



Greenwich Public Schools

Adapt, Advance, Achieve:

Connecticut's Plan to Learn and Grow Together

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Greenwich Public Schools

September Planning to Reignite the Learning

Reopening our schools is the approach that is simultaneously desired by many and feared by many. The Planning Team aims to support a plan which is thoughtful and health-conscious for children and adults; a plan which is flexible, adaptable, and builds a sense of calm as we step into another school year which will likely pose new experiences for staff, students, and families.

Members of the Return to School Planning Team:

- Dr. Toni Jones, Superintendent
- Ms. Karen Hirsh, Board of Education
- Ms. Mary Keller, GPS Head of Nursing, State of CT Task Force Member
- Dr. Katherine Noble, GPS Medical Consultant
- Dr. Ann Carabillo, Deputy Superintendent
- Mr. Sean O'Keefe, Chief Operating Officer
- Ms. Mary Forde, Chief Pupil Personnel Services Officer
- Ms. Shamain Johnson, Chief Human Resources Officer
- Mr. Michael Ting, Chief Technology Officer
- Mr. Marc D'Amico, Director K-8 Curriculum
- Ms. Sasha Houlihan, Director of Communications

Subgroup Categories:

- Athletics
- Communications
- Curriculum and Instruction
- Facilities
- Food Service
- Health Advisement
- HR/Staffing
- Professional Learning
- School Scheduling
- Transportation

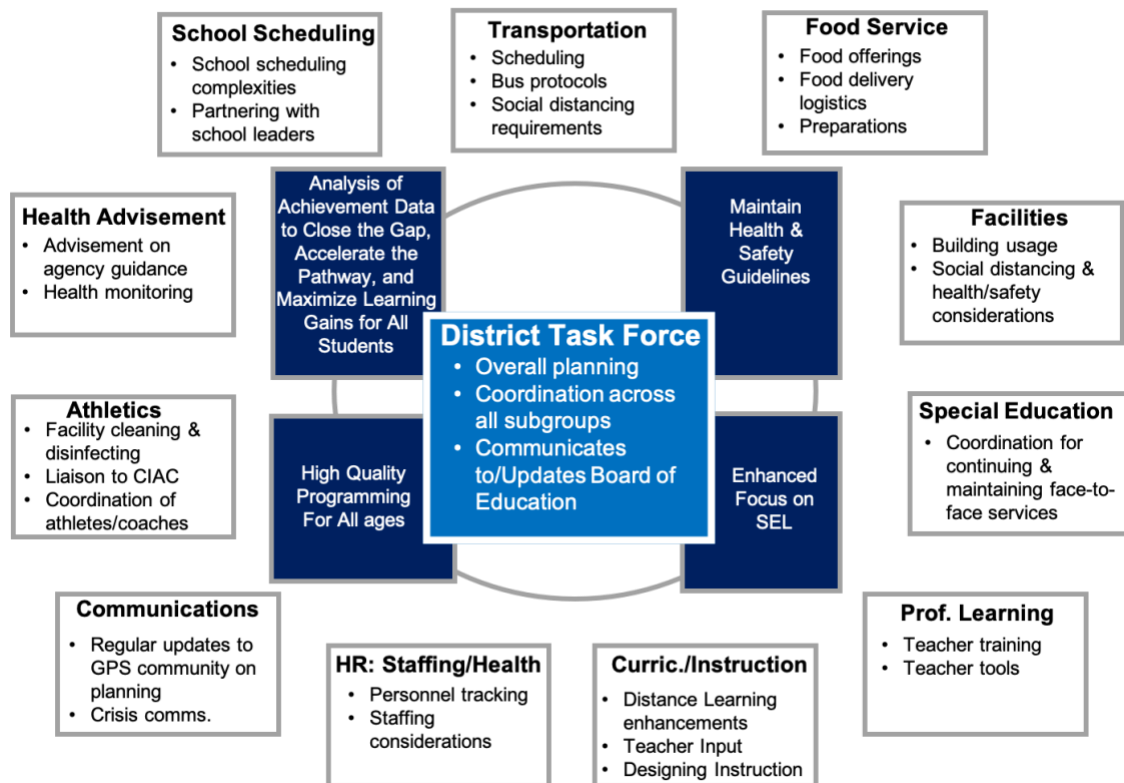
Goals of the Return to School Planning Team:

- Analysis of achievement data to close the gap, accelerate the pathway and maximize learning gains for all students
- Maintain health and safety protocols
- High quality programming for all students
- Enhanced focus on Social and Emotional Learning

Actions of the Return to School Planning Team:

- ❑ Creation and continuous updating of a [“Return to School Planning” website](#), which includes a repository of resources, communications, meeting details and more.
- ❑ Seven public meetings of the Return to School Planning Team held virtually
- ❑ Ongoing updates from subgroups to inform Return to School Planning Team meeting updates
- ❑ Multiple surveys sent out to District families and staff to gauge concerns
- ❑ Numerous Focus Groups held with members of staff and parents (including subgroups by grade level, special education, etc.)
- ❑ Weekly communications to District families and staff to keep them updated of any and all progress on Return to School planning
- ❑ Detailed Question & Answer document created based on over 400 submissions from District families and staff

Greenwich Public Schools: 2020 Return to School Planning Team



GPS Plan Accounts for Three Phases of COVID-19

Low Transmission Risk

Return to school with social distancing as feasible as possible and other enhanced protocols for cleaning, personal protective equipment (masks...), cohort grouping, and thoughtful arrival and dismissal to mitigate high contact zones.

Moderate Transmission Risk

Return to school with a hybrid schedule aimed to reduce the number of students in contact on any particular day by approximately 50%

Critical Transmission Risk

Full Remote Learning with students and teachers at home

Alternative Available to Families

An option will be available for a remote learning program for those students and parents who choose not to participate in face-to-face instruction for Phase 1 or Phase 2 based on individual considerations, most notably, mental and/or physical health challenges. ([CSDE AAA, June 29, 2020, p. 6](#)). The [Connecticut State Department of Education has shared guidance](#) for families for their consideration as they make their decision on whether or not to opt into the Remote Learning School option. In addition, the [CDC has shared a helpful resource](#) for parents and guardians as they look to make decisions for their respective children.

Alternative Available to Staff

Staff who are faced with medical conditions will work through Human Resources to determine teaching and/or leave status.

Priorities for Greenwich Public Schools Reopening

- 1.) Health & Safety of Students & Staff
- 2.) High Quality Programming for All ages
- 3.) Enhanced Focus on Social Emotional Learning
- 4.) Analysis of Achievement Data to Close the Gap, Accelerate the Pathway, and Maximize Learning Gains for all students.

State of Connecticut Guidelines and Expectations

LEA's 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.

- In addition to full-time instruction plans as indicated above, LEA's 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.



Expectations for Teachers & Staff

- Stay home if you feel sick.
- Daily monitoring of one's own health. Is your temperature below 100 degrees?
- Must wear a mask at all times, unless on a prescribed "mask break"
- Maintain social distancing.
- Wash hands often, and utilize hand sanitizer when a hand washing station is not available.
- Do not congregate with colleagues in groups.
- If possible, stay within a small cohort of people while at school.
- Be responsible before and after school.
- Enter the building with social distancing.
- Move down the hallways following all directions.
- Stay home and quarantine for 14 days if a member of the family has COVID.

Expectations for Students

- Stay home if you feel sick.
- Daily health check by parents required.
- Must wear a mask at all times, unless on a prescribed "mask break"
- Maintain social distancing.
- Wash hands often, and utilize hand sanitizer when a hand washing station is not available.
- If possible, stay within a small cohort of people while at school.
- Be responsible before and after school.
- Enter the building with social distancing.
- Move down the hallways following all directions.
- Stay home and quarantine for 14 days if a member of the family has COVID.

Opening Checklist for September 2020

Current Status Anticipated

- Low** Transmission Risk
- Moderate** Transmission Risk
- Critical** Transmission Risk

Current Indoor Cohort Status as Set by the State

- 50 people
- 100 people
- 150 people

Health Related Input to Decision Making

- Greenwich Health Department
- Dr. Katy Noble, Medical Consultant
- Mary Keller, GPS Head of Nursing
- World Health Organization
- Connecticut Department of Health
- Center for Disease Control (CDC)
- American Academy of Pediatrics
- Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together ([CSDE AAA, June 29, 2020](#))

Transportation

Low Transmission Risk

Up to a full bus load with masks required per CSDE requirement. Masks must cover the nose and mouth during transit. The mask must be in place prior to boarding the bus, and remain in place during transit (p. 15).

Moderate Transmission Risk

Reduce passenger density. Masks must cover the nose and mouth during transit. The mask must be in place prior to boarding the bus, and remain in place during transit (p. 15).

Critical Transmission Risk

Bus service is suspended completely, with an exception of Special Education, English Learners and/or Unique Learners who are able to continue in-person sessions with CDC-restrictive bus guidelines.

Protocols

- Provide face masks on all buses for those students who forget to bring one (p. 15)
- Students board the bus with the first students on the bus sitting in the back, and filling seats from back-to-front so that the last students loaded are sitting in the front (p. 15)
- Students must exit the bus with students sitting in the front exiting first (p. 15)
- Students should sit with their siblings or household members.
- Masks must be worn at all times including boarding and exiting the bus (p. 15)
- Students who are unaccompanied at the bus stop should not be left alone. If a student is refusing to wear a mask, the driver should remind the student, and if the student refuses to comply, the bus driver should continue the route. After arriving safely at the final destination, the driver should follow the reporting procedure to explain the incident to the principal so that administration may follow up and remind families that lack of compliance is a disciplinary issue in order to maintain health and safety. Bus access may be temporarily discontinued for the student if the principal deems it necessary.
- If a driver notifies the principal of non-compliance, the nurse should be called to the bus in order to take the temperature of each child as they exit the bus.
- If a child should become ill while riding the bus and vomit the driver should call the school so that the nurse meets the bus upon arrival and children may be temporarily sequestered so that their temperature is checked and the sick child may be taken to the designated isolation room.

Bus /Transportation Parent Information

- Transportation will be a particularly challenging point in the day for students when social distancing is at its most difficult. This policy should be reviewed by parents with their children daily.
- Parents should have completed the pre-screening questionnaire prior to placing the child on the bus.
- Parents are encouraged whenever possible to use personal transportation to transport their children.
- All students and parents and bus personnel should be wearing masks or protective face coverings (one will be provided for them if they do not).
- Students should move to the back of the bus upon entering, while maintaining social distancing, and fill the bus from back to front, siblings need to sit together.
- Students should not have the need to remove their face masks while on the bus, and be encouraged to use minimal vocalization (no yelling). Students must wear their masks during the entire bus ride.
- Upon arriving at school students should leave from the front to back to avoid walking through the full bus.
- Students should practice social distancing to the best of their ability until they reach their classroom or destination.
- When possible, windows should remain open for improved ventilation
- Illness on the bus – any student who becomes ill while on the bus to school shall be separated by at least two seats one in front and one to the side and the bus driver should be instructed to call ahead to notify the nurse that a sick child is arriving. Should the illness occur on the return ride, the driver should notify dispatch and the parent will need to be notified by school.
- Refusal to wear a mask by a student will require the student to be seated as if ill, (two seat isolation) a parent will be notified, school will discipline similar to dress code procedures by school principals and the student will be asked to use alternate transportation.

Food Service Status

- Low** Transmission Risk
 - Students may eat in the cafeteria with their cohort if social distancing of 6 feet can be maintained. School site analysis conducted with the principal and members of the GPS administration in August.
 - Brown bag or box lunches are served to the students. No lines will be utilized for lunch service.
- Moderate** Transmission Risk
 - Students eat in their individual classrooms. Brown bag or box lunches delivered to the classrooms to mitigate contact.

- Lunches are delivered via a box or cart, and the delivery is placed outside the classroom door for the teacher to retrieve. There is no entry into the classroom by the person who is delivering. Gloves should be worn for all deliveries.
- Low and Moderate** Risk require allergy free zones in classrooms and/or socially distanced cafeterias.
- Critical** Risk requires full district lunch deliveries at designated locations.

Remote Learning Students

- Students who opt for Remote Learning in 2020-2021 may pick up meals outside the pick-up location of choice in the front parking lot between 11:30am-12:00pm.

Pick Up Locations:

Route 1:

- 10:45am: Central Middle School Front Circle
- 11:15am: Julian Curtiss School Front Circle
- 11:40am: Town Hall (by deliveries - main visitor lot)
- 12:05pm: Wilbur Peck front parking lot

Route 2:

- 11:00am: Glenville Elementary School Front Circle
- 11:30am: Hamilton Avenue, Parking Lot
- 12:00pm: Armstrong Court (in front of the handicapped parking spaces)
- 12:30pm: New Lebanon School, Parking Lot
- 12:55pm: Western Middle School, Front Circle

Route 3

- 11:00am Eastern Middle School, Front Parking Lot
- 11:25am Adams Garden (In front of the Community Building)
- 11:50am: Old Greenwich School Parking Lot

Food Service Protocols

- Train all food service staff on the food safety processes and Standard Operating Procedures relevant to their role in providing meals.
- Identify any additional equipment or supplies such as thermometers, alcohol wipes, etc., that may be needed to keep food safe when transported and served in other areas of the school.
- Obtain and develop posters and other aids to assist non-food service school staff to implement safe food practices when they participate in the service of meals.

- Review written policies and procedures to ensure they are up-to-date and clearly communicated to all applicable staff.
- Ensure written procedures for food safety, meal preparation and meal counting and claiming are available and easily accessible to the staff when needed.
- Ensure schools are properly staffed for food service production and service methods that are and will be used, and that regularly assigned staff and substitute staff are properly trained.
- Identify other school staff who may be trained to carry out select food service processes or tasks when staff shortages are expected.
- Ensure all required state and local health and safety guidelines will be followed.

Outside Recess and Playgrounds

- Limit cohort use and stagger outside times.
- Hand Wash/sanitize before and after outside exposure.
- Use designated doors for points of entry and exit to the recess or playground area.
- Masks must be worn at all times for all students and staff when they are inside the school building (p. 20). Recess and playground areas may be mask free zones if social distancing and cohort groupings are reinforced.
- Safe mask storage must be provided as students exit the building into the playground. Masks must be put back on before re-entering the building.
 - All face mask storage must not contain plastic per medical guidelines.

Facilities and Security

Low and Moderate Transmission Risk

- Multiple door and staggered entrance per the individual needs of each facility to “maintain social distancing between individuals” (p. 20)
- Floor guidance mapping for directionality at entrances and exits.
- Floor guidance mapping for restrooms.
- Main offices, Nurses’ offices, GHS House Offices, and essential related face-to-face service provider spaces are equipped with a clear divider.
- All water fountains are discouraged from use. Cups are available in each classroom if water bottles are forgotten.

***CDC Current guidance Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.

- Tissue grabs are available outside of each restroom so that no-touch entry is available for students (p. 10)
- Tissue grabs are deposited in a trash receptacle outside the bathroom door.
- Inside the restrooms are no-touch paper towel dispensers (p.10)
- Hand sanitizer is available for all classrooms (p. 18).
- Sanitizing wipes are available for all classrooms (p. 18).
- Each building has sanitizing throughout the day on door handles and other high touch surfaces to comply with DPH guidance document (p. 8)
- The building is disinfected each evening with a product considered safe and non-toxic, while also being proactive in eradicating evidence of the virus.
- Hand sanitizing available at entry/exit points.
- Utilize safe touch methods for vending machines and lunch numbers.
- Minimize drop off zones for lost, forgotten, or found items to outside the physical building.
- Detailed information for our Viking Pure Solutions for cleaning and disinfecting is shared publicly on [our GPS website](#).
- Any school stores require gloves and a mask for the seller. Lines must maintain social distancing and the floor designated for lining up.
- Signage in all restrooms reminding students and staff to wash their hands (see below)



Classroom Spaces

- Classrooms are set up to maximize social distancing 3-6 feet (p. 8).
- If desks are available, achieve 6-feet apart when feasible (p. 8).
- If desks are available, face the same direction (p. 8).
- If tables are utilized, sit on only one side of the table or if ample space clear dividers will be utilized (p. 8).
- Minimize the need for sharing hi-touch supplies and materials
- Floor mapping at the front of the room for a 6 foot “teacher zone”
- Clear dividers for tabletop surfaces as needed for small group instruction and/or services

Building Use

- Buildings (classroom spaces) will not be rented if GPS is in Low or Moderate Risk due to the disinfecting required to be school ready.
- Gymnasiums and the Performing Arts Center will only be rented with a COVID Impact Fee up front to pay for labor to disinfect the space after each event. This is subject to change at any point in time.
- Space will be available for those events which are directly linked to instructional need, such as ACT and SAT scheduled testing with social distancing in place.
- Before and After Care may operate *usual times* with social distancing if in Low Transmission Risk. (p. 12).
- Before and After Care may need to modify space and time if in Moderate Transmission Risk.
- All contracts will be reviewed on an as needed basis for any COVID-related updates or adjustments and discussed/edited through the Operations Office with assistance from our Legal Team where necessary.

Visitors to Buildings

- Low and Moderate Risk limits volunteers and visitors to essential.
- No large gatherings until further notice.

Fire Drills

- Conducted by individual classrooms and not an entire school (*Until additional direction is provided by CSDE or State Fire Marshal)

Lockdown Drills

- Lockdown Drills will be conducted classroom by classroom utilizing the space within and around the student's desk only. The teacher will demonstrate where the space in the room is designated the safest place if a lockdown should occur.

Arrival and Dismissal

- Utilize assigned points of entry with social distancing. Each building is planned according to building needs.

Communications

- Designate Health and Safety Compliance Liaison (p. 7)
- Communicate broadly how to contact the School Liaison (p. 7)
- Weekly district communication about current status
- Any new policies, procedures and protocols will be communicated with appropriate parties (students, staff, families, vendors, etc.)
- Updates to GPS Facebook, Twitter, Website, and District Plan as necessary
- All district information posted on the GPS website and updated weekly
- Survey families prior to opening to gauge readiness to return
- Survey staff prior to opening to gauge readiness to return
- Provide online video tutorials for families and staff which include:
 - Social distancing;
 - Frequent hand washing and use of hand sanitizer
 - Use of face coverings that completely cover the face and nose
 - Respiratory and cough etiquette
 - Enhance cleaning/disinfection of surfaces (p. 10 and 18, required for all staff and students)
 - Work with Human Resources to make sure all substitutes view the online tutorials before entering the classroom (p. 10).

Containment Planning

- The District will develop and communicate written protocols for containment to ensure immediate responses if an individual has signs or symptoms.

- ❑ The Plan will include:
 - ❑ Notification and coordination with local Health Department.
 - ❑ Identification of and mobilization of a response team within each school.
 - ❑ Consideration and application of school dismissal, quarantine and return to school timing and procedures.
 - ❑ Identification of an isolation room in each school. Individual who monitors the isolation room will be given full PPE.
 - ❑ Cleaning protocols and procedures after confirmed positive cases or confirmed exposure would be equal to the deep disinfecting performed each evening.

Greenwich Public Schools COVID-19 Decision Tree Partnering Together to Protect Staff, Students & Families

Students & Staff are not allowed in schools if they:

- Have a positive COVID-19 test
- Have symptoms of COVID-19
- Have been exposed to someone who has tested positive for COVID-19

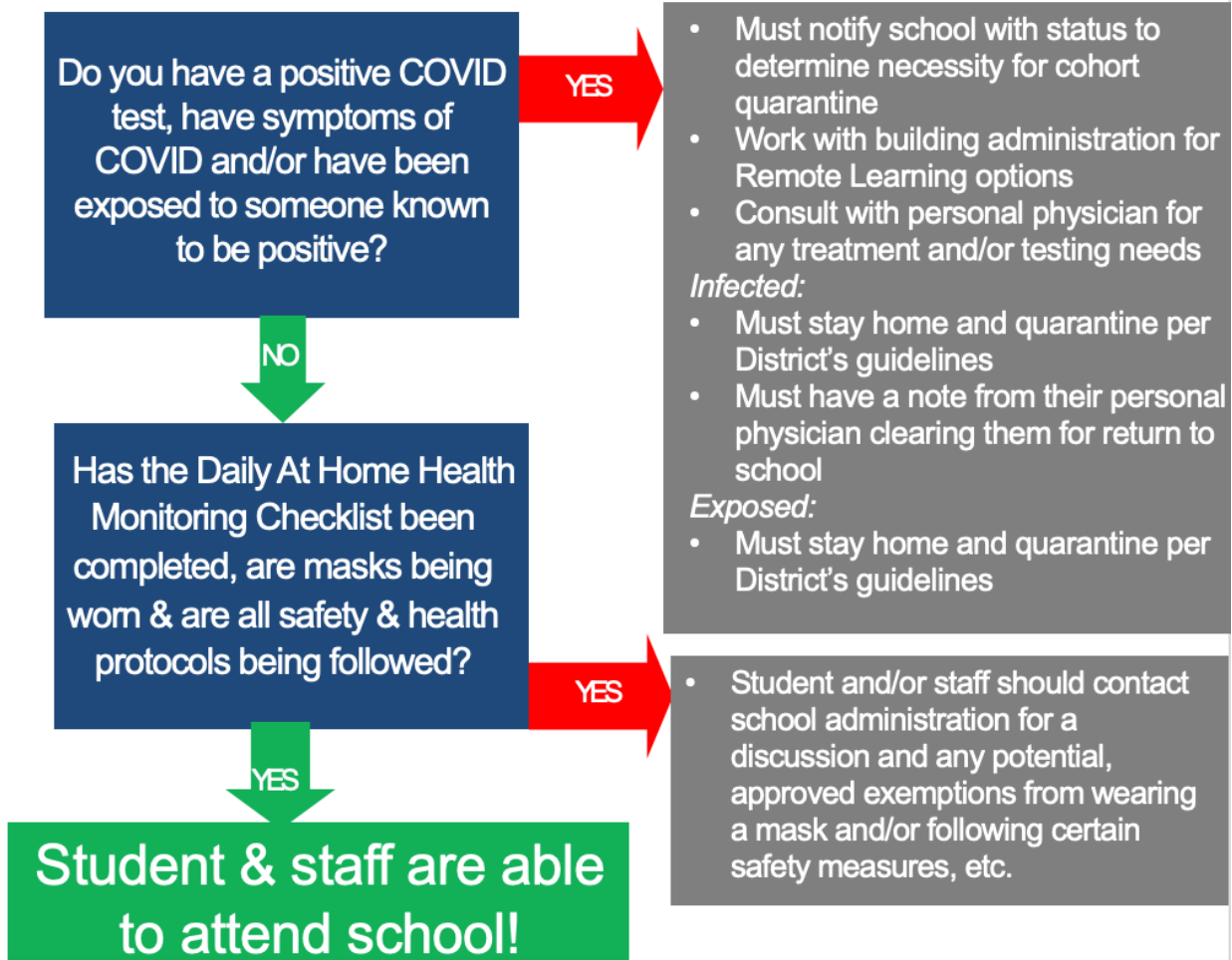
General COVID-19 Symptoms

- Cough, Shortness of breath or difficulty breathing, Fever, Chills, Muscle pain, Sore throat, New loss of taste or smell. This list is not all inclusive. Other less common symptoms include gastrointestinal symptoms like nausea, vomiting, or diarrhea.

COVID-19 Symptoms in Children

- Similar to adults; however, children generally show mild symptoms, including cold-like symptoms, such as fever, runny nose, and cough. Vomiting and diarrhea have also been reported.

Determine if students or staff should be at school using this chart:



Teaching and Learning

Analysis of Achievement Data to Close the Gap, Accelerate the Pathway, and Maximize Learning Gains for all students.

We already know a lot about returning GPS students; we have a wealth of information and longitudinal data (e.g., test scores, IEP progress reports, attendance, discipline, course grades) at our ready. It is important to remember that ~~two-thirds~~ of the school year 2019–20 was completed in person prior to mid-March.

Prior to the start of school:

- Building administrators will provide time for vertical teams to collaborate.
 - Goal: Identify what content was covered pre-COVID and what was covered during distance learning.
- Teachers and building administrators will receive training on Linkit to review student accomplishments of standards for 2019-2020
 - Goal: To assess individual student needs
- Teacher teams will be allotted time to plan the first unit of instruction
 - Goal: To create highly engaging learning opportunities and to ensure that students, including students with high needs, will have a high probability of success.

Start of the school year:

- Teachers will establish classroom communities and establish norms with their students.
- Teachers will implement the first unit of instruction.
 - Goal: To be highly engaging
 - Goal: To allow for maximum student success
- By the end of the first month of school, teachers will have administered LinkIt assessments for K-8
- Grades 9-12 will assess for baseline information so that teachers can monitor and adjust as needed for each student
 - Goal: To determine future instructional decisions for individual student needs

Ongoing throughout the year:

- Teachers will periodically utilize formative assessment practices
 - Goal: To gauge the impact of their teaching by eliciting evidence of student learning, providing feedback, and adjusting their teaching.

End of the school year:

- ❑ At the end of the year, students should be administered an on-grade summative assessment (which may be the state assessment if available for students in Grades 3 through 8, 11, or Linkit End of Year Accomplishment of Standards K-8)
 - ❑ Goal: To evaluate overall achievement on the state standards.

Special Education

The plan for addressing the needs of students with IEPs was developed 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). The district will continue 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. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.

Students eligible for special education and other special populations are 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 district reopening plan as designed, school teams will facilitate individualized and alternative plans based on student need, present levels of functioning, developmental levels, and student/parent input.

Parents are partners in the planning for students with disabilities and will be included in decisions made about program modifications in both general and special education.

Preschool, Elementary, Middle School and High School – Common Low Transmission Risk Guidelines

- ❑ Students are provided with transportation consistent with their current IEPs.
- ❑ Students will follow the school routines with accommodations and modifications required per the IEP or impact of the student's disability.
- ❑ Related services will be provided primarily through individual sessions in a separate setting with staff wearing appropriate PPE. The room and materials will be cleaned between each session.
- ❑ Parents will be notified if staff supporting students in Activities of Daily Living (primarily eating and toileting) will be closer than 3-6 feet. The notification will include the specific activity/time and a description of the support. All staff will be required to wear masks, gloves and protective clothing covers.
- ❑ Members of the student's IEP team will identify alternative strategies for providing instructional supports that had been previously provided by an adult in proximity closer than 3-6 feet, utilizing technology or environmental modifications if appropriate.

- Special Education services will be provided as described in the student's current IEP to the maximum extent possible in order to maintain safety of the student and staff. Any changes that need to be made to accommodate the implementation of the safety guidelines will be communicated to parents in a written plan. The plan will include a description of any goals/objectives that will need to be modified or postponed due to the implementation of the safety guidelines.

Preschool - Low Transmission Risk

- All preschool children will be required to wear masks consistent with the guidelines for elementary school students.
- Hours of instruction remain the same although start and end times may be adjusted to lessen number of students arriving and departing at any given time
- Related services (pull out) will be provided individually. Related services (push in) will remain consistent with current Preschool Practice.
- Recess/Morning Movers will follow all safety guidelines
- Toileting and toilet training will follow Office of Early Childhood (OEC) and Center for Disease Control (CDC) guidelines. Parent permission for toilet training and toileting will require a written document.
- Lunch and Snack will remain in classrooms as consistent with current preschool practice with the exception of a 6-foot requirement for social distancing. OEC and CDC guidelines will be followed. Parent permission for assistance with feeding will require a written document.
- Cleaning of classroom toys and manipulatives will follow the OEC/CDC guidelines supported by instructional assistant staff outside of the instructional preschool school day. Bins will be placed in classrooms to identify soiled toys needing cleaning/laundry.
- Sensory "table" will remain closed. Individual sensory bins can be utilized during this time and disinfected between students.
- Playdough or sensory materials will be utilized by individual students and disposed of daily.
- Students and staff will require multiple sets of change of clothing on site. Both clean and soiled clothing will be stored in sealed containers.
- Art materials will be stored in separate bags or bins for each child.

Elementary and Middle School - Low Transmission Risk Guidelines

- Special education teachers will be assigned to cohorts and support students in those cohorts through push in and pull out services. Pull out groups, including social skills groups and lunch bunches, will be made up of students within cohorts to the maximum extent possible. Cross cohort groupings may be implemented in individual situations with parental permission from all participating students.

- Related service staff (speech, psychology, social work, occupational and physical therapies, hearing and vision services) will serve students across all school cohorts. Limited related service providers (primarily occupational and physical therapies, vision and hearing services) may serve students in multiple building. The number of buildings will be limited and full PPE protocols will be followed.
- Students whose related service delivery requires group work, such as pragmatic language, social skills and behavior support, can be implemented through push-in services within the cohort. Cross cohort groups may be provided on a limited bases with appropriate PPE procedures and parental permission.

High School - Low Transmission Risk

- Students will receive special education support in the house-specific Academic Labs, the Wellness Center and support classrooms in Folsom and Bella.
- Related service staff (speech, psychology, social work, occupational and physical therapies, hearing and vision services) will serve students in houses whenever possible to decrease movement and contacts.
- Students with comprehensive special education services and/or unique needs that will be disproportionately impacted by hybrid learning may attend face-to-face classes four or five days per week. Decisions will be made on an individual basis using criteria to be determined.
- Members of the student’s IEP team will identify alternative strategies for providing instructional
- All community-based instruction will be cancelled until safety requirements are lifted.

Community Connections/Windrose – Low Transmission Risk

- Students receiving related services from staff not assigned to the BANC building will receive those services on one day each week.
- All current job sites will be reviewed against the safety requirements and only those sites that can be accessed within the guidelines will be used. Classroom instruction and virtual experiences will be substituted for vocational preparation.
- Public transportation will not be used to access available work sites. Individual arrangements may be made for students who meet the criteria for independent travel and have parent permission.
- Students will follow a five-day schedule.

Special Education/Related Services

Low Transmission Risk

Opt in to GPS Remote Learning

Same guidelines as those for students in general education with the following exceptions:

- Parents may opt in to onsite related services using the same guidelines established for Extended School Year.

- Paper copies of materials and manipulatives may be made available from the district on an individual basis to support instruction on IEP goals/objectives and increase access to general education curriculum.

**Special Education/Related Services
Moderate to High Transmission Risk
Remote Learning**

Same guidelines as those for students in general education with the following exception:

- Paper copies of materials and manipulatives may be made available from the district on an individual basis to support instruction on IEP goals/objectives and increase access to general education curriculum.

Preschool Intake Team and Evaluation Teams – Low and Moderate Transmission Risk

- Evaluators assigned based on schools (cluster)
- Evaluators follow current requirements for PPE when completing observations both within the GPS schools and community schools.
- Non building staff to attend all PST/PPT by Google Meets to avoid unnecessary contact with students/staff.
- Staff schedules created to limit the number of buildings they enter weekly to avoid cross contamination.
- Offering a space for evaluations to be completed - parents transport children to district office location. Testing sessions will follow the same face-to-face guidelines established for the ESY program.

PPT meetings – Low and Moderate Transmission Risk

- All PPT meetings will be held remotely using Board/Administration digital platform.
- Parent/team meetings will be held remotely unless there are unique situations that would require face-to-face. Anyone attending a face-to-face meeting must wear a mask, and check in with the nurse to answer the survey questions for symptoms and exposure and have a temperature check prior to entering the building. Exclusion from the building will be at the discretion of the school nurse.

PPT meetings, Preschool Intake Team and Evaluation Teams – High Transmission Risk

- All PPT meetings will be held remotely using Board/Administration digital platform.
- Face-to-face evaluations will be postponed – remote evaluation tools (questionnaires, surveys and interviews) will be conducted as appropriate.
- Members of the Evaluation and Behavior Support Teams will be reassigned to schools and individual staff, family student supports

English Language Learners (ELS)

- ❑ ELs will 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. Any adjustments or modifications will be discussed on an individual basis with families.
- ❑ The District will 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, as requested.
- ❑ GPS will continue to provide ELs who are also identified as students with disabilities with supports for their EL needs, as well as supports for their disabilities. Any necessary modifications to services will be discussed on an individual basis.

Social and Emotional Learning

- ❑ The GPS Pupil Personnel Services and Social Emotional Learning Teams will partner with school administration and staff to develop enhanced Social Emotional Learning offerings for students to ensure increased access to SEL content and experiences.

Remote Learning Protocol

Moderate Transmission Risk

-Or- Opt in to GPS Remote Learning School

Remote learning affords teachers and students the ability to stay connected and engaged with the content while working from home or other alternative settings. The changeover to remote learning will allow students the opportunity to maintain academic progress so that when they return to physical, onsite school environments, they will be able to maintain and move forward on their projected learning paths with minimal need to review prior learning taught during the transitional period.

- ❑ All teachers will implement a daily schedule to include grade-level appropriate engagement expectations for students; live daily interaction between teachers and students (and/or caregiver); direct instruction (a balance of synchronous or asynchronous); independent student work; opportunity for follow-up questions and timely verbal and/or written feedback during teacher office hours.
- ❑ Building administrators will develop a clear and consistent communication plan to assist students and caregivers of students in understanding learning expectations, how to engage successfully in remote learning, where to get questions answered.
- ❑ All teachers will create a plan to equitably provide students with essential materials and resources to support engagement in lessons.

- GPS administration will develop a plan to confirm student attendance each day, and a plan to address lack of attendance/engagement.
- All teachers will complete mandated reporter training as these requirements will remain in place in remote learning environments.
- All building administrators will create a plan for identifying and addressing social/emotional, behavioral, and mental health concerns.
- GPS administration will create a plan for grading and for substantiating achievement taking into consideration the uneven conditions of remote learning.

Remote Learning School Groupings

Elementary and Middle School

- Students in PK-8 will be grouped with peers in the same grade level, from the same school, who are also choosing to opt out of face-to-face instruction.
- Class groups may be combined with other schools if there are not enough students from one school to make a class.
- Class size guidelines will be followed as normal.
- Students will be assigned to a specific Remote Learning teacher.
- Classrooms will stay on pace with those classrooms who are in face-to-face instruction.
- Students with special needs may opt for some face to face related services and still opt in to Remote Learning.

High School

- Students will be given a schedule as normal.
- Students will follow the regular bell schedule.
- Instruction will be a blend of live Google Meets or live streaming from the classroom when a unique course is not available due to teacher certification or scheduling challenges.
- Class size guidelines will be followed as normal.
- Students will be assigned to a specific Remote Learning teacher.
- Classrooms will stay on pace with those classrooms who are in face to face instruction.
- Students with special needs may opt for some face to face related services and still opt in to Remote Learning.

Sample PK-5 Schedule

Green indicates live sessions

Pink indicates break-out groups

Light blue indicates live sessions

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30 AM						
8:45 AM	Morning Meeting opening SEL activity					15 min
9:00 AM	Humanities Mini Lesson in google meets with classroom teacher					30 min
9:15 AM	Humanities independent task teacher pulls breakout groups					60 min
9:30 AM						
9:45 AM						
10:00 AM						
10:15 AM	Student Break/Snack and Teacher available for question and support					30 min
10:30 AM						
10:45 AM						
11:00 AM	Music with class	PE playlist	Health with class	Music with class	Art with class	
11:15 AM						
11:30 AM	Media with class		PE playlist	Innovation playlist		
11:45 AM						
12:00 PM	Math Mini Lesson in google meets with classrom teacher					15 min
12:15 PM	Math independent task teacher pulls breakout groups					45 min
12:30 PM						
12:45 PM						
1:00 PM	Lunch/Recess/Break					60 min
1:15 PM						
1:30 PM						
1:45 PM						
2:00 PM	Science Lesson in google meets with classrom teacher					30 min
2:15 PM						
2:30 PM	Interactive Read Aloud					15 min
2:45 PM	Closing SEL Activity					15 min
3:00 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
3:15 PM						

Professional Development - COVID Related

Required Professional Development for All Staff

- Social distancing;
- Frequent hand washing and use of hand sanitizer
- Use of face coverings that completely cover the face and nose
- Respiratory and cough etiquette

- Enhance cleaning/disinfection of surfaces (p. 10 and 18, required for all staff and students)

Site Specific Professional Development for GPS

- How students and staff enter and exit the building
- Procedures for utilizing the restrooms, and demonstrating to students how to utilize the towels to minimize touch of surfaces
- How to minimize high touch in the classrooms by limiting shared resources and materials like calculators, pencils, drawing tools, computer keyboards, and surfaces
- How to move through the building to minimize social distancing and respecting the floor mapping which has been provided, even if the walk is a little longer from one point to the other
- How to support social distancing on the playground and outside areas by staggering play spaces and activities

Professional Development - Instructional

The district will provide staff with a wide spectrum of professional learning opportunities including: assessment/data literacy; formative assessment practices, and personal learning.

- Enhancing utilization of Google Meets for Live face-to-face teaching
- Enhancing Google Classroom or Schoology as the base for the Learning Management System
- Link it Platform Training (K-8)
- Use of Instructional Microphone (K-12)
- Enhancing understanding of the balance of Synchronous and Asynchronous platforms
- All staff increase proficiency in the use of Google Classroom and all of its functions...how to give assignments, how to embed videos, how to provide feedback, creating multiple subject area folders within the homeroom, and how to set up and host/manage google meets.
- All staff increase proficiency on how to create and share an effective pre-recorded video to ensure certain components are included/adhered to related to both instruction and quality.

- All staff trained on how to do an effective live streaming event to ensure certain components are included/adhered to related to both instruction and quality.
 - Educreations
 - Flipgrid
 - Seesaw (pro version if we move forward with it)
 - Screencastify
 - Ed Puzzle
 - Jamboard
 - Nearpod
- Onboarding of Mac laptop use (PK-5)
- Advanced Schoology sessions to cover “teacher defined” areas of need

School Schedules

Low Transmission Risk: Elementary (Grades PreK - 5)

- Full re-entry for K-5 maximizing social distancing and cohorting.
- Staggered arrivals
- Support from families to mitigate bus travel social distancing challenges
- Reduce staff grouping sizes through the Advanced Learner Program (ALP) which is already intact and reduces the number of students in the regular education classroom for math, literacy, and science.
- Keep K-1 class size at approximately 20 student to maximize social distancing spaces. K-1 classroom square footage is larger in most of the buildings.

Low Transmission Risk: Middle School (Grades 6-8)

- Full re-entry for 6-8
- Cohort sizes from 50-100 on the team model *depends on current indoor cohort size requirements.
- Modified Schedule to create cohort movement with a group of like teachers.
- New electives rotation to team electives with core teachers so that minimal movement across cohorts is needed. Electives will rotate every 6-9 weeks with two on each rotation.

Low and Moderate Transmission Risk: High School (Grades 9-12)

Per CSDE memo sent on July 21 2020: Excluding public school students for certain days of the week (for example, having certain grades only attend school on Mondays and Tuesdays, with remote learning the other days) is not appropriate under the first model.

Any plan submitted to the Connecticut State Department of Education on July 24, 2020 that does not include a full reopening option as one of the three models, where all public school students have the opportunity to access school in-person 5 days a week, will not

be in compliance with current state law regarding the number of school days, or the expectations of State leadership.

GPS is still working with CSDE on approval for a hybrid schedule.

Hybrid Proposal that is preferred by GPS and still under review:

- Hybrid schedule of no more than approximately 50% of the students on campus at one time.
- Face-to-face instruction will set up the Remote Learning Days.
- Students are on site for instruction 2-3 days each week.
- Social Distancing will be maintained in and around the building.
- Class sizes will be kept small given that only 50% are on site at one time.

If a full entry is required, Greenwich High school will follow a model similar to the middle schools.

- Full re-entry for 9-12
- Cohort sizes dependent on current indoor cohort size requirements.
- Modified Schedule to create cohort movement with a group of like teachers.
- GHS elective schedules may be modified due to social distancing requirements.

Health Monitoring Plan

All staff and students are asked to utilize the self-check list before coming to school each morning. Student checks should be conducted by the parent or guardian.

[In addition, the CDC has shared a helpful Checklist for families as they prepare to Return to School.](#)

COVID-19 Daily Self Checklist



Name: _____ Date: _____
2020 - 2021 School: _____ 2020 - 2021 Grade: _____

Complete this COVID-19 Daily Self Checklist before attending school each day
If you reply YES to any of the questions below STAY HOME

What is your temperature today without having taken fever reducing medications? _____ °F

Do you have a fever over 100°F? Yes No

Loss of Smell or Taste?

- Yes
 No

Muscle Aches?

- Yes
 No

Sore Throat?

- Yes
 No

Cough?

- Yes
 No

Shortness of Breath?

- Yes
 No

Chills?

- Yes
 No

Headache?

- Yes
 No

Fatigue?

- Yes
 No

Runny Nose?

- Yes
 No

Congestion?

- Yes
 No

Have you experienced any gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite?

Yes No

Have you, or anyone you have been in close contact with been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19?

Yes No

Have you been asked to self-isolate or quarantine by a medical professional or a local public health official?

Yes No

Managing COVID-19 Symptoms at Home

10 things you can do to manage your COVID-19 symptoms at home

Accessible Version: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

If you have possible or confirmed COVID-19:

1. **Stay home** from work and school. And stay away from other public places. If you must go out, avoid using any kind of public transportation, ridesharing, or taxis.



2. **Monitor your symptoms** carefully. If your symptoms get worse, call your healthcare provider immediately.



3. **Get rest and stay hydrated.**



4. If you have a medical appointment, **call the healthcare provider** ahead of time and tell them that you have or may have COVID-19.



5. For medical emergencies, call 911 and **notify the dispatch personnel** that you have or may have COVID-19.



6. **Cover your cough and sneezes.**



7. **Wash your hands often** with soap and water for at least 20 seconds or clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.



8. As much as possible, **stay** in a specific room and **away from other people** in your home. Also, you should use a separate bathroom, if available. If you need to be around other people in or outside of the home, wear a cloth face covering.



9. **Avoid sharing personal items** with other people in your household, like dishes, towels, and bedding.



10. **Clean all surfaces** that are touched often, like counters, tabletops, and doorknobs. Use household cleaning sprays or wipes according to the label instructions.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

GREENWICH PUBLIC SCHOOLS

Information on Face Masks

Why is a mask required? When must I wear it?

- Face masks are required by the State of CT
- Cloth face coverings and other face masks may help prevent people who have COVID-19 from spreading the virus to others.
- The spread of the virus can be reduced when cloth face coverings are used along with other preventive measures, including social distancing, frequent handwashing, and cleaning and disinfecting frequently touched surfaces.
- You must wear your face mask when you are inside the school including: entering the building, hallways, in the classroom and other places.
- You may remove your mask and store it safely when your teacher says it is safe to do so.

How do I properly wear and remove a face mask?



To put on:

- ✓ Wash your hands before putting on your face covering
- ✓ Put it over your nose and mouth and secure it under your chin
- ✓ Try to fit it snugly against the sides of your face



To remove:

- ✓ Untie the strings behind your head or stretch the ear loops
- ✓ Handle only by the ear loops or ties
- ✓ Fold outside corners together
- ✓ Place cloth coverings in the washing machine
- ✓ Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.



Information and imagery provided by the Centers for Disease Control (CDC).

Estimated Known Financial Impacts Related to COVID Opening

*Financial figures are as of June 2020; updated expenditures will be shared in the monthly July 2020 report.

GREENWICH BOARD OF EDUCATION	
COVID-19 Expenditure To Date	
Department/Description of Purchases	Amount
Facilities	386,378
DISINFECTANT	65,461
FACE & BODY COVERINGS	12,998
SPRAYER UNITS & EXTENSIONS	27,598
PERSONNEL SVCS FOR DISINFECTING CLASSROOMS	280,321
Food Services	34,175
STUDENT MEAL DELIVERY	34,175
IT / MIS	464,959
230 APPLE 13" MACBOOK AIR @ \$799 EA & ADAPTERS @ \$19 EA	183,540
USB HUBS AND USB SOUND CARDS WITH AUDIO INPUTS	22,344
WIRELESS MICHROPHONES, TRIPODS, WEBCAMS, CABLING AND ADAPTERS	259,075
Special Education	20,984
FLOOR MARKERS, TAPE	4,603
FOOD TOTES/BOXES	176
NON CONTACT THERMOMETERS	510
SNEEZE GUARDS	2,308
FACE & BODY COVERINGS	13,387
Transportation	2,802
BUS CONTRACT RENEGOTIATION LEGAL SUPPORT	2,802
TBD	255,000
CLEAR SNEEZE GUARDS	30,000
3.0 FTE CERTIFIED TEMPORARY FOR COHORTING - ELEMENTARY	225,000
Grand Total	1,164,298

CARES Act Funding \$850,000

PPE Equipment

Clear Dividers



CDC Guidance on Face Masks

[Information gathered from the Centers for Disease Control.](#)

- Use of Cloth Face Coverings to Help Slow the Spread of COVID-19
- Your cloth face covering may protect them. Their cloth face covering may protect you.
- Per the Connecticut State Department of Education (CSDE) masks are required for all staff and students when indoors.
- Students' cloth face coverings should be clearly identified with their names or initials, to avoid confusion or swapping. Students' face coverings may also be labeled to indicate top/bottom and front/back.
- Cloth face coverings should be stored in a space designated for each student that is separate from others when not being worn (e.g., in individually labeled containers or bags, personal lockers, or cubbies).
- Cloth face coverings should be washed after every day of use and/or before being used again, or if visibly soiled.
- Students and schools should consider having additional cloth face coverings available for students, teachers, and staff in case a back-up cloth face covering is needed during the day and to facilitate every day washing of cloth face coverings.

