed IEPs and 504 plans and accommodations are being provided
Related Services	To review Continuity of Learning Plans, IEP goals and objectives, progress monitoring and assessment data to revise IEPs/504 plans as appropriate	<ul style="list-style-type: none"> • Director of Special Services • Special Education Supervisors • Related Service Providers • Parents 	<ul style="list-style-type: none"> • Related services are provided per the IEP or continuity of learning plan if in virtual platform • Conduct assessments to determine current level of functioning • Review/revise IEPs as appropriate

Core Function 8 – Communication Sustainability Plan

Sustainment Initiative	Description	Collaborators	Metrics
Board Communications	To foster communication between the Board of Education and the community of Suffield	<ul style="list-style-type: none"> • Board of Education • Community Engagement Committee • Superintendent • Secretary to the Superintendent • Director of Technology 	<ul style="list-style-type: none"> • Access to Regular and Special Board of Education Meetings • Quarterly newsletters • Participation on district committees • Liaison communications with Board of Finance and Board of Selectmen
District Communications	To foster communication between district administration, Board of Education, faculty and staff, and parents and guardians	<ul style="list-style-type: none"> • Central Office Personnel • Collective Bargaining Group Representatives 	<ul style="list-style-type: none"> • Social Media Presence <ul style="list-style-type: none"> ◦ Website ◦ Facebook • SchoolMessenger Communications • Districtwide Virtual Staff Meetings • Districtwide Virtual Parent Meetings • Email Communications
School Communications		<ul style="list-style-type: none"> • School Administrators • Faculty and Staff 	<ul style="list-style-type: none"> • Social Media Presence <ul style="list-style-type: none"> ◦ Website ◦ Facebook • SchoolMessenger Communications • Districtwide Virtual Staff Meetings • Districtwide Virtual Parent Meetings • Email Communications

Addendums:

Reopening and Sustainment Overviews

After-School Programming Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Engage A. Ward Spaulding administration and program coordinator to identify furniture needs (desks vs. tables) and configure space to ensure social distancing to the greatest extent possible Support the program coordinator in the development of protocols for in class safety (i.e. health screening, communication, sharing materials, partner work, hallway movement, bathroom usage)
Preparation and Implementation Timeframes	A. WARD SPAULDING SCHOOL
<ul style="list-style-type: none"> June 30, 2022 – August 25, 2022 	<ul style="list-style-type: none"> In collaboration with Before/After-School Program Coordinator, identify furniture needs, reconfigure space requirements, and create physical layout to ensure social distancing to the greatest extent possible. In collaboration with Program Coordinator Update protocols to ensure social distancing and promote safety in the Before/After-School program. In collaboration with Program Coordinator, review and monitor protocols (health screening and monitoring, sanitizing, communication, sharing materials, hallway movement, bathroom usage, playground protocols) to ensure social distancing and promote the safety of students and staff participating in the Before/After-School program.

Cancellation of Classes and Remote Learning Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> • Update a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants • Assume that any decision about school closure, reopening, or cancellation of school events will be made in coordination/collaboration with local health officials, and with the advice of the school medical advisor (if any) and school nurse supervisor • Anticipate that recommendations for the geographic scope (e.g., a single school, multiple schools, the full district, regionally), whether it will be partial or total, and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community • Update communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. • Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> • Update and document best practices and tools for delivering instruction through Distance, Classroom, Hybrid Learning Environments, if necessary • Implement Student, Parent, Teacher surveys to measure Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health • Ensure connectivity of students through clubs, social activities and extra-curricular programs • Engage administration in the updating of protocols for Student Orientations, Transition opportunities, Parent Teacher Conferences, Parent Open Houses • Update Professional Development Plan aligned to district goals for year • Provide Technology and e-learning training for para-educators, academic support, teachers and parents • Provide professional development to include high quality instruction and lesson plans to support curriculum compacting, IEP and student accommodations within the 3 learning environments, if necessary • Implement the following communication protocols before and during Remote Learning <ul style="list-style-type: none"> ○ Website ○ Facebook ○ SchoolMessenger Communications ○ Districtwide Virtual Staff Meetings ○ Districtwide Virtual Parent Meetings ○ Email Communications • Provide Instructional materials for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons • Implement the assessment of current learning platforms – Zoom, Google, SeeSaw and e-learning materials. • Budget for materials needed for intervention, remote learning, hybrid and classroom. Budget for materials needed for intervention, remote learning, hybrid and classroom.
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> • Utilize and refine best practices and tools for delivering instruction through Distance, Classroom, Hybrid Learning Environments and provide guidelines for teachers • Utilize and analyze surveys to measure Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health

	<ul style="list-style-type: none"> • Update and implement protocols for preschool and kindergarten screenings, before school classroom Meet and Greets, Parent Teacher Conferences, Parent Open Houses • Engage Spaulding PDEC members in updating professional development plan aligned to district goals for year • Continue Technology and e-learning training for para-educators, academic support, teachers and parents • Engage Spaulding PDEC members in planning and conducting professional development to include high quality instruction and lesson plans to support curriculum compacting, IEP and student accommodations within the 3 learning environments, if necessary • Communicate regularly with families before and during Remote Learning <ul style="list-style-type: none"> ○ Website ○ Facebook ○ SchoolMessenger Communications • Communicate regularly with staff <ul style="list-style-type: none"> ○ Building based Virtual Staff Meetings ○ Virtual Parent Meetings ○ Email Communications • Determine Instructional material needs for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons • Assess current learning platforms – Zoom, Google, Seesaw, and e-learning materials on an ongoing basis • Order materials needed for intervention, remote learning, hybrid and classroom. Order materials needed for intervention, remote learning, hybrid and classroom. <p>MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> • Utilize and refine best practices and tools for delivering instruction through Distance, Classroom, Hybrid Learning Environments and provide guidelines for teachers • Utilize and analyze surveys to measure Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health • Update guidelines for continuation of clubs, social activities and extra-curricular programs (Funky Foot, unified sports, Expanding Horizons, Student Council) • Update protocols for before school classroom Meet and Greets, transition opportunities for grades 2 to 3 identified students, Parent Teacher Conferences, Parent Open Houses • Engage McAlister PDEC members in updating Professional Development Plan aligned to district goals for year • Conduct Technology and e-learning training for para-educators, academic support, teachers and parents • Engage McAlister PDEC members in planning and conducting professional development to include high quality instruction and lesson plans to support curriculum compacting, IEP and student accommodations within the 3 learning environments, if necessary
--	--

	<ul style="list-style-type: none"> ● Communicate regularly with families before and during Remote Learning <ul style="list-style-type: none"> ○ Website ○ Facebook ○ SchoolMessenger Communications ● Communicate regularly with staff <ul style="list-style-type: none"> ○ Building based Virtual Staff Meetings ○ Virtual Parent Meetings ○ Email Communications ● Determine Instructional material needs for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons to ● Assess current learning platforms – Zoom, Google, and e-learning materials on an ongoing basis ● Order materials needed for intervention, remote learning, hybrid and classroom. Order materials needed for intervention, remote learning, hybrid and classroom. <p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Utilize and refine best practices and tools for delivering instruction through Distance Learning, Traditional Classroom, and Hybrid Learning, if necessary, environments and provide guidelines for all staff in which to engage in utilized model. ● Utilize and analyze surveys to measure current Continuity of Learning efforts: programs, home-school communication, remote learning, social emotional health, etc. ● Update protocols for annual school events -- i.e. before school-year school tours, Parent and Teacher Conferences, Parent Open Houses, etc. ● Engage SMS PDEC members in updating Professional Development Plan for staff that is aligned to the district goals for the year. ● Engage SMS PDEC members in planning and conducting professional development opportunities with a focus on high-quality instruction and lesson planning to support curriculum compacting, IEP and student accommodations for each of the three (potential) learning environments. ● Communicate regularly with all stakeholders during each format of learning: <ul style="list-style-type: none"> ○ Website ○ Facebook ○ SchoolMessenger Communications ○ Building-based Virtual Staff Meetings ○ Virtual Parent Meetings ○ E-mail Communications ● Determine instructional material needs for teachers, substitute teachers, intervention teachers, academic support tutors to access lessons (in support of students). ● Assess effectiveness of utilized learning platforms on an ongoing basis: <ul style="list-style-type: none"> ○ Zoom ○ Google Classroom ○ Additional on-line learning resources
--	---

	<ul style="list-style-type: none"> • Order materials needed for academic intervention, distance learning, hybrid and traditional classroom settings.
Preparation and Implementation Timeframes	SUFFIELD HIGH SCHOOL
<ul style="list-style-type: none"> • June 30, 2022 – August 25, 2022 	<ul style="list-style-type: none"> • Update best practices and tools for delivering instruction through Distance, Classroom, Hybrid Learning Environments and provide guidelines for teachers • Update guidelines for continuation of sports, clubs, social activities and extra-curricular programs • Update protocols for freshman orientation, transition opportunities for grades 8 to 9 identified students, Parent Teacher Conferences, Parent Open Houses • Engage SHS PDEC members in updating Professional Development Plan aligned to district goals for year • Communicate regularly with staff <ul style="list-style-type: none"> ○ Building based Virtual Staff Meetings, if necessary ○ Virtual Parent Meetings, if necessary ○ Email Communications, if necessary • Determine Instructional material needs for teachers • Assess current learning platforms – Zoom, Google, and e-learning materials on an ongoing basis

Career and Technical Education and STEM Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Update a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. Include a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle. Include a process for collection, sanitation, and logging of equipment and tools. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Engage faculty and staff in the updating of protocols for cleaning and disinfecting high touch areas in CTE, AgSci, STEM and other environments and throughout the classrooms.
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Support teachers in the updating and implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for STEM Collaboratively engage the STEM Coach, STEM Teacher, and Classroom Teachers to Update learning activities and curricula that meet established safety protocols and enhance the full inclusion of students.
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Support teachers in updating and implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for STEM and science classes. Collaboratively engage the STEM Coach, STEM Teacher, and Classroom Teachers to Update learning activities and curricula that meet established safety protocols and enhance the full inclusion of students.
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Support teachers in updating and implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for technical education, FACS, and grade-level science classes. Collaboratively engage the Technical Education, Family and Consumer Science, and Science teachers to Update learning activities and curricula that meet established safety protocols and enhance the full inclusion of students.
Preparation and Implementation Timeframes	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p>
<ul style="list-style-type: none"> June 30, 2022 – August 25, 2022 	

Certification and Personnel Planning Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> • Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. • Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> • Coordinate with Kelly Services regarding staffing availability and substitute potential recruitment • Human Resources to communicate with faculty and staff regarding their ability to return to work • Review school staff needs and determine if further hiring/reassignment is necessary. • Follow all FMLA requirements • Follow federal guidance on FMLA and ADA procedures <ul style="list-style-type: none"> ◦ Update staff guidelines for FMLA and ADA applications • Update FMLA Request Form added to Frontline Central • Update alternate substitute plans (i.e. classroom and online) for emergency situations • Update local nursing pool to identify backup support • Coordinate with neighboring districts regarding the potential of shared staffing
Preparation and Implementation Timeframes	
<ul style="list-style-type: none"> • June 30, 2022 – August 25, 2022 	

Child Nutrition

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students. Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim. 	<ul style="list-style-type: none"> Complete and monitor all required CSDE documentation pertaining to school lunch programs Monitor and evaluate options for lunch service based on school scheduling options being considered <ul style="list-style-type: none"> Additional lunch waves Lunch in classrooms Reduced lunch options
Preparation and Implementation Timeframes	
June 30, 2022 – August 25, 2022	

Classroom Layout

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Classroom Layout <ul style="list-style-type: none"> Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Engage administration in the identification of classroom furniture needs (desks vs. tables) and reconfigure classrooms for social distancing to the greatest extent possible Engage administration in the updating and monitoring of protocols for in class safety (i.e. sharing materials, partner work) Engage administration in the identification alternate areas to be utilized for social distancing needs Support the administration in the updating of protocols for hallway movement, bathroom use, lunch service, recess, and safety drills. Engage administration in the updating of protocols for maintaining a virus-free environment (i.e. health monitoring and sanitizing protocols) Support administration in the updating of guidelines for building access (i.e., substitutes, parents, volunteers, deliveries, repairs) Update and communicate protocols for safety drills that address social distancing and provide practice for all students and staff in all scenarios Conduct regular meetings with admin, custodial staff, school nurse
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Configure classroom layouts following social distancing guidelines Update and monitor protocols for classroom safety Utilize large spaces (cafeterias, auditorium) for additional instructional areas for small groups, if necessary Review, monitor and ensure protocols for maintaining a virus free environment Update and monitor and communicate protocols and guidelines for building access. (guests, deliveries, etc.) Reconfigure hallway guidelines to promote movement marked for one-way traffic and social distancing Update and monitor revised schedules for lunch, recess, bathroom use (companion documents for lunch, recess, bathroom use) Update and monitor revised practice plans for safety drills that utilize social distancing Schedule and hold weekly meetings with team leaders, custodial staff and school nurse
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Reconfigure classroom layouts following social distancing guidelines Update and monitor protocols for classroom safety Utilize large spaces (cafeteria) for additional instructional areas for small groups

	<ul style="list-style-type: none"> ● Review, monitor and ensure protocols for maintaining a virus free environment. ● Update, monitor and communicate protocols and guidelines for building access. (guests, deliveries, etc.) ● Reconfigure hallway guidelines to promote movement marked for one-way traffic and social distancing ● Update and monitor revised schedules for lunch, recess, bathroom use (link schedules for lunch, recess, bathroom use) ● Update and monitor revised practice plans for safety drills that utilize social distancing ● Schedule and hold weekly meetings with team leaders, custodial staff and school nurse
Preparation and Implementation Timeframes	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Reconfigure classroom layouts adhering to established social distancing guidelines. ● Update, communicate, and monitor protocols for classroom safety. ● Utilize large spaces (cafeteria, auditorium, gymnasium) for additional instructional areas for student groups. ● Review, monitor, and ensure protocols for maintaining a virus-free environment. ● Update, monitor, and communicate protocols and guidelines for building access: visitors, parents, volunteers, deliveries, etc. ● Reconfigure hallway traffic patterns to promote movement marked for one-way traffic and social distancing. ● Update revised schedules to allow for other established safety protocols to be enacted: for lunch, bathroom use, transitions between classes, school arrival and departure, etc. ● Update and monitor revised practice plans for safety drills that adhere to established social distancing practices. ● Schedule and hold weekly meetings with team leaders, custodial staff, and school nurses to assess current practices.
	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Configure classroom layouts following social distancing guidelines ● Update and monitor protocols for classroom safety ● Review, monitor and ensure protocols for maintaining a virus free environment. ● Update, monitor and communicate protocols and guidelines for building access. (guests, deliveries, etc.) ● Configure hallway guidelines to promote movement marked for one-way traffic and social distancing ● Update and monitor revised schedules for the school day, Wildcat, lunch, bathroom use ● Update and monitor revised practice plans for safety drills that utilize social distancing ● Schedule and hold weekly meetings with team leaders, custodial staff and school nurse
<ul style="list-style-type: none"> ● June 30, 2022 – August 25, 2022 	

Containment Plan

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans is to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> ● Have available an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. ● Students should remain supervised in the isolation room. For the purposes of contact tracing, schools should log all persons who entered the room. The individual supervising the room must be equipped with proper PPE. ● Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case. ● Review CDC guidance to ensure compliance with most up to date information regarding containment. ● Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. Include input, where appropriate, from the local health department, school medical advisor and school nurse supervisor. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Coordinate with the local health department regarding readiness to comply with requests for information from the local health department to assist with contact tracing. ● Identification of a response team within the school and LEA with specific responsibilities regarding COVID-19 emergencies. ● Update protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Procure and provide PPE and other necessary equipment to support COVID-19 needs within each school
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Review guidance from the local health department regarding readiness to comply with requests for information from the local health department to assist with contact tracing. ● Identify and monitor a response team within the school and LEA with specific responsibilities regarding COVID-19 emergencies. ● Review, ensure and monitor protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Monitor, communicate needs, and provide PPE and other necessary equipment to support COVID-19 needs within the building ● Communicate and identify an isolation room with access to a bathroom within the building
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Review guidance from the local health department regarding readiness to comply with requests for information from the local health department to assist with contact tracing. ● Identify and monitor a response team within the school and LEA with specific responsibilities regarding COVID-19 emergencies. ● Review, ensure and monitor protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school.

	<ul style="list-style-type: none"> ● Monitor, communicate needs, and provide PPE and other necessary equipment to support COVID-19 needs within the building ● Communicate and identify an isolation room with access to a bathroom within the building
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Review guidance from the local health department regarding readiness to comply with requests for information from the local health department to assist with contact tracing. ● Identify and monitor a response team within the school and LEA with specific responsibilities regarding COVID-19 emergencies. ● Review, ensure and monitor protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Monitor, communicate needs, and provide PPE and other necessary equipment to support COVID-19 needs within the building
	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Identify a school response team with specific responsibilities regarding COVID-19 emergencies. ● Update protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Review, ensure and monitor protocols for identifying and responding to signs and symptoms exhibited by students or staff that may require dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Monitor, communicate needs, and provide PPE and other necessary equipment to support COVID-19 needs within the building
<p>Preparation and Implementation Timeframes</p>	
<ul style="list-style-type: none"> ● June 30, 2022 – August 25, 2022 	

Daily Operations

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Update the policies and protocols related to facilities and operations with the understanding that schools may need to react quickly to changing conditions. Ensure options to increase, or relax restrictions are available throughout the school year to respond effectively to changes in public health data. This requires compartmentalized solutions that can be deployed or recalled in a timely and organized way. Update consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before-and after-school and childcare programs. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Identify district Health and Safety Compliance Liaison. William Hoff Business Manager whoff@suffield.org 860-668-3202 Engage administration in enhancements or rapid changes to health and safety protocols as needed. Engage the BOE and administration in the development of system-wide policies and procedures that are in compliance with state requirements. Review and update regulations to meet building use needs during COVID-19. Support the decision-making process surrounding school facility use requests. Engage administration and school secretaries regarding parent volunteer group (PTA, PTAC, SFES) facility usage
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Communicate and ensure enhancements or rapid changes to health and safety protocols as needed. Implement BOE policies and monitor system-wide procedures to comply with state requirements. Review updated regulations and monitor their compliance for building use needs during COVID-19. Review and monitor protocols for facility usage by parent volunteer groups (PTO, Suffield Garden Club, SFES, Parks and Recreation)
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Communicate and ensure enhancements or rapid changes to health and safety protocols as needed. Implement BOE policies and monitor system-wide procedures to comply with state requirements. Review updated regulations and monitor their compliance for building use needs during COVID-19. Review and monitor protocols for facility usage by parent volunteer groups (PTO, Suffield Garden Club, SFES, Girl Scouts/Boy Scouts.)
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Ensure and communicate enhancements or rapid changes to health and safety protocols within the school (as needed). Implement BOE policies and monitor system-wide procedures to comply with provided state requirements. Review updated regulations and monitor their compliance for building use needs during COVID-19 response.

	<ul style="list-style-type: none"> Review and monitor protocols for facility usage by parent volunteer groups (PTAC, Suffield Garden Club, SFES, etc.).
Preparation and Implementation Timeframes	SUFFIELD HIGH SCHOOL
<ul style="list-style-type: none"> June 30, 2022 – August 25, 2022 	<ul style="list-style-type: none"> Communicate and ensure enhancements or rapid changes to health and safety protocols as needed. Implement BOE policies and monitor system-wide procedures to comply with state requirements. Review updated regulations and monitor their compliance for building use needs during COVID-19. Review and monitor protocols for facility usage by community groups

English Learners

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue. Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation. 35 Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Monitor FAPE for EL, Special Education, and Section 504 students Ensure that related services are provided per the IEP or Continuity of Learning plans Engage administration in the monitoring of student assessments to determine current level of functioning
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Review and monitor FAPE for EL, Special Education, and Section 504 students Monitor and ensure that related services are provided per the IEP or Continuity of Learning plans Engage designee in the monitoring of student assessments to determine current level of functioning
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Review and monitor FAPE for EL, Special Education, and Section 504 students Monitor and ensure that related services are provided per the IEP or Continuity of Learning plans Engage designee in the monitoring of student assessments to determine current level of functioning
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Review and monitor FAPE for EL, Special Education, and Section 504 students. Monitor and ensure that related services are provided per the student IEP or Continuity of Learning plans. Engage designee in the monitoring of student assessments to determine current level of functioning.
Preparation and Implementation Timeframes	SUFFIELD HIGH SCHOOL
<ul style="list-style-type: none"> June 30, 2022 – August 25, 2022 	<ul style="list-style-type: none"> Monitor FAPE for EL, Special Education, and Section 504 students Ensure that related services are provided per the IEP or Continuity of Learning plans Monitor student assessments to determine current level of functioning

Facilities

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Classroom Layout <ul style="list-style-type: none"> ○ Maximize social distancing to the greatest extent possible between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. ○ Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space ○ Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six ● Comply with DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19. ● Comply with DPH Return to Service Guidance for Building Water Systems ● Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population ● Comply with DPH Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems during the COVID-19 pandemic. ● Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes ● For consistency and to facilitate refresher trainings, consider designating 1-2 people in each building to serve as trainers ● Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. ● Ensure training is provided to substitutes ● Comply with DPH guidance for cleaning and disinfecting of schools during COVID-19 ● Maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Turn off and avoid use of hand dryers. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Engage administration in identifying classroom furniture needs (desks vs. tables) and the reconfiguration of classrooms for social distancing to the greatest extent possible ● Research the potential of alternate town facilities for academic and extracurricular programming ● Engage administration in updating protocols for in class safety (i.e. sharing materials, partner work) ● Identify alternate areas to be utilized for social distancing needs ● Engage administration in the updating protocols for hallway movement, bathroom use, lunch service, recess, and safety drills. ● Engage administration in the updating protocols for maintaining a virus-free environment (i.e., temperature checks, sanitizing protocols) ● Engage administration in the updating guidelines for building access (i.e., substitutes, parents, volunteers, deliveries, repairs) ● Engage administration in the updating protocols for safety drills that address social distancing and provide practice for all students and staff in all scenarios ● Continue weekly meetings with admin, custodial staff, school nurses regarding COVID-19 related matters <p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Implement and monitor protocols for cleaning and disinfecting all spaces within the building. ● Implement and monitor protocols for timely communication with the whole staff regarding COVID-19 related matters. ● Identify classroom furniture needs to reconfigure all classrooms for the social distancing of students and staff to the greatest extent possible. ● Identify additional/alternative spaces within the school building that can be utilized in order to meet established social distancing protocols, if necessary ● Implement and monitor with staff protocols and practices for safety specific to in-class instructional practices to meet established social distancing guidelines ● Implement and monitor protocols and practices for in-class safety (i.e. sharing of classroom materials, student collaboration, etc.) to meet established social distancing guidelines ● Update adaptations of school schedule and additional safety protocols for hallway movement to meet established social distancing guidelines, if necessary ● Update protocols for student and staff bathroom use throughout the day

	<ul style="list-style-type: none"> ● Update adaptations of school schedule and additional safety protocols for lunch service to meet established social distancing and cleaning guidelines ● Ensure consistent communication of established protocols (i.e. “stopping the spread”) through the use of signage posted throughout the building that is inclusive and accessible for all students, staff, and visitors ● Implementation of protocols for building access for all visitors to the school (i.e. substitutes, parents, delivery service representatives, maintenance staff, etc.) ● Update protocols and practices for all required safety drills (adapted for social distancing) and provide regular practice for students and staff for each of scenarios (fire drills, lockdown drills, etc.) ● Update weekly meetings with school administration, facility staff, school nurses, and team leaders regarding COVID-19 related matters. <p>MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Implement and monitor protocols for cleaning and disinfecting all spaces within the building. ● Implement and monitor protocols that provide timely communication with the whole staff regarding COVID-19 related matters. ● Identify classroom furniture needs to reconfigure all classrooms for the social distancing of students and staff to the greatest extent possible ● Identify additional/alternative spaces within the school building that can be utilized in order to meet established social distancing protocols. ● Update staff protocols and practices for safety specific to in-class instructional practices to meet established social distancing guidelines. ● Update staff protocols and practices for in-class safety (i.e. sharing of classroom materials, student collaboration, etc.) to meet established social distancing guidelines. ● Update adaptations of school schedule and additional safety protocols for hallway movement to meet established social distancing guidelines. ● Update protocols for student and staff bathroom use throughout the day. ● Update adaptations of school schedule and additional safety protocols for lunch service to meet established social distancing and cleaning guidelines. ● Ensure consistent communication of established protocols (i.e. “stopping the spread”) through the use of signage posted throughout the building that is inclusive and accessible for all students, staff, and visitors. ● Update protocols for building access for all visitors to the school (i.e. substitutes, parents, delivery service representatives, maintenance staff, etc.). ● Update protocols and practices for all required safety drills (adapted for social distancing) and provide regular
--	---

	<p>practice for students and staff for each of scenarios (fire drills, lockdown drills, etc.).</p> <ul style="list-style-type: none"> ● Establish weekly meetings with school administration, facility staff, school nurses, and team leaders regarding COVID-19 related matters. <p>SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Implementing and monitoring protocols for cleaning and disinfecting all spaces within the building. ● Implementing and monitoring protocols that provide timely communication with the whole staff regarding COVID-19 related matters. ● Identify classroom furniture needs to reconfigure all classrooms for the social distancing of students and staff to the greatest extent possible. ● Identify additional/alternative spaces within the school building that can be utilized in order to meet established social distancing protocols. ● Implementing and monitoring with staff protocols and practices for safety specific to in-class instructional practices to meet established social distancing guidelines. ● Implementing and monitoring with staff protocols and practices for in-class safety (i.e. sharing of classroom materials, student collaboration, etc.) to meet established social distancing guidelines. ● Update adaptations of school schedule and additional safety protocols for hallway movement to meet established social distancing guidelines. ● Update protocols (for student and staff) bathroom use throughout the day. ● Update adaptations of school schedule and additional safety protocols for lunch service to meet established social distancing and cleaning guidelines. ● Ensure consistent communication of established protocols (i.e. “stopping the spread”) through the use of signage posted throughout the building that is inclusive and accessible for all students, staff, and visitors. ● Update protocols for building access for all visitors to the school (i.e. substitutes, parents, delivery service representatives, maintenance staff, etc.). ● Update protocols and practices for all required safety drills (adapted for social distancing) and provide regular practice for students and staff for each of scenarios (fire drills, lockdown drills, etc.). ● Establish weekly meetings with school administration, facility staff, school nurses, and team leaders regarding COVID-19 related matters. <p>SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Identify classroom furniture needs (desks vs. tables) and the reconfiguration of classrooms for social distancing to the greatest extent possible ● Update protocols for in class safety (i.e. sharing materials, partner work)
--	--

	<ul style="list-style-type: none"> ● Identify alternate areas to be utilized for social distancing needs ● Update protocols for hallway movement, bathroom use, lunch service, recess, and safety drills. ● Update protocols for maintaining a virus-free environment (i.e., temperature checks, sanitizing protocols) ● Update guidelines for building access (i.e., substitutes, parents, volunteers, deliveries, repairs) ● Update protocols for safety drills that address social distancing and provide practice for all students and staff in all scenarios ● Weekly meeting with facilities director, custodial staff, and school nurses regarding COVID-19 related matters
Preparation and Implementation Timeframes	
<ul style="list-style-type: none"> ● June 30, 2022 – August 25, 2022 	

Health Plan Monitoring Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Implement protocol for Daily/Weekly Student Surveillance Reports ● Provide updates on guidelines and/or protocols w/administrative review ● Engage administration and facilities with routine health inspections ● Update methods for contact tracing and implement pandemic communication plan as needed ● Employ temporary part-time (am and pm) health aide to assist school nurses, if necessary ● Continue to monitor the implementation of DPH and NCDHD guidance ● Update protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Update protocols for immune-compromised students and (rosters, interventions, supports) ● Update protocols for communication with the local health department and families ● Create a binder of student information for contact tracing: <ul style="list-style-type: none"> ○ Class lists/seating charts ○ Bus lists/seating chart ○ Student schedules ○ Staff Schedules ○ Cafeteria list ○ Extracurricular Activities -sports, clubs, etc.
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Review, ensure and monitor protocol for Daily/Weekly Student Surveillance Reports ● Review updates on guidelines and/or protocols w/team leader review ● Review, monitor and ensure routine health inspections with custodial and facilities staff ● Review and monitor method for contact tracing and implement pandemic communication plan as needed ● Secure and monitor temporary part-time (am and pm) health aide to assist school nurse ● Continuous review and monitoring of the DPH and NCDHD guidance ● Review, ensure and monitor protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Review, ensure and monitor protocols for immune-compromised students and (rosters, interventions, supports)

	<div data-bbox="868 226 1421 258" data-label="Section-Header"> <p>MCALISTER INTERMEDIATE SCHOOL</p> </div> <div data-bbox="797 264 1484 867" data-label="List-Group"> <ul style="list-style-type: none"> ● Review, ensure and monitor protocol for Daily/Weekly Student Surveillance Reports ● Review updates on guidelines and/or protocols w/team leader review ● Review, monitor and ensure routine health inspections with custodial and facilities staff ● Review and monitor method for contract tracing and implement pandemic communication plan as needed ● Secure and monitor temporary part-time (am and pm) health aide to assist school nurse ● Continuous review and monitoring of the DPH and NCDHD guidance ● Review, ensure and monitor protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Review, ensure and monitor protocols for immune-compromised students and (rosters, interventions, supports) </div> <div data-bbox="938 871 1352 900" data-label="Section-Header"> <p>SUFFIELD MIDDLE SCHOOL</p> </div> <div data-bbox="797 907 1484 1509" data-label="List-Group"> <ul style="list-style-type: none"> ● Review, ensure, and monitor protocol for daily and weekly Student Surveillance Reports. ● Review updates on guidelines and/or protocols with building -based team leaders. ● Review, monitor, and ensure routine health inspections with custodial and facilities staff. ● Review and monitor method for contract tracing and implement pandemic communication plan as needed ● Secure and monitor temporary part-time (am and pm) health aide to assist school nurse. ● Continuous review and monitoring of the DPH and NCDHD guidance. ● Review, ensure, and monitor protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Review, ensure, and monitor protocols for immune-compromised students and (rosters, interventions, supports) </div>
<div data-bbox="126 1516 751 1547" data-label="Section-Header"> <p>Preparation and Implementation Timeframes</p> </div> <div data-bbox="126 1583 545 1617" data-label="List-Group"> <ul style="list-style-type: none"> ● June 30, 2022 – August 25, 2022 </div>	<div data-bbox="959 1516 1333 1547" data-label="Section-Header"> <p>SUFFIELD HIGH SCHOOL</p> </div> <div data-bbox="797 1549 1484 1881" data-label="List-Group"> <ul style="list-style-type: none"> ● Conduct routine school health inspections ● Update method for contract tracing and implement pandemic communication plan as needed ● Update protocols for relocating ill students and staff in compliance with HIPAA guidelines that do not violate individual privacy ● Update protocols for immune-compromised students and (rosters, interventions, supports) ● Update protocols for teachers to report all students that left the room during instructional time. </div>

Immunizations

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Immunizations: Guidance from the Department of Public Health was issued dated June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations. Health Assessments: Guidance from the CSDE was issued dated June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Engage administration, school nurses, and Registrar in planning for health assessment regulations per CT General Statutes Section 10-206 Notification to families regarding health assessment guidelines for 2023-2023 school year <ul style="list-style-type: none"> Due to the unavailability of appointments for immunizations due to the pandemic, the district will prioritize keeping students in schools where possible Monitor and track student immunization data
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Follow district plan for health assessment regulations per CT General Statute Section 10-206 Support communication to families relative to immunization requirements for new students and students entering Grade 7 Monitor and track student immunization data.
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Follow district plan for health assessment regulations per CT General Statute Section 10-206. Support communication to families relative to immunization requirements for new students and students entering Grade 3 Monitor and track student immunization data
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Follow district plan for health assessment regulations per CT General Statute Section 10-206. Support communication to families relative to immunization requirements for new students and students entering Grade 7 Monitor and track student immunization data
Preparation and Implementation Timeframes	SUFFIELD HIGH SCHOOL
<ul style="list-style-type: none"> June 30, 2022 – August 25, 2022 	<ul style="list-style-type: none"> Follow district plan for health assessment regulations per CT General Statute Section 10-206. Support communication to families relative to immunization requirements for new students Monitor and track student immunization data

Physical Education, Athletics, Arts, and Extra-Curricular Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess. Update plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Support the updating of protocols for social distancing and disinfecting of physical education and physical activity spaces Engage administration and teachers and collaborative planning to meet protocols for social distancing and physical activity spaces
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Collaboratively engage the Physical Education, Art, Library Media and Music teachers to Update learning activities and curricula that meet safety protocols and enhance the full inclusion of students Support teachers in the implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for physical education classes Support Music, Art, and Library Media teachers in the updating of adaptations and modifications to their instructional delivery to ensemble classes to meet established safety protocols Support Music, Art and Library teachers to Update protocol for student usage of materials Support teachers in the implementation of protocols for social distancing and disinfecting of equipment and facilities for any extra-curricular activities requiring in-person engagement by students and staff
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Collaboratively engage the Physical Education, Music, Art, Library teachers to Update learning activities and curricula that meet safety protocols and enhance the full inclusion of students Support teachers in the implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for physical education classes Support Music, Art and Library teachers in the development of adaptations and modifications to their instructional delivery to ensemble classes to meet established safety protocols. Support Music, Art and Library teachers to Update protocol for student usage of materials Support teachers in the implementation of protocols for social distancing and disinfecting of equipment and facilities for any extra-curricular activities requiring in-person engagement by students and staff Update protocols for clubs, social activities and extra-curricular programs (Funky Foot, unified sports, Expanding Horizons, Student Council)

	<p>SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> • Collaboratively engage the Physical Education and Fine Arts teachers to Update learning activities and curricula that meet safety protocols and enhance the full inclusion of students • Support teachers in the implementation of safety protocols inclusive of social distancing and the disinfecting of equipment and facilities for the development of instructional opportunities for physical education classes • Support Fine Arts and Unified Arts teachers in the development of adaptations and modifications to their instructional delivery to ensemble classes to meet established safety protocols • Support teachers in the implementation of protocols for social distancing and disinfecting of equipment and facilities for any extra-curricular activities requiring in-person engagement by students and staff • Work with the District Athletic Director to Update protocols related to CIAC guidelines for the potential facilitation of athletic events
<p>Preparation and Implementation Timeframes</p> <ul style="list-style-type: none"> • June 30, 2022 – August 25, 2022 	<p>SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> • Support teachers in the updating of protocols for social distancing and disinfecting of physical education and physical activity spaces • Work with our athletic trainer to provide training based on CIAC guidelines • Update schedules to limit exposure among athletic teams and extracurricular activities such as clubs • Meet with all extra-curricular teachers to review protocols for after school programming to ensure safety of all participants. • Support Fine Arts teachers in the development of adaptations and modifications to their instructional delivery to ensemble classes to meet established safety protocols

Professional Development Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Revised district calendar to accommodate pre-service trainings for certified and non-certified staff in preparation for the school year: <ul style="list-style-type: none"> Original First Day of School for Student: Aug. 26, 2020 Board of Education Revised Academic Start Date: Aug. 31, 2020 Update training materials to educate staff on health safety protocols. Place learning materials health safety protocols on the following online resources: <ul style="list-style-type: none"> Frontline Central District Website Teacher Portal Meet with Collective Bargaining groups to discuss training rollout Engage administration in the development of professional learning schedule for health safety protocols
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Update a professional learning schedule for all staff to have a clear understanding of and regularly engage in established health and safety protocols -- including adaptations of previously established school practices and schedules Create a digital location to store learning materials for staff on established district and building-based safety protocols and practices Establish the means to provide all staff with regular updates to the established district and building-based safety protocols and practices
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Update a professional learning schedule for all staff to have a clear understanding of and regularly engage in established health and safety protocols -- including adaptations of previously established school practices and schedules Create a digital location to store learning materials for staff on established district and building-based safety protocols and practices Provide all staff with regular updates to the established district and building-based safety protocols and practices
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Update a professional learning schedule for all staff to have a clear understanding of and regularly engage in established health and safety protocols -- including adaptations of previously established school practices and schedules Provide all staff with regular updates to the established district and building-based safety protocols and practices
<p style="text-align: center;">Preparation and Implementation Timeframes</p>	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> Update a professional learning schedule for health safety protocols Parts of faculty meetings, and morning updates, will reinforce safety protocols
<p style="text-align: center;">June 30, 2022 – August 25, 2022</p>	

Standard Public Health Practices and Adequate Supplies

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols. ● Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to: <ul style="list-style-type: none"> ○ social distancing, ○ frequent hand washing and use of hand sanitizer, use of face coverings that completely cover the nose and mouth, respiratory and cough etiquette, and enhanced cleaning/disinfection of surfaces. ○ providing adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Development of universal health practices and protocols and educational materials with the support of the medical advisor and school nurses ● Implement temperature monitoring protocol for the initial weeks of the 2020-2023 school year ● Follow state guidelines regarding face coverings and PPE ● Update staff and student training modules: <ul style="list-style-type: none"> ○ Hand Washing ○ Use of face coverings ○ Cough Etiquette ○ Social Distancing ● Provide school administration protocols and educational materials for the development of student lessons on all public health protocols ● Procure and provide necessary health and cleaning supplies for distribution to schools
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Review and monitor implementation of health practices ● Review and monitor hand washing stations throughout the school with hand sanitizing stations ● Review and monitor protocols regarding public health protocols ● Communicate all protocols regarding health guidelines ● Monitor and replenish cleaning supplies for school ● Display signage throughout the school to promote social distancing measures ● Monitor and ensure frequent hand washing protocols and procedures including entering and exiting school; before and after lunch and recess and during all bathroom visits ● Monitor and ensure cough and sneezing procedures for all students and staff ● Monitor and implement protocol for staff or students who fall ill ● Utilize an isolation room within the building for students/staff infected, if necessary ● Collaborate with Facilities Director to ensure custodial staff will be supplied with ample cleaning supplies. All cleaning protocols will be communicated with staff, students and families. ● Monitor and ensure social distancing guidelines to the best of our ability.
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Review and monitor health practices ● Review and monitor hand washing stations throughout the school with hand sanitizing stations ● Review and monitor administration protocols regarding public health protocols ● Communicate all protocols regarding health guidelines

	<ul style="list-style-type: none"> • Monitor and replenish cleaning supplies for school • Display signage throughout the school to promote social distancing measures • Monitor and ensure frequent hand washing protocols and procedures including entering and exiting school; before and after lunch and recess and during all bathroom visits • Monitor and ensure cough and sneezing procedures for all students and staff • Monitor and ensure protocol for staff or students who fall ill • Utilization of isolation rooms for students/staff infected • Communicate all protocols to staff on Monday, August 24th at the district wide virtual convocation • Collaborate with facilities director to ensure ample cleaning supplies. All cleaning protocols will be communicated with staff, students and families • Implement social distancing guidelines to the best of our ability <p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> • Review and monitor established health practices • Review and monitor usage of hand-washing stations throughout the school with hand sanitizing stations • Review and monitor administration protocols regarding public health protocols • Communicate all protocols regarding health guidelines to all appropriate stakeholders • Provide and replenish cleaning supplies for school • Display signage throughout the school to promote social distancing measures • Monitor and ensure frequent hand washing protocols and procedures including entering and exiting school; before and after lunch and recess and during all bathroom visits • Monitor and ensure cough and sneezing procedures for all students and staff • Monitor and ensure protocol for staff or students who fall ill. • Utilize isolation rooms within each building for students/staff infected • Collaborate with the Facilities Director to ensure custodial staff will be supplied with ample cleaning supplies. All cleaning protocols will be communicated with staff, students, and families • Implement social distancing guidelines to the best of our ability
<p>Preparation and Implementation Timeframes</p>	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> • Update and implement health practices • Update hand washing stations throughout the school with hand sanitizing stations • Update administration protocols regarding public health protocols • Communicate all protocols regarding health guidelines • Provide and replenish cleaning supplies for schools • Provide signage throughout the school to promote social distancing measures • Update frequent hand washing protocols and procedures including entering and exiting school; before and after lunch and recess and during all bathroom visits • Update and implement cough and sneezing procedures for all students and staff
<ul style="list-style-type: none"> • June 30, 2022 – August 25, 2022 	

	<ul style="list-style-type: none"> ● Update and implement protocol for staff or students who fall ill ● Isolation rooms within each building for students/staff infected, if necessary ● Custodial staff will be supplied with ample cleaning supplies. All cleaning protocols will be communicated with staff, students and families ● Weekly meetings with custodial staff and school administration will take place to review protocols, make adjustments, and inventory supplies ● Implement social distancing guidelines to the best of our ability
--	---

Transportation

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> Providing student transportation to schools is an important legal mandate that requires ensuring that all students have access to education at school. Protective strategies for bus transportation should align with the forthcoming tiered system established by DPH to assist leaders define the decision-making approach applied to individual school districts. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> Implement protocols with transportation providers for staff health and cleaning protocols and monitoring Update and review Bus to School communication protocol for reporting ill students Review the potential for lessening busses with high rider volume Management protocols for significant numbers of drop-offs and pick-ups (am and pm) Engage administration in high volume school drop-off and pick-up procedures
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> Monitor health of transportation staff and cleaning protocols of buses Monitor communication procedures for reporting ill student while on school bus Monitor volume of riders on each bus Update procedures to manage increased volume of daily drop offs and pick-ups Implement a procedure for loading and unloading buses AM and PM in conjunction with McAlister
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> Monitor health of transportation staff and cleaning protocols of buses Monitor communication procedures for reporting ill student while on school bus Monitor volume of riders on each bus Update procedures to manage increased volume of daily drop offs and pick-ups Implement a procedure for loading and unloading buses AM and PM in conjunction with Spaulding
	<p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> Monitor health of transportation staff and cleaning protocols of buses and report any concerns to Central Office Monitor communication procedures for reporting ill student while on school bus Monitor volume of riders on each bus Update procedures to manage increased volume of daily drop offs and pick-ups Implement a procedure for loading and unloading buses in the morning and the afternoon in conjunction with Suffield High School.
	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> Monitor health of transportation staff and cleaning protocols of buses Monitor communication procedures for reporting ill student while on school bus Monitor volume of riders on each bus Update procedures to manage increased volume of daily drop offs and pick-ups Implement a procedure for loading and unloading buses AM and PM in conjunction with Middle School, if necessary
Preparation and Implementation Timeframes	
<ul style="list-style-type: none"> June 30, 2022 – August 25, 2022 	

Use of Face Coverings, Masks, and Face Shields

Reopening and Sustainment Overview

Reopening and Sustainment Initiative	Reopening and Sustainment Metrics
<ul style="list-style-type: none"> ● Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> ○ For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance. 	<p style="text-align: center;">DISTRICT</p> <ul style="list-style-type: none"> ● Update learning modules that reinforce use of cloth face coverings. ● Follow guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations. ○ 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. ● Engage administration in updating practices that address mask breaks throughout the day ● Monitor health and safety surrounding the use of face masks
	<p style="text-align: center;">A. WARD SPAULDING SCHOOL</p> <ul style="list-style-type: none"> ● Review, implement and monitor learning modules that reinforce use of cloth face coverings. ● Display appropriate signage to indicate masks must be worn at building entrances and where appropriate ● Review and monitor clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations. ○ 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. ● Review, implement, and monitor practices that address mask breaks throughout the day (Update mask break schedule for multiple breaks daily) ● Assess and monitor health and safety surrounding the use of face masks for students and staff
	<p style="text-align: center;">MCALISTER INTERMEDIATE SCHOOL</p> <ul style="list-style-type: none"> ● Review, implement and monitor learning modules that reinforce use of cloth face coverings. ● Display appropriate signage to indicate masks must be worn at building entrances and where appropriate ● Review and monitor clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as:

	<ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations. ○ 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. ● Review, implement, and monitor practices that address mask breaks throughout the day (Update mask break schedule for multiple breaks daily) ● Assess and monitor health and safety surrounding the use of face masks for students and staff <p style="text-align: center;">SUFFIELD MIDDLE SCHOOL</p> <ul style="list-style-type: none"> ● Review, implement and monitor learning opportunities that reinforce use of cloth face coverings. ● Hang appropriate signage to indicate masks must be worn (at building entrances and other areas throughout the building). ● Review and monitor clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations. ○ 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. ● Review, implement, and monitor practices that address mask breaks throughout the day (Update mask break schedule -- identify times in and out of class times for multiple breaks daily) ● Assess and monitor health and safety surrounding the use of face masks for students and staff
<p>Preparation and Implementation Timeframes</p>	<p style="text-align: center;">SUFFIELD HIGH SCHOOL</p> <ul style="list-style-type: none"> ● Recruit students and teachers to create learning modules that reinforce use of cloth face coverings. ● Model appropriate use of face masks ● Set clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as: <ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations. ○ 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.
<ul style="list-style-type: none"> ● June 30, 2022 – August 25, 2022 	<ul style="list-style-type: none"> ○ For students, while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations. ○ 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. ● Update practices that address mask breaks throughout the day

Appendices

Appendix A: Communications to Parents/Guardians and Staff



SUFFIELD PUBLIC SCHOOLS

Office of the Superintendent

*Timothy M. Van Tasel
Superintendent*

*Laura Guerrette
Executive Secretary*

June 27, 2021

Dear Parents/Guardians and Staff,

In an effort to keep families and staff informed regarding our district operations for 2021 – 2022, we have updated our district’s “*Safe Return to In-Person Instruction and Continuity of Services Plan*” as required by the Connecticut State Department of Education. This plan can be found on our district’s School Model Status webpage. We will continue to update our website to include revisions to our 2021-2022 reopening plan, parent communications, district and school presentations, and other pertinent information. We encourage you to closely follow district communications and our website updates as our plans to reopen the Suffield Public Schools will continue to evolve over the next several weeks.

Important to note, the Board of Education will be meeting for a Special Meeting on Tuesday, June 1, 2021 at 7:00 pm to discuss the district’s allocation of federal Elementary and Secondary Emergency Relief (ESSER) funds. In addition, there will be an update and discussion as it relates to the Suffield Public Schools “*Safe Return to In-Person Instruction and Continuity of Services Plan*.” This plan can be found on our district website, and a feedback link has also been added to solicit feedback from our stakeholders on our 2021-2022 reopening plan. At Tuesday’s BOE Special Meeting, there will also be a Public Comment opportunity regarding our district’s ESSER Funds and the “*Safe Return to In-Person Instruction and Continuity of Services Plan*” for 2021-2022. Although this meeting will be held in person in the Suffield High School Library, it can be accessed remotely through the following link. Due to space constraints in the library, we are encouraging parents and guardians who are interested in attending to attend remotely.

<https://us02web.zoom.us/j/87078185298?pwd=VmRWYnB1TjBGUUI1Q3diSjRaSDFEZz09>

Meeting ID: 870 7818 5298

Passcode: k1mEve

Dial by your location

646 558 8656

Meeting ID: 870 7818 5298

Passcode: 504454

Sincerely,
Timothy M. Van Tasel, Ed.D.
Superintendent of Schools

**Appendix B:
Suffield Public Schools Pandemic and Response Plan**

SUFFIELD PUBLIC SCHOOLS



PANDEMIC PLAN

2023

Table of Contents

Introduction.....	
School Response to Pandemic Influenza-Like Flow Chart.....	
Suffield Response to COVID-19 Pandemic Flow Chart.....	
Influenza-Like Case Definition.....	
School Action Steps for Pandemic Influenza-Like Illnesses.....	
Pandemic Influenza-Like Illness Social Distancing Policy	
Business Continuity Plan	
Planning Structure	
Phases of Pandemic Influenza-Like Illnesses & Recommendations for Suffield Public Schools	
Resources for Emergency Information.....	
Surveillance and Reporting	

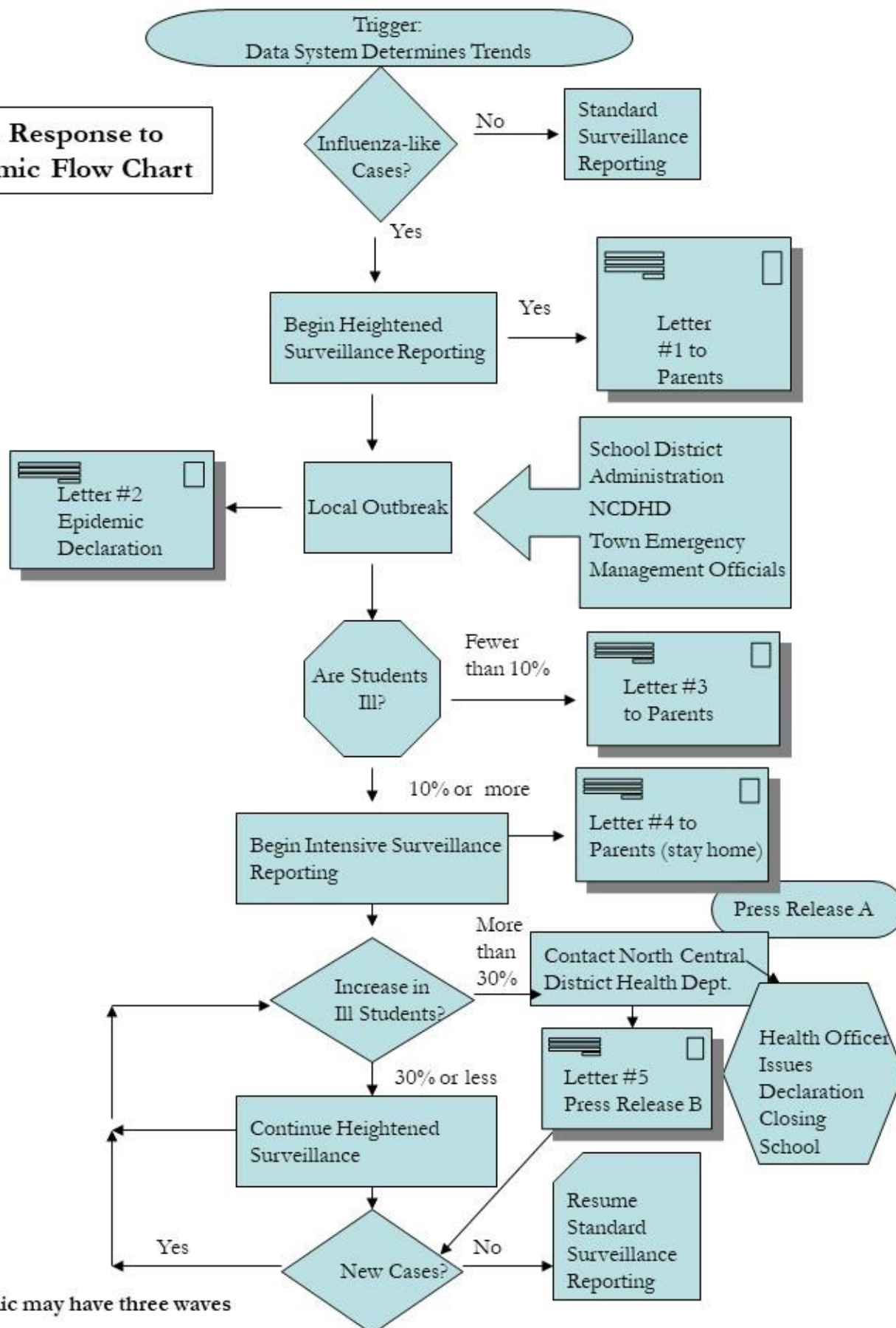
INTRODUCTION

An increasingly important public health issue that our Nation and the world faces is the threat of a global disease outbreak called a pandemic. It is therefore important that adequate planning take place should a pandemic occur.

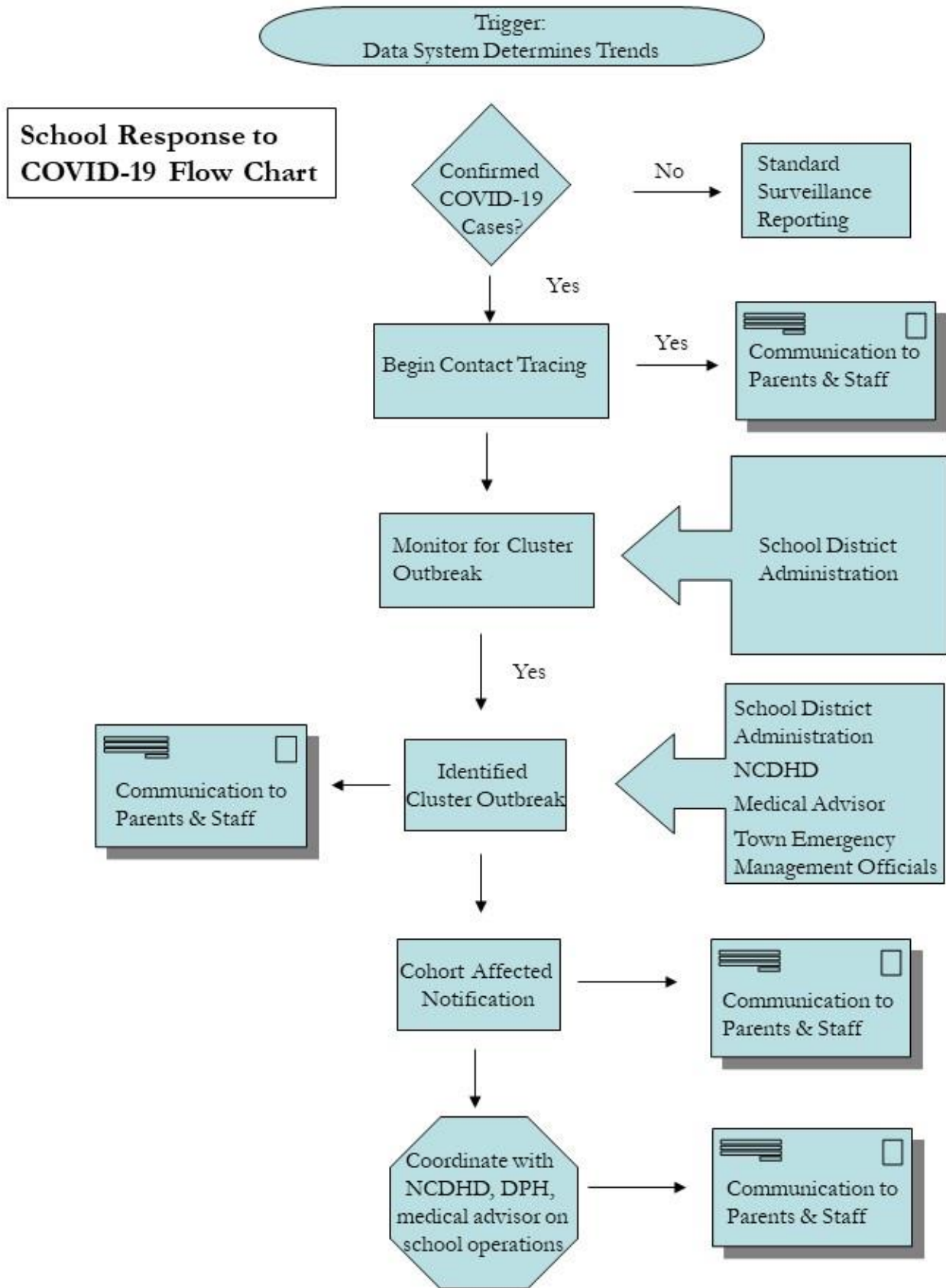
The ubiquitous nature of an influenza-like pandemic compels Federal, State, and local governments, communities (including schools), corporations, families and individuals to learn about, prevent, prepare for, and collaborate in efforts to slow, respond to, mitigate, and recover from a potential pandemic. The Update, refinement, and exercise of pandemic influenza-like plans by all stakeholders are critical components of preparedness.

All pandemic plans need to be tailored to local circumstances. The purpose of this plan is to provide a protocol by which the Suffield school system can respond to, mitigate and recover from a possible pandemic. The plan attempts to address not only the health issues, but the continuing educational needs and psychological needs of the school children and staff. Specific interventions regarding the provision of educational instruction should the schools have to close, has not been determined at this time. Those decisions will be predicated upon actions taken and guidance offered by the Centers for Disease Control and Prevention, the State of Connecticut Department of Public Health, the North Central Connecticut Health District, and the State of Connecticut Department of Education.

School Response to Pandemic Flow Chart



Pandemic may have three waves



Pandemic may have three waves

INFLUENZA LIKE CASE DEFINITION

The Centers for Disease Control and Prevention defines an Influenza-like illness as having the following symptoms:

Fever of 101.5 degrees Fahrenheit or higher
AND ONE OF THE FOLLOWING

- Cough
- Sore Throat
- Headache
- Muscle Ache

A student with Influenza-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter the name of student on tracking log and report on the daily/weekly report form.

SCHOOL ACTION STEPS FOR PANDEMIC INFLUENZA-LIKE ILLNESSES

The following is a chronological list of important step-by-step actions schools should take before, during and after a Pandemic Influenza-like outbreak. Pandemic Influenza-like illnesses can have several cycles or waves so this list may need to be repeated.

PRIOR TO OUTBREAK/PREPAREDNESS & PLANNING PHASE

- Create a Pandemic Influenza-like plan.
- Work with local health officials and emergency preparedness officials. They may want to use the schools as a way to disseminate information to families.
- Continue routine interventions to prevent spread of illness in schools (i.e. classroom education; signage for hand washing).
- Nurses communicate with staff on Influenza-like symptom recognition.
- Remember that a person who is infected does not show symptoms right away. But children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Ensure that standard surveillance/disease recognition procedures are in place and implemented, such as daily and weekly attendance grids.
- Improve the hygiene of students and staff.
- Use simple non-medical ways to reduce the spread of Influenza-like illnesses by “cough and sneeze etiquette,” clean hands, and clean work areas.
- Determine improved/modified cleaning procedures (Facilities Director will be informed.)
- Determine whether the school should be cleaned differently or more often.
- Decide to what extent you will encourage or require children and staff to stay home when they are mildly ill. (Parent Communication to Occur)
- School nurses identify students who are most vulnerable to serious illness immune compromised, chronic illness, etc.
- School nurses will review the health needs of students.
- Some students and their families may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school. REVIEW EXCLUSION CRITERIA with Public Health Department (i.e. illness free for 24 hours). See standing orders in nurses’ office; modify if needed.
- Through monthly newsletters, the website, and nurses’ hotline, educate staff, students and parents about the differences between seasonal flu, bird flu, and Pandemic Influenza-like illnesses.
- Through monthly newsletters, the website, and nurses’ hotline, educate staff, students and parents on the best hygienic practices to prevent any sort of Influenza-like illness.
- Through monthly newsletters, the web-site, and nurses’ hotline, educate staff, students and parents on what could occur in a pandemic.
- Update specific plan for how to continue students’ education if schools are closed (i.e. web-based distance learning, mailed lessons).

Outbreak of Influenza-like Disease**LESS THAN 10% OF STUDENTS**

- Begin Heightened Surveillance Reporting.
- Send out Parent Communication regarding Initial Outbreak.
- Inform parents that some students are sick but schools remain open.
- Include tip sheets and info resource list.
- Work with North Central District Health Department regarding a Press Release A announcing schools remain open but parents need to prepare.
- Post Influenza-like illness prevention signs throughout the schools.

Expansion of the Outbreak**10% OR MORE OF STUDENTS ILL (but less than 30%)**

- Request the North Central District Health Department to issue ADA Support Letter to schools/Epidemic Declaration.
- Begin Intensive Surveillance Reporting (absentee grids).
- Send Parent Communication regarding Expanded Outbreak.
- Include prevention tip sheets.
- Resources for Emergency Information.
- Consider canceling any non-academic events.
- Coordinate with Facilities Director to initiate specialized cleaning procedures.

Continued Expansion of the Outbreak**MORE THAN 30% OF THE STUDENTS ILL**

- North Central District Health Department issues declaration and school district issues press release closing school(s).
- Close school.
- Send Parent Communication regarding potential School Closure, announcing closure(s). School Closure is at the direction of the Public Health Agency.
- Cancel any non-academic events.
- Continue specialized cleaning procedures.

Following the Outbreak

- North Central District Health Department issues declaration and school district issues press release that schools can reopen.
- Send Parent Communication.
- Continue communicating with local health department.
- Return to heightened surveillance reporting.
- Ongoing specialized cleaning procedures.

If students get sick again, start checklist again at Outbreak section.

PANDEMIC INFLUENZA-LIKE ILLNESS SOCIAL DISTANCING POLICY

Suspension of classes and other public gatherings

Under the Suffield Public Schools Pandemic Response Plan, direction will come from the Superintendent's office to suspend classes and other public school events. Criteria for the decision to suspend classes includes one or more of the following:

- Confirmation of a high rate of infectivity, morbidity and/or mortality
- North Central District Health Department's recommendation to curtail/cancel public activities
- Falling class attendance (see School Response to Pandemic Flow Chart)
- Rising employee absenteeism

Continuity of Instruction

Consider these issues in the event of a 4-8 week class suspension on instruction:

- Identify essential functions that must continue.
- Identify essential personnel (if available) to maintain these essential functions.
- Update alternative plans, i.e., distance learning.
- Reschedule the instructional calendar after the period of contagion has passed.

Limitation of all other school business activity

Under the Suffield Public Schools Pandemic Response Plan, direction will come from the Superintendent's office to limit business activity. Criteria for the decision to limit business activity includes one or more of the following:

- Suspension of classes and other public gatherings
- Confirmation of a high rate of infectivity, morbidity and/or mortality.
- Direction from the North Central District Health Department to curtail/cancel public activities.
- Falling class attendance (See School Response to Pandemic Flow Chart).
- Rising employee absenteeism.

Continuity of Business

Consider these issues in the event of a 4-8 week limitation on business:

- Essential functions that must continue
- Essential personnel (if available) to maintain these essential functions
- Alternative work plans, i.e., telecommuting
- Recovery of full business operations

BUSINESS CONTINUITY PLAN

This plan describes the critical functions and positions, designated personnel and response/recovery actions for Suffield Public Schools. Sections I to II require planning that is applicable to many types of emergency events or disaster scenarios. This document can be used as the business continuity plan for all hazards that could potentially impact Suffield Public Schools. This document will be combined with the Suffield Public Schools Emergency Management/Response Plan.

This plan should be reviewed every 3 years or when significant changes occur to business processes and functions whichever occurs first.

TABLE OF CONTENTS

I. Planning Structure:

- 1) Organization Chain of Command
- 2) Business Continuity Workgroup

II. Phases of Pandemic Influenza-Like Illness and Recommendations for the School

I. PLANNING STRUCTURE

1. The organizational chain of command consists of: (List those leaders whose areas are included in this plan)

Name	Position	Work Location	Email	Office Phone	Home Phone	Cellular or Other	Text Capable?
Timothy Van Tassel	Superintendent	Central Office	tvantasel@suffield.org	668-3394		559-4659	Yes
Laura Guerrette	Admin. Assistant to the Super.		lguerrette@suffield.org				
Michelle Zawawi	Assistant Superintendent	Central Office	mzawawi@suffield.org	668-3806		372-6479	Yes
Diana Kelley	Director of Special Services	Central Office	dkelley@suffield.org	668-3803		837-4762	Yes
Bill Hoff	Business Manager	Central Office	bhoff@suffield.org	668.3202		461-3202	Yes
Larry Plano	Director of Facilities	SHS	lplano@suffield.org	668-3807		951-2273	Yes
Rebecca Osleger	Director of Technology	SMS	rosleger@suffield.org	668-3333		559-0112	Yes
Sue Mercik Davis	Chair of BOE		smmercikdavis@suffieldstudent.org			559-3832	Yes

2. **The Business Continuity Workgroup is:**
(List persons responsible for creating and maintaining this plan)

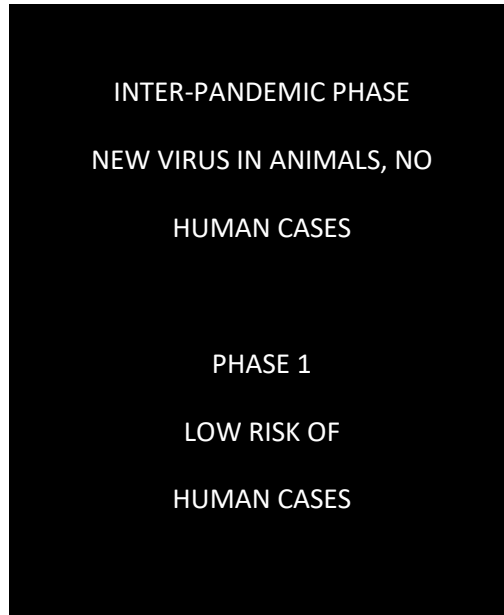
Name	Office Phone	Cellular or other
Melissa Mack, First Selectwoman	860-668-3838	
Patrice Sulik, Director North Central District Health Dept.	860-745-0383, ext. 117	
John Spencer, Chief of Services Suffield Volunteer Ambulance Assoc.	860-668-3881	860-212-4465
Chuck Flynn, Fire Chief	860-668-3888, ext. 3303	
Mike Thibedeau, Fire Marshall	860-668-3888, ext. 3304	
Richard Brown, Police Chief	860-668-3382	860-614-9111
James Canon, Police Captain	860-668-3870, ext. 3380	860-595-7199
Tom Kieselback, School Resource Officer	860-549-2350	860-209-6653

3. **Nurses' Hotline**

Name	Hotline
Marissa Auclair Lead Nurse	860-668-3225

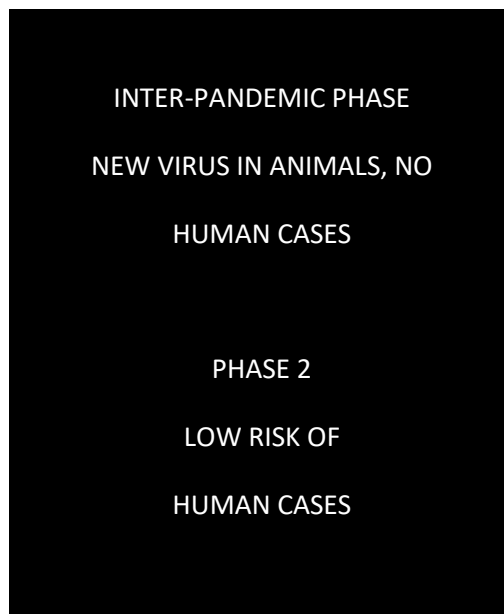
II. PHASES OF PANDEMIC INFLUENZA-LIKE ILLNESSES AND RECOMMENDATIONS FOR SUFFIELD PUBLIC SCHOOLS

Each of the following pandemic phases represents an increasing risk to the general population.



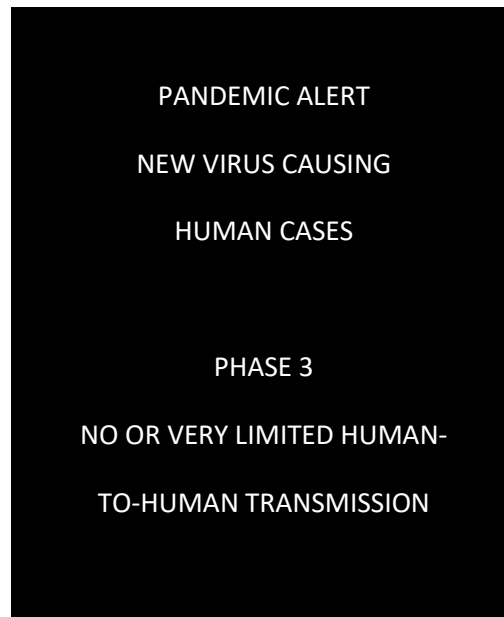
This phase is declared when there is a low risk of human cases. The following actions should be considered:

- Implement a sound health and hygiene program for all staff and students to follow.
- Update specific pandemic response procedures and add to existing emergency plans.
- Conduct routine inventories of first aid and medical supplies.
- Verify that illnesses are properly monitored at each school site.
- Monitor trends, track percentage of student & staff illnesses at each school site.
- Increase pandemic awareness and strengthen training for school staff.



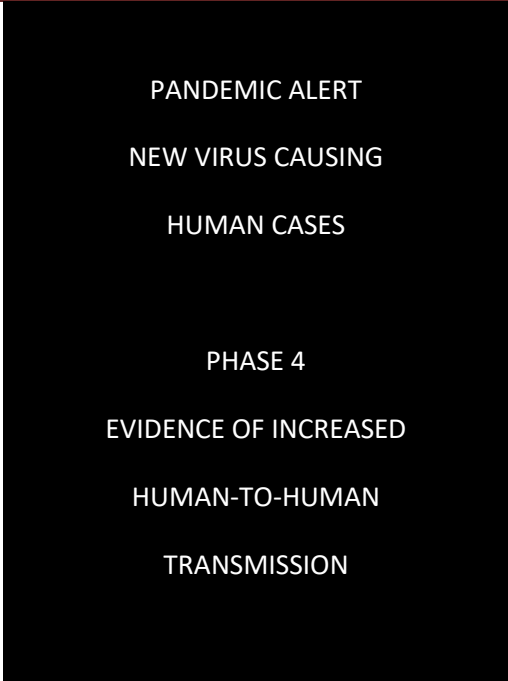
This phase is declared by the Superintendent of Schools when there is a higher risk of human cases. The following actions should be considered:

- Call Pandemic Response Team meeting to notify participants.
- Review and update school emergency plans; include pandemic response procedures.
- Review current communication plan to notify parents in times of emergency.
- Provide staff members and parents/guardians with any information that would strengthen a school's ability to respond to a pandemic.
- Promote the importance of reducing the spread of illness.
- Remind parents to keep sick children at home and remind staff members to stay home when they are sick.



This phase is declared when there is no, or very limited transmission among humans, but the virus continues to spread rapidly among animals. The following actions should be considered in addition to any specific plans that are Updated and implemented:

- Initiate Pandemic Response Team meeting.
- Communicate the current phase level to all staff members and train them in pandemic response plans as they are Updated.
- Communicate with North Central District Health Department, who will monitor government sources for warnings.
- Gather and disseminate pertinent information as it becomes available.
- Establish an internal planning team and Update specific pandemic response procedures.
- Identify who will make the decision to close schools (Superintendent) and at what point that decision will be made.
- Begin to consider the possibility of school closures and that staff members may not be able to report to work.
- Continue to verify proper health and hygiene procedures are being followed by staff and students.
- Review whether the precise characteristics of the pandemic threat require the refinement of any current emergency plans.
- Monitor daily illness trends & percentages

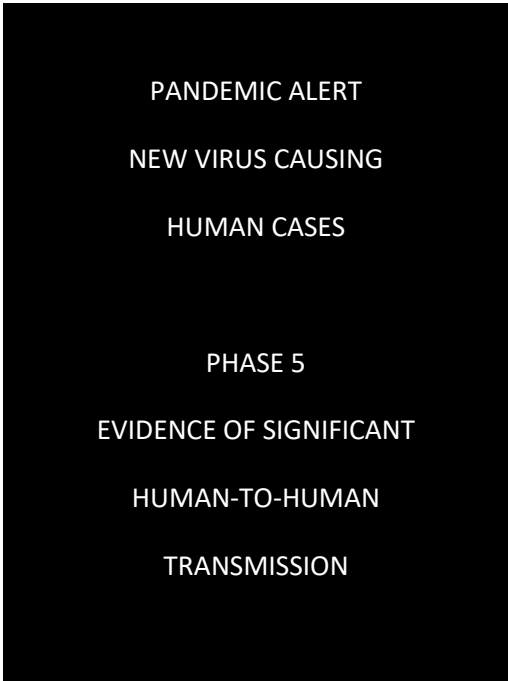


PANDEMIC ALERT
NEW VIRUS CAUSING
HUMAN CASES

PHASE 4
EVIDENCE OF INCREASED
HUMAN-TO-HUMAN
TRANSMISSION

This phase is declared when there is evidence of an increased number of human-to-human transmissions. The following actions should be considered:

- Communicate the increase in phase level to all staff members.
- Monitor surveillance systems for the current characterization of the virus.
- Identify the need to implement any recommended social distancing measures.
- Encourage students and staff members who become ill after traveling to affected countries to see their health care provider.
- Report an increase in student and staff illness to the North Central District Health Department.
- Coordinate with the Superintendent's office daily.

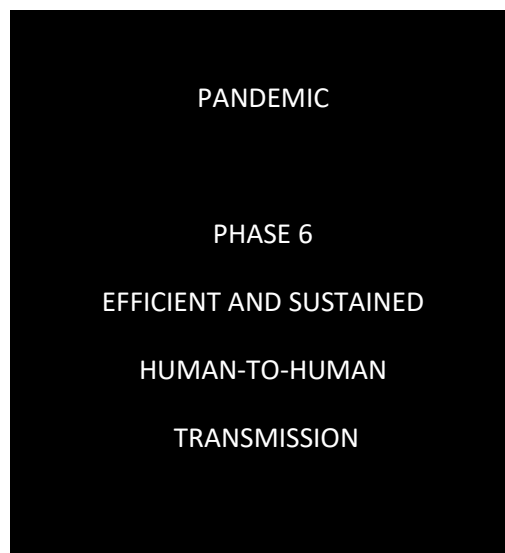


PANDEMIC ALERT
NEW VIRUS CAUSING
HUMAN CASES

PHASE 5
EVIDENCE OF SIGNIFICANT
HUMAN-TO-HUMAN
TRANSMISSION

This phase is declared when there is significant transmission among humans. The following actions should be considered in addition to any specific recommendations from local and state health officials:

- Mobilize Pandemic Response Team
- Communicate the increase in phase level to all staff members and parents. (See School Response to Pandemic Flow Chart.)
- Monitor surveillance systems for the current characterization of the virus.
- Identify the need to implement any additional social distancing measures.
- Evaluate your chain of command and identify key decision makers.
- Assess school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students and staff members, if needed.
- Discuss students' fears concerning a pandemic and offer available resources.



This phase indicates the presence of a true pandemic. In conjunction with local and state health officials, determine the appropriate response with these considerations in mind:

- Communicate the increase in phase level to all staff members.
- Review the districts chain of command ensuring that a decision maker is available at all times.
- Gather and provide pertinent information to students, staff and parents. (See School Response to Pandemic Flow Chart.)
- Assess the pandemic condition on a regular basis and evaluate whether any further protective measures are needed.
- Evaluate recommendations from health officials for social distancing and quarantine and be prepared to respond accordingly.
- Consider canceling special events.
- Mobilize Crisis Teams to meet the mental health needs of students and staff members, if needed.

RESOURCES FOR EMERGENCY INFORMATION

NORTH CENTRAL DISTRICT HEALTH DEPARTMENT (860.745.0383) for physicians and other medical and health personnel to report suspected disease outbreaks or bioterrorism and get answers to questions about communicable diseases.

<http://www.ncdhd.org/>

AMERICAN RED CROSS PREPAREDNESS INFORMATION,

An emergency preparedness website with downloadable material to help prepare for natural and man-made disasters. Information for parents and educators to help children cope with fears and anxieties related to disasters.

www.prepare.org

CONNECTICUT STATE DEPARTMENT OF EDUCATION, 713-6500

For information about school safety and emergency preparedness.

CENTER FOR DISEASE CONTROL

www.cdc.gov/flu/avain

SUFFIELD PUBLIC SCHOOLS WEBSITE

Link to Pandemic Plan

<https://www.suffield.org/>

WORLD HEALTH ORGANIZATION

www.who.int/csr/disease/avian_influenza/en/

FIRE MARSHAL/EMERGENCY MANAGEMENT DIRECTOR

860-668-3888/860-668-3881

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS,

www.nasponline.org

NATIONAL CENTER FOR POST TRAUMATIC STRESS DISORDER

1-802-296-6300

www.ncptsd.va.gov/ncmain/index.jsp

NATIONAL INSTITUTE OF MENTAL HEALTH INFORMATION CENTER

1-866-615-6464

www.nimh.nih.gov

SURVEILLANCE AND REPORTING

During all stages of a Pandemic Influenza-like outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of an Influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism.

Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels.
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an Influenza-like illness.
- Reporting form(s) to submit to the North Central District Health Department.
- Sample Attendance Log to identify Influenza-like related absences and document need to apply for an Average Daily Attendance Waiver

DEFINITION OF SURVEILLANCE LEVELS

Standard Surveillance

No Influenza-like activity reported in the community (flu season)

- Monitor daily attendance for increased reports of absence due to Influenza-like illness.
- Do not report absences to the Health Department unless greater than 10%.

Heightened Surveillance

Influenza-like activity reported in the community (less than 10% school absenteeism due to Influenza-like illness)

- Monitor daily attendance for Influenza-like illness/absences.
- Begin morning “Influenza-like check” first hour of school – screen those who report positive for symptoms.
- Log absences due to Influenza-like illness.
- Send weekly absence report (via fax) to the Health Department.

Intensive Surveillance

High number of Influenza-like illness reported in the community (10% or greater school absenteeism due to Influenza-like illness)

- Monitor daily attendance and log absences on log sheet.
- Continue morning “Influenza-like check.”
- Send daily absence report to the Health Department.
- Begin preparation for potential school closure.

Appendix C

Suffield Public Schools Illness Protocols – *WORKING DRAFT*

Protocols and Training for Health and Safety Plan

- I. Student or staff present with symptoms:
 - A. Student presents with symptoms:
 - a. Call to nurse's office
 - b. Student will be screened for the following symptoms:
 - Fever of 100.4 or higher
 - Cough
 - Shortness of Breath
 - Sore Throat
 - Fatigue
 - Loss of sense of taste or smell
 - Abdominal pain/diarrhea/vomiting
 - Rash
 - Conjunctivitis
 - Known contact with someone who is COVID-19 positive
 - c. Phone call to parents to pick up the student
 - d. If the student complains of shortness of breath or condition worsens- implement EMS protocols
 - B. Staff presents with symptoms
 - a. Staff member will report to the nurse's office and screened for above symptoms
 - b. Staff member will be sent home if presenting with one or more symptoms
 - c. Office staff will find substitute coverage
 - C. Protocol for staff and students to return to school (WILL BE UPDATED AS PER CDC and DPH GUIDANCE)
 - a. If there is a diagnosis of a discrete infection (such as positive strep throat, UTI, ear infection, etc.) and treated with antibiotics student/staff may return to school if they have been:
 - Fever free for 24 hours without the use of anti-pyretic medication
 - Symptoms have significantly improved
 - b. If there is no diagnosis of discrete infection and corresponding treatment, the unvaccinated individuals must stay home for a minimum of 10 calendar days from the onset of symptoms and to return they must be:
 - Fever free for 24 hours without the use of anti-pyretic medication
 - Symptoms have significantly improved
- OR**
- If there is no diagnosis of discrete infection and corresponding treatment, the unvaccinated individual may return to school on Day 8 if he or she has had a documented negative COVID-19 test after the Day and:
- Fever free for 24 hours without the use of anti-pyretic medication
 - Symptoms have significantly improved

-
- c. If the student/staff has a positive COVID-19 test, they must stay home for a minimum of 10 calendar days from the onset of symptoms and to return they must be:
 - Fever free for 24 hours without the use of anti-pyretic medication
 - Symptoms have significantly improved
 - d. If an unvaccinated student is exposed to a known or suspect case of COVID-19, they must stay home a minimum of 10 calendar days, unless they produce a negative COVID-19 test after Day 5, of which they will then be able to return on Day 8.
 - e. Nurse will log the return to school date in SNAP

II. Communication Protocols:

- A. Letter to be sent home to families in August with the following information:
 - a. Symptoms to look for prior to sending children to school
 - b. Pick up procedures should a student present with COVID-19 like symptoms
 - c. Return to school requirements
- B. A staff member or student tests positive for COVID-19 (Refer to pandemic plan)
 - a. District will notify the local Health Department
 - b. Communication sent home to families
 - c. District will monitor for clusters of cases (3 or more)
 - d. Coordinate with the Health Dept. to determine any changes to school schedule or possible closure
- C. Signs with symptoms to look for and safety measures will be posted throughout the buildings, provide magnets to families

III. Contact Tracing

- A. Each school will create a contract tracing binder containing the following information:
 - a. Class lists with seating chart
 - b. Cafeteria seating chart
 - c. Bus lists
 - d. Staff schedules
 - e. Student schedules
 - f. Students participating in extracurricular activities lists (sports, clubs, etc.)
- B. Binders will be updated monthly

IV. Training Protocols

- A. Videos will be created with the following information:
 - a. Handwashing
 - b. Cough/Sneeze Etiquette
 - c. Mask wearing
 - d. Social Distancing
- B. Videos will be shown to students the first day of school
- C. PowerPoint to be created and narrated by nurses to review ill student or staff protocols
- D. Staff will receive training the week of August 24th

Appendix D

Important Links

- [SUFFIELD PUBLIC SCHOOLS School Model Status Webpage](#)
- [CSDE COVID-19 Resources for Families and Educators Webpage](#)
- [CT COVID-19 Response Webpage](#)
- [CDC COVID-19 Webpage](#)