

Seymour Elementary COVID-19 Reopening Plan

Due to the COVID-19 Pandemic Seymour Elementary Schools will be implementing an AACBB weekly schedule. This change is being implemented temporarily during the pandemic to limit the number of students daily within the school, on each grade level, and in each classroom. As a result, this schedule and our procedures will be different than in previous years. The major changes are summarized below.

Communication

Bungay and CLS will send e-Blasts, make Blackboard Connect phone calls, and use the Remind App to get new information communicated in a timely manner to all parties. **All families must have an active phone number(s) and an email address in PowerSchool that they check at least on a daily basis.**

Weekly communication will occur at the start of each week via the **Cheetah Tracks** or **Bungay Flash** newsletter which will be sent to the email addresses parents have in PowerSchool. Parents should read through the **Cheetah Tracks** or **Bungay Friday Flash** in its entirety each week in order to stay fully informed. Additional updates will be sent as needed.

Please continue to look on the following mediums for any communications from our schools:

- Seymour Schools Facebook
- [Seymour Schools website](#)
 - [COVID-19 District Plan and Communications](#)

Initial Transitional Weeks Back at School

Since students will be transitioning back to a school that may be different in many ways since they were last in our buildings, it is important to create a welcoming climate where everyone feels that they are safe and belong.

During the first few weeks of school teachers will work to address climate and social emotional learning (SEL) needs through a variety of orientations, such as Responsive Classroom activities and Morning Meeting. We will

- build positive relationships, establish consistent routines and procedures
- develop clear learning expectations and success criteria
- ensure lessons are taught on managing stress and understanding/regulating emotions
- celebrate our successes along the way.

In addition to classroom teachers, SEL lessons may be facilitated by guidance counselors and support staff.

Attendance

Student attendance will be taken daily in-house and remotely (multiple times a day during synchronous learning time).

Bus and Parent Drop Off / Pick Up

Arrival

When students arrive at school they are to enter the building through their grade's specified entrance and walk directly to their classroom without wandering the halls or visiting other classrooms. Students are to stay within their grade level wing unless otherwise directed by school staff.

Students are not permitted into the elementary buildings before 8:40 a.m. Buses and parents must keep students in the vehicles until school opens at 8:40 a.m.

Dismissal

Students will remain in their assigned classroom (cohort) during dismissal. Buses will be called in an orderly fashion to minimize the number of students in the hallway. Staff members will monitor the students in the hallway to ensure the social distancing guidelines are followed. Students will exit the building from their grade's specified exit and walk directly to their bus. While boarding the bus students will follow the district's and bus company's safety measures, such as boarding the bus from back to front.

Parent Drop Off/Pick Up

Specific arrival and dismissal procedures will be communicated from each building in advance of the first day of school.

During both pick up and drop off parents/guardians will not be permitted into the building. Staff will be assigned to designated locations on the outside of the building to support students in entering the building and maintaining social distancing.

Curriculum in a Hybrid Model of Learning

Even in a hybrid model of learning, the Seymour Curriculum will be followed as much as possible, with a focus on priority standards, big ideas, and enduring understandings.

During the August professional learning days, teachers will be planning for identified curriculum gaps, skills, and concepts needing reinforcement. They will be shifting priorities and pacing calendars accordingly for the 2020-21 school year.

Through informal and formative assessments and tasks during the first few weeks of instruction, teachers will continue to identify learning gaps that may exist for some students who struggled with distance learning last spring. Teachers will use targeted instruction, progress monitoring, and team collaborative meetings to identify learning strategies and monitor impact on instruction.

All teachers will use a variety of synchronous and asynchronous learning in all three models (in-person; hybrid; remote). During in-person, social distancing will be adhered to the greatest extent possible.

The instructional practices we have focused on the past few years will continue to help all students learn. Teachers will rely heavily on

- differentiation of instructional strategies

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- individual goal-setting
 - establishing clear learning targets and success criteria
 - providing specific feedback to students
 - promoting 'math talk' and inquiry
 - developing tasks that foster high student engagement.

These strategies can be utilized in a live or online setting, and we are focusing our efforts on synchronous (live) learning experiences as much as possible.

Assessments

Assessments exist for a variety of purposes, primarily to drive instruction of individual students. Teachers will use both formative and summative assessments (including MAP) to plan for instruction and move students from where they are to where they next need to be, based on curriculum standards.

Teachers will use longitudinal assessments and relevant data (such as 2020 MAP data, grade level and ongoing reading assessments, Smarter Balanced data, and attendance patterns from previous years) to plan, adjust, and inform instruction. No decision from the state has yet been made regarding Connecticut on-grade summative assessments for the 2020-21 school year.

Grading

Teachers plan on utilizing all elementary grading procedures as they have been used in prior years, including standards-based reporting. If the state of Connecticut issues different guidance, that will then be taken into consideration. There will be no perfect attendance recognitions for the 2020-21 school year.

Continuity of Elementary Learning

Morning Meeting

All elementary students, whether in-house or remote, will begin their day by meeting with their teacher and entire class during Morning Meeting. During Morning Meeting time, the teacher will incorporate opportunities to build the classroom community. The teacher will also review the schedule and class's objectives for the day. Morning

Meeting will not occur in an entire group on the rug, as in the past, but at the students' desks (in-house).

Reading/Phonics and Writing Instruction

Each instructional block for literacy begins with a mini-lesson. For students in-house, the teacher will deliver the mini-lesson. The students who are home will view the mini-lesson video, which is being provided by our curriculum developers from the Readers and Writers Project from Teachers College. Mini-lessons may also be provided to students at their desks via teacher-led lessons and demonstrations transmitted on Interactive TV or on chart paper in front of the room.

Whether in-house or remotely, after viewing the mini-lesson students will then complete their assignments independently.

During this time, teachers will be facilitating virtual small groups. These groups would be facilitated through Google Meets and will include in-house and remote students simultaneously. This allows for the highest level of differentiation possible. When students are in-house, teachers will provide in-person 1:1 feedback (while shoulder to shoulder/facing the same direction) as they observe students working at their seats.

Teachers will provide students with digital and paper copies of all anchor charts/teacher notes so that students are able to utilize these materials when working either in-house or remotely. These tools will provide opportunities for students to independently problem-solve and provide parents with background knowledge on grade level content for their child.

Math Instruction

Teachers will follow a similar format for mathematics instruction. The same mini-lesson for all students will occur simultaneously by utilizing a document camera. This way, both in-house and remote students will be viewing the same lesson. Mini-lessons may also be provided to students at their desks via teacher-led lessons and demonstrations transmitted on Interactive TV or on chart paper in front of the room.

Assignments will be given to in-house and remote students. Small group instruction for mathematics will occur virtually. In-house and remote students may be assigned to the same group. Teachers will facilitate these groups utilizing white-boards so students can share their work and participate in mathematical discourse with their teacher and peers.

Science/Social Studies/Unified Arts

Instruction in these areas will occur in a similar format as described above.

Instructional Delivery

Throughout the day, teachers may also elect to utilize Google Meet sessions to work with students and small groups within the classroom setting in order to practice safe distancing and minimize close contact. In this scenario, students and teachers would log into Google Meet from each of their desks and participate in the instruction from their own seat.

Teachers often work in small groups or confer individually with students. This may continue, but teachers and students would be seated side by side to reduce face-to-face interaction. To the greatest extent possible, the frequency and length of 1:1 interactions will be limited.

Sample Schedule (Hybrid Model - In person & Remote Instruction):

Routines & Procedures	8:40 - 9:00
Responsive Classroom - Morning Meeting	9:00-9:20
Language Arts	9:20-10:00
Unified Arts	10:00-10:40
Language Arts	10:40-11:30
Math	11:30-12:30
SRBI	12:30-1:00

Lunch & Recess	1:00-1:45
Language Arts	1:45-2:40
Science / Social Studies	2:40-3:25
Dismissal	3:25-3:30
<i>*Mask Breaks Provided throughout the day based on individual classroom schedules.</i>	

In the Hybrid Model, students will follow the same schedule for both in person and remote learning days. The classroom schedule will be shared with students and families so they are aware of when teachers will be providing whole group or small group instruction through Google Meet. Students will utilize Google Classroom to access additional videos, resources, and materials.

*** A similar schedule will be developed for students who are enrolled in the Distance Learning Model. Students will engage in a synchronous learning environment and are required to attend Google Meet / Zoom lessons throughout the day. Just like in the Hybrid Model students will utilize Google Classroom to access additional videos, resources, and materials.*

Distance Learning

All students who either elect distance learning, or who are placed in distance learning due to COVID-19 circumstances, will participate in their regularly scheduled classes using Google Classroom and Google Meets. Student participation on a daily basis is mandatory.

Unified Arts

Each area of Unified Arts will have unique protocols for safe participation. UA classes will take place in individual classrooms in most circumstances. PE class will be facilitated outside to the greatest extent possible. During inclement weather, PE will be held in the gymnasium. Administrators will work collaboratively with teachers and the Director of Facilities to develop appropriate and safe routines for these disciplines.

Support Services

Students who receive

- specialized instruction i.e., Special Education, English Language Learners (ELL)

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- interventions via the Scientifically Research-Based Intervention Process (SRBI)
 - school counseling

may either receive some of these supports virtually, or by staff pushing into classrooms to deliver these services.

PPT Meetings

During the pandemic, all parent meetings will be held virtually via Zoom – there will not be in-person parent meetings. Parents/Guardians will be contacted by the school staff to schedule these meetings.

Breakfast

Breakfast will be delivered to the students in their classrooms when they arrive in the morning. Students do not need to order in advance. They can decide if they want breakfast that morning. There will be one option for breakfast, but students will have a choice of regular or chocolate milk.

Lunch / Recess

Students will eat at their desks. Wipes will be provided to students to clean their desk before and after eating.

Classrooms will remain as a cohort during recess, doing adult-led activities that allow for social distancing.

Each recess area will be monitored to ensure that social distancing occurs. For the playscape areas, only 1 student will be permitted on a piece of equipment at one time. The play equipment and playscape areas will be sanitized after recess. Students will be lined up from recess while maintaining social distancing and will wash their hands upon returning to the classroom.

Peanut/Tree Nut Allergy

Since lunch will be eaten in the classrooms this year, no peanut and/or tree nut foods may be sent in for your child's lunch if they are assigned to a peanut and/or tree nut free room to decrease the chances of cross-contamination. This also includes all foods for daily snack to prevent accidental cross-contamination. Parents will be notified by their school if their child is placed in a Nut-Free classroom.

Snack

Elementary students will have a break within their classroom or in an assigned area outside the building maintaining social distance guidelines.

No peanut and/or tree nut foods may be sent in for your child's snack if they are assigned to a peanut and/or tree nut free room to decrease the chances of cross-contamination. This also includes all foods for daily snack to prevent accidental cross-contamination.

Birthday Treats

Due to COVID-19 concerns, no food may be sent in from home to be shared with children other than your own child. This also means that no birthday treats may be sent.

Halls

Hallways will have designated foot-traffic patterns and signage to encourage social distancing. Classes will have minimal travel in the hallway throughout the day.

Students will remain in their grade level wings for their academic and most of their Unified Arts classes. Traffic routes for each grade level will be specified by color markings on the floor.

Water Fountains

Water fountains in the hallways and in the classrooms will be disabled. We encourage students to bring their own individual water bottles. Please be sure your child's water bottle is clearly labeled with his/her name on it.

Lavatories

Each student cohort will have a designated bathroom that is to be used by the students in that specific cohort. All bathrooms will be cleaned throughout the day, as well as deep cleaned in the evening.

For social distancing, only 2 students are permitted in the lavatories at a time. 2 waiting area marks will be on the floor 6 feet apart. If a 3rd student comes to use the lavatory he/she will need to return to their classroom until the line diminishes. For social

distancing, in boy's lavatories only 2 urinals not adjacent to each other will be available for usage.

Nurse Visits

Teachers will try to limit well-child visits to the nurse's office for students with minor problems (e.g., classroom teachers will be provided with Band-Aids from the nurse for minor cuts and abrasions and extra clothing for student bathroom accidents).

Teachers/Staff will call school nurses before sending a student to them to limit the number of students in the health room and limit exposure.

The nurse will have the necessary PPE equipment to protect herself and others who may come into contact with an infected student.

A plan is in place to isolate sick children until someone comes and gets them.

The nurse will assess the student and take appropriate actions. If a child needs to be sent home, we ask that the parent and/or guardian make every attempt to pick up their child within 30 minutes. The nurse may encourage that your child be COVID-19 tested if they are presenting with those symptoms.

The nurse will sanitize and disinfect their office after any student is seen for care.

Masks

All students must wear a facemask when they are in the school building or when outside of the building when social distancing cannot be maintained. Bandana or other face coverings that wrap around the entire head are prohibited for security reasons. One cloth mask will be provided to each student. Due to this face covering, hats and hoodies will not be permitted during the school day for security reasons.

While at outdoor recess or during physical education, masks may be removed. Masks will be removed at lunchtime once students begin eating in their classroom. Students will receive a labeled paper bag to put their mask in when it is removed for eating, or a mask break.

While on the bus, all students and drivers will always be required to wear a mask, as well as comply with all bus safety guidelines.

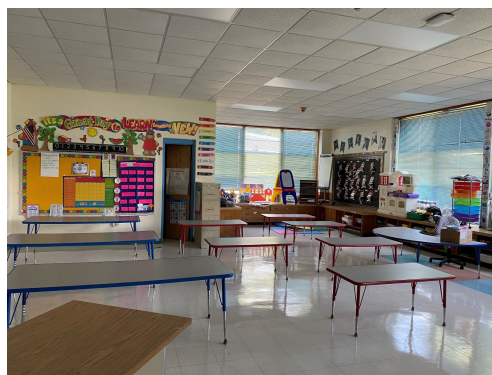
Classroom Layout

Masks must be worn at all times. Student desks will be socially distanced and placed in forward-facing rows. If tables are used, students will sit on the same side of the table facing forward. Kindergarten and Pre-School/Pre-Kindergarten rooms will have desks instead of tables, all facing the same direction. Desks in all classrooms will face forward; there will be no clustering of desks with students facing one another.

Sample Classroom Layout



In this example, students would sit at alternating desks based on cohort and day they attend school.



In this example, one student would sit at each table.

Materials and Supplies

Shared materials will be limited. Children's books and other paper-based materials are not high risk for spreading the virus. Students using leveled readers or math manipulatives will leave all materials on their desktop at the end of the day for nightly disinfection protocols, so materials will be ready for use the following morning.

Elementary students will take their Chromebooks home nightly for access to digital learning resources.

Appropriate cleaning or disinfecting at the end of each school day or period, consistent with CDC guidelines, will be established. When appropriate, students may be asked to assist with cleaning materials and/or their personal space.

Technology

All students and staff are expected to follow the district acceptable use policies and follow all academic integrity expectations. Materials and content will be distributed through the Google Classroom platform and any synchronous teaching will occur through Google Meet, which has enhanced features for the fall of 2020. Google Meets allows for the use of break-out rooms, which can be used for small groups of students. Student training on Google Classroom and all related applications will occur during the first few weeks of school.

Chromebooks

For the 2020-21 school year, Seymour Public Schools will begin a computer one-to-one device plan for all students in grades K-12. Students will be issued a Chromebook to use while both in and out of school to do their work, whether it be from the traditional classroom or on the distance learning platform. It should be brought each day a student has in-person learning; it should go home with the students that afternoon. Chromebooks need to be charged at home on a nightly basis.

Daily Home Prevention

Cloth masks should be washed daily to ensure safety.

Parents of children are encouraged to take temperatures and assess before sending to school. Students who have an elevated temperature greater than 100.4 °F and/or are exhibiting symptoms, please stay at home and rest.

If a child has a pre-existing condition, parents are advised to speak with their child's primary care physician about returning to school.

Parents should discourage students from taking non-essential items to school. Items taken to school should be sanitized as feasibly as possible.