

Connecticut LEA Reopening

Template



Connecticut State Department of Education • June 29, 2020

This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan

— *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together*. In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach.

While the submitted plans do not require approval by the Connecticut State Department of Education (CSDE), plans will be retained. Receipt and consideration of the plans will allow the CSDE to share best practices and provide technical support for those LEAs who require it.

LEAs should submit a reopening plan that clearly and specifically addresses the requirements outlined in each section below. The CSDE recommends plans be developed inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, nutrition services, transportation services, boards of education, local health officials, municipal leaders, parents and other relevant stakeholders.

Additional Details:

Plans should be submitted in font size no greater than 11pt, in PDF

format. Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

Include the following completed table at the top of your submitted plan:

Date of Submission:	July 23, 2020
LEA Name:	Eastford School District
Reopening Plan Point of Contact:	Dr. Donna Leake, Superintendent
Contact Email:	dleake@eastfordct.org
Contact Phone:	860-974-1130; 860-227-3462
LEA COVID-19 Health and Safety Compliance Liaison:	Catherine M. Roto R.N., B.S.N.
Liaison Email:	croto@eastfordct.org

If schools plan to iterate and/or improve their plan as a result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above.

This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan — *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together* may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Priorities	School Plan		
Fall Reopening Model Full In-Person Minimal/No spread of Virus	Full In-Person Minimal/No spread of Virus	Hybrid/Scaled Model Moderate spread of virus	Full Remote Learning High Virus Spread
<ul style="list-style-type: none"> LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps. 	<ul style="list-style-type: none"> EES plans to reopen for all students, five days a week, on August 31, 2020 in a relatively typical fashion with extra precautions and preventive measures in place to reduce contact and potential spread of virus. Initial focus will be on developing relationships and comfort level with new cohorts and instructors as well as general well-being of students and developing an understanding of Covid-19, how it is spread and how it can be mitigated, i.e. Safe and Healthy practices/lifestyle. After the initial adjustment period (4 to 6 weeks) Informal and formal assessments will be given and along with observational and anecdotal data will be used to determine student readiness/gaps for instructional purposes. Differentiation of student lessons and assignments as well as intervention support will be utilized whenever possible by classroom teachers and support staff. Buses will operate at full capacity, facial coverings are required to be worn by all passengers, controlled loading and unloading of riders, and riders will be seated in family groupings. No extracurricular activities. Before and After School child care will operate with a limited number of students to allow for proper distancing. 	<ul style="list-style-type: none"> In the event a scaled back model is needed, EES will operate at reduced capacity (at least 50%) with a rotating cohort model to reduce the number of students in each grade/class. A rotation schedule will be developed to provide equity for all students with a mix of in-person instruction and remote learning opportunities. Buses will operate at reduced capacity with bus monitors, facial coverings in place during transit, controlled loading/unloading of riders, spaced seating between unrelated riders Increased cleaning and sanitizing protocols will be implemented. No extracurricular activities. Before and After school child care will operate at reduced capacity (at least 50%) with a rotation schedule to best accommodate the needs of working families. 	<ul style="list-style-type: none"> Per Local Health Department advice, student learning is completely shifted to remote learning from home due to significant transmission rates Bus transportation suspended No extracurricular activities including before and after school child care.
<p>Temporarily Choosing Not to Participate</p> <ul style="list-style-type: none"> Plan for parents and students who may temporarily choose not to participate in the return to school. 	<ul style="list-style-type: none"> Prior to the start of the school year, families will be asked to communicate their preference for either in-person instruction or remote learning as soon as possible, but by August 7, 2020 so planning to properly accommodate their needs can take place. Students who temporarily do not return will be provided with work packets, materials and a grade appropriate schedule for direct instruction connections with a certified teacher along with assignments and work completion dates. Online platforms already in use such as Google Classroom and See Saw will be utilized to help organize materials and assignments for students and families. Parents and students who choose to temporarily not participate will be asked to allow us 5 school days to provide for a smooth return from at home to in class instruction. 		

**School Liaison,
Communications Plans, and
Data Collection**

- Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).
- Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.
- Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols *prior* to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.
- Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being

- School nurse, in consultation with the school principal will serve as our COVID-19 Health and Safety Compliance Liaison.
- The most up to date policies and protocols related to the considerations here will be posted and shared with families via email, monthly school and town-wide newsletters and website announcements. Similar information will be shared with students via in school announcements, discussion with teachers, and signs and flyers in the building. Information will be shared with staff via email, staff meetings, notices, signs and flyers in the building.
- English is the predominant language in our community so all communication will be in English. Should any individuals who need accommodation for language, vision, or hearing enter the district, we will accommodate as needed with translation/interpreters and alternative communication methods.
- Prior to reopening and any time there is a significant policy change and/or upon re-entry if we need to close temporarily, information will be shared with staff, families and students via email, public virtual meetings, school website, and/or newsletters and surveys.
- Information will be shared at least monthly via newsletters, or more frequently if needed, and any time critical information regarding policies, protocols, or health data changes.
- The community will be notified via email and/or phone call and via the school website if there is a need to suddenly cancel classes or if there is other significant information that must be shared. Cancellations will also initially be posted on TV and radio station media outlets and announced to students if they are in the building.
- News regarding school reopening will be shared with families via email and in newsletter publications.. Virtual meetings will be held with grade clusters to explain further details of the plan.
- All plans and related information will be available on the district website and will be shared in virtual meetings with families.



<p>visible on the main landing page of the LEA and school websites.</p> <ul style="list-style-type: none">• Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.<ul style="list-style-type: none">– This should align with the forthcoming CSDE District Reopen Survey	<ul style="list-style-type: none">• Questionnaires and surveys have been sent to families to gather information on intent to return to school and intent to use school provided transportation. Questions also gauge family comfort with social distancing and wearing of face coverings. In addition to surveys, families have been invited to attend virtual meetings during which the specifics of the plan to date were presented and questions were received and recorded for future posting on the website.
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Operations Plan	School Plan
<p>Facilities</p> <ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. • 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. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. • Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. • Consider having training days and days to practice new protocols with staff only prior to having students enter the building. • 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 or others who may enter the school outside of the first day or typical calendar start. 	<ul style="list-style-type: none"> • All classrooms in grades 1-8 that have student desks will have student desks spaced at minimum of 3 feet and maximum of 8 feet apart, facing all in the same direction. Classrooms and workspaces that have tables or other work surface structures will similarly adjust seating to allow for maximum social distancing possible. Extraneous furniture will be temporarily removed from classrooms and put in storage to allow for safe distancing during periods of traffic flow and necessary movement. • The school building will accommodate all students with distancing requirements noted above maintained. Classrooms that currently are used on a part-time basis or those in which special area teachers will not be using because they will be providing instruction within the regular classroom, will be assigned and utilized by classes with larger student counts for smaller break-out groups or intervention services at times throughout the school day. • Teachers will be provided with a face shield to wear during instruction or when it is not practical for them to be seated or standing behind a barrier. Barriers such as table mounted, clear dividers will be provided to allow intervention services such as speech and language to take place and to allow for teachers to work 1:1 with a student in the safest manner possible. • Signs and messages will be available to students as icons and symbols for those who use assistive talking devices and for younger students who cannot yet read print, and available in English for the typical population. • Training for all staff, including district hired bus monitors and before and after school child care programs regarding health and safety protocols will be required to take place, along with other required training, on staff days prior to the first day of classes and on an ongoing basis as protocols change. Needs can be assessed by means of a staff survey. Staff will have the opportunity to practice developed protocols prior to when students enter the building. Health and Safety protocols will be shared with students and families via typical communication such as email. Additionally, it will be shared virtually with students and families by staff members in a virtual Open House format prior to the first day of school and ongoing as needed. Training and review of protocols will be repeated for staff during regular staff meetings and repeated for students on a daily (initially) or weekly basis (ongoing) by classroom teachers and other school staff. • Similar training will be provided to substitutes and outside service providers by school staff and school nurse and will be available in writing and available in the school office and Health Room for reference.

Daily Operations

- Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is **strongly encouraged** for grades K-8, and **encouraged where feasible** for grades 9–12.
- Develop 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.

- **Cohorts:**

Eastford Elementary School only has one class at each grade level. Class sizes range from 10 to 21 students per grade. Each grade level will be considered a cohort – it will be a consistent and stable group of students at that respective grade level with one teacher, along with support staff identified as necessary by existing IEPs. Grade level cohorts from PK-grade 4 will remain with their designated classroom teacher and support staff with the exception being when they have art, music or PE. These “special area” subjects may have the special area teacher visit with students in their cohort classroom or in the special area classroom depending on availability of staff to clean in between groups of students. Special area teachers will provide instruction within the cohort classroom as much as possible. PE will use the outdoor facilities as much as possible. Grade level cohorts (grades 1-4 or K-4 as feasible) will also be partnered with another grade level cohort, although the students in each cohort will not necessarily interact with students in the other cohort, but staff members may be shared among and between the two grade levels to allow for coverage and opportunities to provide lessons to students who temporarily choose to stay at home for remote learning or for those who may need to quarantine after an exposure.

Student cohorts in grades 5-8 similarly will not interact with other cohorts, but will be taught subject specific classes by designated subject specific teachers as well as the special area teachers – music, art, PE, Spanish. Scheduling for Grade level cohorts in grades 5-8 will be blocked with students having two core subjects a day, one in the morning and one in the afternoon to reduce the number of staff who will have contact with each cohort group. Students will switch classrooms for subject area instruction only when it is possible to sufficiently clean between groups of students. Students in grades 5-8 will also receive instruction in their special areas. Music and art instruction will be block-scheduled to reduce the contact these teachers have with all the students in the building. Spanish instruction will be limited to the middle school cohort, and PE will take place outdoors as much as possible. Special area classes will be held in the designated special area classroom with care given to allow time between classes for cleaning purposes. If this is not possible, then the special area teacher will meet students in their regular education classroom. Special area subjects will be blocked so that some students will receive music instruction only for one half of the year and then art instruction for the other half of the year. This will reduce the overall number of students that the special area teachers will come in contact with on a day to day and week to week basis.

- Each classroom and special area teacher will keep a log of student/adult attendance for the time-frame that they are the individual responsible for instructing the cohort. This attendance log can be used for contact tracing if needed. Different student cohorts will not be interacting with one another, but multiple teachers/staff will interact with different cohorts over the course of each day/week.
- Eastford School district operates two school buses for transportation. Students will be assigned to one of the two buses if they require transportation to and from school. Attendance logs will be maintained for each bus in the morning and in the afternoon for contact tracing purposes.
- More than one cohort will be assigned to eat lunch in the lunchroom at the same time. Seats will be assigned and care will be taken to keep cohorts socially distant from one another. We do not operate a hot lunch program. Students bring their own lunch from home each day. Snack vending machines and microwaves that are typically available will be off limits or temporarily removed.
- Restrooms will be assigned to cohorts when a bathroom within the classroom is not available and water fountains will be disabled to allow for only the use of filling water bottles.
- **Clubs, before- and after-school programs, or other voluntary groups**
Clubs, athletics, after school activities, including our after school homework club and town sponsored events will not be allowed to take place at this time. We will operate our fee-for-service Before and After School child care program with a limit on the number of children allowed to attend in any given session. Preference will be given to family units who consistently use the program on a daily basis. Wearing of masks and social distancing will be required of students and staff in the program. Cleaning protocols, bathroom procedures, and other procedures in place during the school day will carry over to the Before and After School child care program. Visitors entering the building must have a pre-arranged appointment or purpose for entering the building. Visitors will be asked at the door prior to entry what their purpose is and will not be allowed to enter if they have not pre arranged an appointment. Family members who need to dismiss their child/ren during the school day will wait in the lobby for their children instead of in the office. Field trips, presentations and special events/assemblies will not be held at this time.
- **Foot Traffic, Hallways and Shared Areas:**
Hallways will be divided down the center with tape or similar marking. Traffic will flow in opposite directions on either side of the center line. Markers will be placed approximately 6 feet apart to mark social distancing spots and lanes along the walls will be marked on the floor to indicate where those traveling in the hallways should

	<p>remain. Masks will be worn at all times, by all individuals who are able to when traveling in the hallways. Doors at the entrance areas will be marked for entrance only and exit only. Other than morning arrival and afternoon dismissal, all traffic comes and goes via the front entrance through the buzzer system. Passing time in the hallways will be staggered and care will be taken so that multiple cohorts are not traveling at the same time in the hallways. Whenever possible, cohorts will be accompanied by an adult when transitioning in the hallways. Two-way radios will be utilized by staff members to indicate when it is clear for another group to transition.</p> <ul style="list-style-type: none"> Outside Time and Playgrounds: All student cohorts will have at a minimum two scheduled mask breaks and/or recess time scheduled outdoors whenever the weather is conducive. PK cohort and the K cohort each have playground areas that are separate from the main playground. The main playground area will be separated into zones and teachers will be able to reserve a zone for 10 to 15 minute blocks. Social distancing will be maintained while outdoors. No group activities - such as soccer, basketball, four square, etc will be allowed during recess time. Playground equipment that encourages group use - such as larger playscape, climbing dome, swings will be monitored to allow a limited number of children at one time - such as every other swing blocked off. Students will be trained to wash their hands with soap and water and/or use hand sanitizer before and after using the playground. Playground equipment will be sanitized at the beginning and end of each school day.
<p>Child Nutrition</p> <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. 	<ul style="list-style-type: none"> We will continue to determine eligibility and make available free milk to all who qualify. Milk will be delivered to classrooms where student cohorts have scheduled snack time by a staff member wearing gloves. Milk will be individually handed to students by a staff member wearing gloves. The same procedure will take place during lunch time. Students will not have access to retrieve their own milk during snack or lunchtime.

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Operations Plan, continued	School Plan
<p>Transportation</p>	
<p>Low Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. • Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. 	<p>Low Transmission Risk:</p> <ul style="list-style-type: none"> • When transmission risk is low, school transportation will operate at full capacity, or close to full capacity, while maximizing health and safety protocols. • All passengers, including the driver and any monitors, will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. This must be in place prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers will load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. Students will sit in family groups and if room allows, with space between them and other family groups or individuals. <p>Moderate Transmission Risk:</p> <ul style="list-style-type: none"> • Based on data from families at this point, very few plan to use provided bus transportation. There will be space available to further spread apart students from different family units (at least 6 feet) in an alternating diagonal seating pattern. Bus capacity will be reduced by half allowing for 10 students on each bus. • Passengers will load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. Students will sit in family groups and if room allows, with space between them and other family groups or individuals. • All passengers, including the driver and any monitors, will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. This must be in place prior to boarding the bus, and must be kept in place until they are completely off the bus. • A plan to accommodate increased parent pick up/drop off traffic into and out of the parking lot will be developed and communicated to families prior to the start of the school year.

Health Practices and Protocols

- 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:
 - 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.
- Provide 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.

- The primary teacher assigned to a specific cohort, along with the school nurse and/or school counselor as necessary, will educate students and families prior to the first day of classes, on the first day of classes, and in an ongoing fashion using an age appropriate method and accurate information from the CDC and the Department of Public Health on health practices and expectations for maintaining individual and community health and safety. Training and education will include practices such as
 - 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.
- Posters, other visual cues and online tools will be used for training. The training of staff will take place on the professional development and other designated staff days prior to the beginning of the school year. This training will be led by the LEA and Health and Safety Liaison. Students as well as staff will be educated in the rationale and procedure of the social distancing plan, technique for proper handwashing and use of hand sanitizer as well as hand washing schedules. Face covering expectations including proper cleaning and care of face covering, education on pulmonary hygiene and secretion containment, as well as, cleaning /disinfecting plan will be taught and reinforced to both students and staff.
- All necessary supplies and systems will be in place and available to students and staff for execution of the facility and health practice plan .

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Health Practices and Protocols, continued	School Plan
<p>Reporting Illnesses and Addressing Vulnerable Populations</p> <ul style="list-style-type: none"> • Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. • Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. • Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. • Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. 	<ul style="list-style-type: none"> • Educate students, families and staff prior to returning to school, and in an ongoing fashion once school has begun, about new procedures for staying home and informing the school if they are sick with COVID-19 related symptoms and when they have had contact with someone diagnosed with COVID-19 and then been in contact with the school population. • Refer to CDC criteria and DPH guidance to decide if their illness requires an absence and/or assessment by a medical provider • Use DPH guidance for reporting exposure and returning to work after an absence. • The school nurse will be the point person for evaluation, guidance and follow up on any student and staff absence . • Students and families will be instructed to screen and monitor for symptoms of illness. If symptoms present, the student should remain home. The family is advised to seek medical advice and follow protocols developed for return to work or classes. • This will include any COVID-like symptoms on CDC website • Student families will be given a “sick protocol” to follow based on CDC/DPH guidance for staying home as well as guidance for what to do if the student does have symptoms (mild, moderate or severe symptoms). <i>The “COVID” sick protocol will be made available to families on all traditional means of communication.</i> • Families of students will be instructed to contact the student’s medical provider for further advice. The local DPH guidance will be followed if an exposure or positive finding is reported to school. • Policies and procedures will be communicated to families and staff prior to the beginning of school based on CDC and local DPH guidance.
<p>Social Distancing</p> <ul style="list-style-type: none"> • Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. 	<ul style="list-style-type: none"> • As part of the facility plan, hallways, classrooms general spaces will be marked for optimal 6 feet spacing whenever possible. Careful scheduling coordination will be utilized to keep hallway traffic at a minimum. Cohorts will have specific bathrooms assigned for use during the day. Partitions will be utilized if needed in areas where maximum social distancing cannot be maintained.

<p>Use of Face Coverings, Masks, and Face Shields</p> <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. - For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. • Be prepared to provide a mask to any student or staff member who does not have one. 	<ul style="list-style-type: none"> • All students (PK-gr. 8) and all staff will be required to wear a face covering that covers both their nose and mouth unless they fall under one of the two exceptions mentioned. • Exceptions to this requirement will be based on CDC guidance. Staff and students with medical conditions that make wearing face coverings difficult and or dangerous will be accommodated appropriately with increased social distancing and other mitigating measures such as a clear barrier on a table to separate this person from others. • Staff who are assigned to a student who is unable to follow appropriate distancing measures, will have additional PPE supplied such as a face shield or table top barrier. • Those students at high risk due to medical conditions will have a plan in place for medical management based on the care plan provided by their primary care provider. • An adequate supply of disposable and/or cloth face coverings will be available from the school nurse as well as shields and other PPE necessary for the protection of the school community.
<p>Health Monitoring Plan</p>	<p>School Plan</p>
<p>Planning and Distribution of Information</p> <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. 	<ul style="list-style-type: none"> • If a student or staff member presents with any health related symptoms while at school, the person will be immediately sent to the school nurse. • Any staff member can refer an ill person to the nurses office for evaluation. The staff will be educated, per CDC guidance, to alert and report anyone who exhibits symptomatology. • A screening for the likelihood of COVID will be conducted. This screening will be based on clinical symptoms and history of the symptoms. • If the assessment suggests the possibility of COVID, that person will be isolated and dismissed. The staff/student family will be counseled to report the possibility of COVID to their medical provider. Assessment details will be given to the parent/guardian in order for the provider to advise. • Re-entry to school will be based on provider guidance and/or local DPH guidelines. • Attendance will be closely monitored for illnesses and trends. School nurse will follow up with families on the nature of all absences or dismissals. The school nurse will look to local DPH and other relevant guidance for requirements on reporting and tracking data.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Containment Plan	School Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i> • 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 are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> - Immediate coordination with the local health department, including being ready 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. - Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. • Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. 	<p>Containment and Immediate Response Plan:</p> <p>If a student or staff member presents with COVID-like symptoms (based on most recent CDC and DPH information), a direct referral will be made to the school nurse for an immediate assessment. The information regarding most recent CDC and DPH updates on symptomatology will be communicated via accepted and traditional means of communication to staff and student families. An addendum to the traditional student handbook will also be published to share new and relevant information and protocols.</p> <p>If the assessment should suggest the possibility of COVID, the student/staff will be isolated and immediately dismissed.</p> <p>If unable to dismiss immediately, the principal will be notified and the student or staff member will remain in the designated isolation room.</p> <p>If the person isolated is a student, the nurse will wait with the student until dismissal.</p> <p>Personnel monitoring students and/or staff who are in the isolation room will be provided with appropriate PPE. This also applies to the student or staff being isolated.</p> <p>The student’s family will be notified for pick up. The reason for dismissal and findings of the nursing assessment will be discussed. Dismissal instructions will be given to the family.</p> <p>The parent/family will be instructed to call the student’s primary medical provider for further guidance.</p> <p>The school nurse will follow guidance on coordinating with the local health department and will comply with all requests for information for contact tracing.</p> <p>A school plan will be developed and shared with families. This will be posted where other COVID related information is displayed regarding protocol for dismissal and return of students and staff who exhibit symptoms that align with COVID.</p> <p>Protocols will align with current DPH and CDC guidelines.</p> <p>A defined isolation room will be established adjacent to the health office to accommodate students or staff who exhibit symptoms consistent with COVID-19 while they wait to be dismissed.</p> <p>A consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 will be added to an addendum included in our traditional student handbook and shared with families and staff prior to the start of the school year.</p>

Cancellation of Classes, Remote Learning, and Reopening Plans	School Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.</i> • Develop 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. • Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations. • Include a 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. 	<ul style="list-style-type: none"> • District will follow available DPH guidance. • Based on the nature of the cancellation or suspension for all or some students, EES will move to implement a hybrid plan that will allow for some students to remain in the building and some to learn remotely. A schedule such as AA, BB, C will be implemented. All students will move to full remote learning and rely on plans developed for this occurrence if the nature of the suspension of classes deems it to be the most appropriate response. • Superintendent will notify and consult with CSDE. The School Nurse will notify and consult with DPH for guidance and possibility for class cancellation for COVID related reasons. • Policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown during the year will be developed and shared with faculty and staff during staff training days prior to the start of the school year and on an ongoing basis throughout the year or when changes need to be made. • Ongoing education and practice for students in the use of devices, materials and schedules for remote learning will be shared and practiced with students while they are in the building. The transition from in person to remote learning is anticipated to be smooth.

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Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
<p>Future Planning for Remote Blended Learning</p>	
<ul style="list-style-type: none"> • Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. <ul style="list-style-type: none"> – Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model. • Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. 	<ul style="list-style-type: none"> • Remote learning will resume immediately upon the need for cancellation of in-school classes. Survey data from families, students and teachers has been compiled and necessary adjustments have been taken to ensure a positive experience for students, staff and families during the transition and while engaged in remote learning. Both the hybrid and remote learning plan may include recorded lessons, a mix of digital and print activities/work for students and opportunities for virtual classroom connections to maintain social connections. • A plan will be communicated with families so that children who require extended absences can participate to the extent possible in our remote learning option and/or hybrid model. Additionally, if the school needed to remain closed for an extended period of time, families would be informed of how and from whom to expect communication regarding continuing remote education.

Academics

Special Education

Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools

were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.

- Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.
- Do not make programming decisions based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.
- Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.

- We will proceed in accordance with upcoming guidance regarding whether IEPs need to be revised/amended or whether we develop the "continuing educational opportunities" that implement the IEP to the "best extent possible" as was done last spring.
- All identified students currently have gen ed homerooms and the majority of their day in gen ed. Services may need to change location or provider (from pullout to classroom-based reading instruction, for example) but goals and objectives can be addressed in gen ed classroom when possible to minimize student travel.
- Teacher caseloads will be limited by grade. 5-8 is a cohort and one special ed teacher can be assigned to those grades. Younger students can be scheduled in such a way to minimize contact with others outside their grade level.
- Related services may need to be virtual to minimize exposure to providers who work in multiple places (OT, PT). We will follow the forthcoming CSDE guidance.
- Scheduling can "block" services to minimize the number of students contacted, for example, speech time doubled up for two weeks for half the workload, then other students receive doubled services for two weeks. (There may be a select few students for whom that is not possible), but the effect of minimizing the number of students seen would occur. IEP revision--or "continuing educational opportunity" development--will occur per CSDE guidance.
- We will hold meetings to review/revise IEPs and Section 504 Plans as needed. Most meetings will be scheduled virtually (to limit the number of visitors into the building), but parent preference will be considered. In early fall, outside meetings can be held if needed.
- We expect that the vast majority, if not all, students with disabilities who attend Eastford Elementary can access education as the proposed reopening plan provides. If not, individual determinations and solutions will be developed. We further expect that all of our outplaced students can be appropriately served in their current placements.
- Students whose skills are close to grade level may require adjustment in service delivery from current IEP; Providing instruction in gen ed site (with special education teacher, paraprofessionals, or gen ed teacher as implementer) can minimize exposure to sites/others. Blocking and rotating of services can further limit exposure to others. These decisions will be made upon return to in-person school and observation and curriculum-based assessment of skills.
- Students with disabilities that impact their ability to wear masks will be accommodated accordingly; staff in proximity may have additional PPE (such as face shield plus mask, plexiglass dividers, gloves) and space/seating can be arranged to improve safety. Breaks will be provided when needed. Visuals and instructional support will be provided.

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Academics, continued	School Plan	
<p>English Learners (ELs)</p> <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. 	<ul style="list-style-type: none"> No English Language Learners are currently enrolled in EES. Should students register, we will comply with all requirements for identification, assessment, instruction, assuring equity, and parent communication, in accordance with CSDE guidance.. 	



- 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.

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Family and Student Engagement	School Plan
<p>Family Support and Communication</p> <ul style="list-style-type: none"> Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. 	<ul style="list-style-type: none"> Eastford Elementary School will comply with all state and federal family engagement requirements. Communication strategies with families will be frequent and ongoing as appropriately determined by the situation. Clear and ongoing communication about what to expect, during and prior to reopening will be communicated to families via email, newsletters, town wide publications, school website and potential in-person and virtual meetings. EES will utilize surveys and collect anecdotal data from families and students to ensure the viability and success of a school reopening. School established reopening committee will be available to answer questions and problem-solve with families regarding the school reopening plan. Community members will also be able to call or email the school administrative team to discuss the reopening.
<p>Social-Emotional Learning (SEL) and Mental Health</p> <ul style="list-style-type: none"> Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. 	<ul style="list-style-type: none"> The school counselor will be utilized to support staff and students in engaging in regular restorative listening circles/class meetings to build community, develop a sense of belonging and trust, and to share concerns and triumphs. Specific attention and strategies will be employed with students and families who have been disengaged. In addition, the counselor will continue to be visible to students and staff and will conduct lessons both virtually and in person with individuals, small groups and whole classes. Data on disengaged students/families will continue to be collected and utilized to design individualized engagement and student success plans. Routine training, such as mandated reporter training, and additional training on signs and issues relating to abuse and neglect in the context of the pandemic will be provided for all staff prior to the start of the school year.



After-school Programming <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.	<ul style="list-style-type: none">• We do not receive state funding from CSDE for after school or extended school programs. We will continue to operate our before/after school child care program to the extent possible with limited enrollment and all required safety precautions in place.
Career And Technical Education	School Plan
<ul style="list-style-type: none">• Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.	<ul style="list-style-type: none">• EES has a detailed cleaning protocol of all learning spaces and common areas: this protocol includes ongoing cleaning and disinfecting practices for shared equipment and high touch surfaces such as railings and door knobs.

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Staffing and Personnel	School Plan
<p>Certification and Personnel Planning</p> <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. 	<ul style="list-style-type: none"> • EES will comply with legal and regulatory requirements related to personnel, including by not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. • We plan to engage a full roster of staff. Data at this time indicate that all staff plan to return for in-person instruction of students. We are reaching out to our substitute base to plan training and share information with those who would like to continue working as a substitute in our district.
<p>Professional Development</p> <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. 	<ul style="list-style-type: none"> • Mandatory training for all staff will be prioritized and sufficient time will be allotted prior to the start of the school year to review matters relating to COVID protocols, requirements, mandates and changes in typical policies and procedures based on current data at that time. Three additional professional development days have been added for teachers/staff at the beginning of the school year for this purpose. Ongoing and additional training will be offered as changes occur in recommendations and public health data.