



# Re-entry Options for SPS

July 8, 2020

Stonington Public Schools

We Believe in You



# Parameters that must be considered

- Creating a safe learning environment for all:
  - Social Distancing
    - Classroom makeup
      - CDC (6 ft) or American Pediatrics Guidelines (3-6ft), CT SDE “Do your best”
    - Hallways/Common Areas
    - Lunchroom
    - Lavatories
  - Standardized PPE Protocols
  - Contact Tracing Requirements
  - Decision tree for managing confirmed cases or suspected cases for students/adults
  - **Must have the capability to seamlessly transition to Full Distance Learning Plan (DLP)**



# Mitigation Strategies:

- Mitigation strategies will rely mostly on mitigation strategies of masks, handwashing/sanitizing and maintaining cohorts of students. There are very few options to completely spread students out. There are not enough classrooms to space students at 6' even if we create temporary classrooms in the large spaces like the cafeteria, gym, and library.
- Each classroom will be reorganized to maximize floor space for distancing. Extra bookshelves and furniture will be removed. Desks will be reorganized into spaced rows, etc.
- Priority will be made for In School learning at the elementary level. Middle School and High School may have more distance learning options.
- Lunch service is the biggest challenge
- Required training for staff and students on PPE, hygiene, and safety protocols.



# Lunch Mitigation Strategies

- Lunch in rooms - would require food service to create “cart service” to rooms and will also require additional paraprofessional hours to supervise each classroom during lunch
- Mixed location lunches - some students in classrooms, some socially distanced in cafeteria - reduces additional paraprofessional hours needed
- Multiple location lunches - cafeteria, library, and gym all used as lunch locations - further reduces additional para hours but does not eliminate the need for more lunch supervision



# Preventative Measures for Adults

- Adults will be asked to socially distance from one another and/or wear masks throughout the school day.
- All adult meetings during the school day socially distanced and limited in participants
- Any full staff meetings will be held virtually
- Other meetings like PPTs will be held virtually when appropriate
- Other adults visiting the building will be restricted (outside presenters,volunteers, etc.)



# Potential Financial Impacts:

- Financial impacts will be dictated by what options are chosen for each school.
- Social Distancing impacts for all plans will result in:
  - Additional supervision (substitutes, paras, hallways, cafeteria, recess)
  - Additional materials and manipulatives (no sharing of supplies)
- PPE Costs
  - Masks
  - Cleaning supplies
  - Barriers for some spaces if social distancing can not occur
  - Gloves
  - Signage
- Additional Support at Arrival and Dismissal
  - Crossing guards, police, or additional staff hired to help with managing increased number of parent pick up and drop off.



# Transportation Impacts

- Masks must be worn at bus stops, on the bus, and transitioning into the building.
- Assigned seating (with family members if possible)
- No bus changes (students can only ride one bus to and from school).
- Hand sanitizer available
- Depending on the model chosen, transportation to additional sites may need to be added for elementary students (if using multiple sites)



# Parameters that must be considered

- What are the unknowns?
  - Student or staff member tests positive
  - Staff members who are medically compromised
  - Students who are medically compromised
  - Staff members who fit categories identified by the CDC or need to care for dependents
  - Families who choose At-Home Learning
  - Changing limitations from CDC/American Pediatrics Association
- What happens if our regional transmission rate changes?
  - Low - operating a full capacity
  - Moderate - operating at a reduced capacity using a hybrid model
  - High - fully distance learning
- Surveys





# SHS Options

Plan	Description	
COHORT	Students would stay with their COHORT all day	<p>Minimizes potential exposure as students would stay in one room and teachers would travel</p> <p>Focus on core classes.</p> <p>Would eliminate elective choice or most electives would be virtual. (e.g. students would be on a laptop getting their electives in a distance learning format.</p>



# SHS Options

Plan	Description	
<b>Regular Schedule</b> Students would receive normal block schedule	Phase 1	<b>SEAMLESS TRANSITION TO DLP.</b> All students are in the building. Building specific safety guidelines. (PPE,traffic scheme,cafeteria) . Ideal when region is at a low transmission metric.
	Phase 2	50% of students are in the building. A/B day but only half come in each day. Implemented when regional transmission metrics reach a predetermined level. A1, B1, A2, B2 groupings.
	Phase 3	Full Distance Learning



# SHS Options

Plan	Description										
4x4 Block	<p>Students and Staff have less academic load each semester to manage. (e.g. student would have no more than 4 courses to manage at one time. Students meet every day with the same teacher.</p> <p>Each semester is a full 1 Credit class</p> <table data-bbox="388 511 909 696"><tr><td><u>1st Sem</u></td><td><u>2nd Sem</u></td></tr><tr><td>Math</td><td>Social Studies</td></tr><tr><td>Science</td><td>English</td></tr><tr><td>Spanish</td><td>PE/Health</td></tr><tr><td>Elective</td><td>Band</td></tr></table> <p>Elective Period could be re-purposed: (SAT Prep, SEL, tutoring to mitigate known disadvantages of the 4X4 schedule). Will require MOU with SEA.</p>	<u>1st Sem</u>	<u>2nd Sem</u>	Math	Social Studies	Science	English	Spanish	PE/Health	Elective	Band
<u>1st Sem</u>	<u>2nd Sem</u>										
Math	Social Studies										
Science	English										
Spanish	PE/Health										
Elective	Band										



# Impact on SHS policy and procedures

- Opportunities to minimize numbers of students this year.
  - Seniors can be offered Distance Learning option. (\*Requires BOE approval)
    - Waive the six required credits and only take courses that are required for graduation
      - Must maintain four Carnegie Units for athletics
    - Dual Enrollment Option for Seniors to attend CC and their credits count as our credits as well towards graduation.
    - Early Graduation
      - Those students who just need a few credits to graduate can frontload the first semester and graduate early (come back for graduation in June)
- Schoolwide protocols
  - Cafeteria- increased number of lunch blocks to maximize social distancing
  - Backpacks/Lockers- Students will not be using lockers. They will be allowed one backpack to be used throughout the day.



# SMS Options

Cohorts - grouping students together into groups that remain mostly the same throughout the school day to limit the exposure, facilitate contact tracing, and reduce the number of students forced to quarantine as the result of a confirmed case.

A cohort would be between 18-23 students maintaining 3' social distancing with masks. Students will stay in their home room group for all 4 academic classes and other classes where feasible such as art and world language.

There would be some cohort mixing in band, chorus, and PE.



# SMS Options

The school day schedule will be changed:

- No Encore classes will be scheduled - this will allow the Survey classes like Band, Chorus, PE to still meet, but to have much smaller class sizes than last year about 24-36 students. The large classrooms for these groups will allow more effective social distancing.
- Students will stay in their home room for all academic classes and the teachers will switch rooms to teach each subject
- This schedule will be closely aligned with the new distance learning plan so that the class rosters and meeting times will be the same in or out.

**Stonington Public Schools**

**We Believe in You**



# SMS Options

## Traffic Patterns -

Student movement to classes such as Band, Chorus, PE, Art, and World Language will followed prescribed patterns. When possible students will traffic outside to music and PE classes to provide a “mask break”

Students will report directly to home room upon arrival in the morning. This will require additional paraprofessional hours for student supervision



# SMS Options

## Lunches -

- Additional tables moved back from district office to increase the spacing of students
- Increase the number of lunch waves keep the number of students in the cafeteria to 90 students. This requires six lunches. The first lunch would have to start at 10 AM and lunch would be served over more than three hours each day
- Options include multi-locations lunches in larger spaces cafe, LMC, Gym or lunches in classrooms





# Elementary Options

Plan	Description
<p data-bbox="117 270 610 394"><b>Regular Schedule</b> with focus on creating “cohort of students”</p> <p data-bbox="127 521 562 554">(Following the AAP guidelines)</p>	<p data-bbox="658 270 1673 345">Desks @ 3' apart would allow for 20 students per class with other furniture removed</p> <p data-bbox="658 397 1760 471">Students only leave classrooms for the bathroom and for recess and to pick up lunches (if needed), and related services.</p> <p data-bbox="658 524 1702 598">Staff/Teachers switch classrooms (if needed) while students stay in classroom.</p> <p data-bbox="658 650 1754 768">Subject area teachers would need to travel to classrooms. (Gr. 4 math teacher teaches math in the Gr. 4 ELA homeroom to that cohort of students)</p> <p data-bbox="658 821 1754 853">Special Area teachers would travel to classrooms on revised schedule.</p>



# Elementary Options

Plan	Description
<p><b>Small Group Cohort Option</b></p> <p>PreK-3 at elementary school sites</p> <p>Gr. 4 &amp; 5 In school at alternative sites</p> <p>(*Following CDC guidelines)</p>	<p>Desks 6' apart would allow 10 - 12 students per classroom with other furniture removed.</p> <p>Requires each classroom to be split into 2 classrooms.</p> <p>Grades 4 &amp; 5 would be moved to alternative sites due to space restrictions.</p> <p>Additional staffing would be required to supervise students in reduced classes.</p>



# Impact on Elementary Policy and Procedures:

- Special Area classes take place in general classrooms. Consider rotation on a 6-8 week (for most grade levels) to minimize exposure.
- Students would have their own supplies at desks, eliminating sharing of items.
- K - 2: Consider masks only for transitions and when 3' can not be maintained OR hats w/shields for younger learners.
- Lunch in classrooms or small group cohorts in the lunchroom.
- Recess would take place outside but students would be assigned to locations and remain within their cohorts.
- Student arrival and dismissal procedures would be revised and additional staffing required.
- Protocols for hallways, bathrooms, transitioning in and out of building, etc.



# Special Education Impacts

- Least Restrictive Environment and Time with Non-Disabled Peers requirements (federal) outweigh cohort requirements
- Students with IEPs will have access to special education and related services classrooms/staff, as dictated by the IEP
- Special/Additional PPE considerations being given to these smaller spaces
- Early Childhood Office and State Dept of Ed are attempting to coordinate to provide greater guidance on best PPE practices for Prek age students
- Current guidance is that special ed parents who opt to keep their child at home, will constitute a change in placement, PPTs will need to be convened to design a revised plan for these students

**Stonington Public Schools**

**We Believe in You**



# Student Choice-At Home Learning

- Stonington High School & Stonington Middle School
  - Dependent on the number of staff and students that choose this option
    - If the numbers fit we would create a cohort that follows the Distance Learning Plan in a specific class format or a multi-age format
    - Alternatively, students could follow live broadcasts of their scheduled classes
- Elementary Schools
  - Dependent on the number of staff and students choosing “at home learning”
    - Option 1: Cohorts of “At Home Learning” are created across district and are assigned an “at home learning teacher”. (ie...8 students from DMS and 7 students from WVSS will work with a teacher who can not return to school) OR multi-age groupings can be created for “at home learning”
    - Option 2: Students “at home” are assigned to a homeroom and live stream for whole class instruction and their small group instruction following a modified Distance Learning