



Fairfield Public Schools 2020 Reopening Plan

Version 1 – July 24, 2020

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Dear Members of the Fairfield Public Schools Community:

I hope this communication finds you and your loved ones healthy and well.

I am proud to provide you with the Fairfield Public Schools' *Reopening Plan*. As noted in previous communications this is the first of what we expect to be several draft plans that will be produced between now and the start of the school year. Our plans will be modified by two forces, the changing nature of health data in the face of the COVID-19 pandemic and the questions, concerns, and ideas generated by this initial draft. We are committed to a plan that is practical and responsive to the needs of students, staff, and the community. Future iterations of this plan will reflect that commitment.

As stated previously our plan is bound by the parameters of the state of Connecticut's Department of Education document, *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* (<https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>). In constructing this plan we used those parameters in conjunction with knowledge of our community, schools, and resources. Our plan reflects our realities.

As the plan was developed we had many conversations about how the appearance of classrooms and schools will change as a result of these parameters. We have tried to convey those changes to you as clearly as possible and we will continue to work in the coming weeks to make those changes apparent.

There are other changes in our schools but these are not the changes of more sparse classrooms, or cancelled school events. This is a positive change that we must remember and take as a source of pride. In the past five months we have become a stronger, more resourceful, and more dedicated school community. The work to move into *remote learning* last year was just the beginning. Our educators have found within themselves new depths of creativity, care, and compassion. We have all developed a greater appreciation for our social and emotional well-being. And in the midst of being forcibly disconnected we have become connected in other, multiple and meaningful ways.

Ultimately our commitment to our students is that the Fairfield Public Schools are an improved school system and that we carry into the 20-21 school year our commitment to provide your child with the best education, no matter the circumstances in which that education is delivered.

The plan before you will change in time, that commitment is unwavering.

In this document you will find a list of staff, parents, and community members who helped develop this plan. In your rush to review the plan you will quickly flip past it. Please come back to that page however and review the names. You know these good people. Our great appreciation is due them for their tireless work on this plan.

Please take care and be well.

Sincerely,



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Superintendent of Schools

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RE-ENTRY PLANNING COMMITTEE

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| Anna | Wood | Past President, PTA Council |
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INTRODUCTION

Keeping our schools open...is everyone's responsibility!

The Fairfield Public Schools will rely on the cooperation of families, students, and staff members to reopen and **stay open** on a traditional schedule.

The Fairfield Public Schools and the Fairfield District Reopening Committee have identified **four priority areas** that must be in place to safely reopen schools and maintain instruction in the 2020-21 school year. These are:

- 1) the safety of the students and staff
- 2) the development of appropriate educational opportunities
- 3) the awareness of social and emotional well-being of students, families, and staff
- 4) the expectation that all children will achieve at the expected grade level by June 2021

1) Safety of Students and Staff

Our schools will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any potential cases or increased transmission of COVID 19.

2) Development of Appropriate Educational Opportunities

Our schools will reopen with instructional schedules and model options that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, may transition to different models.

3) Awareness of Social and Emotional Well-Being

Our schools will reopen knowing that the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. The pandemic has shown the importance of social/emotional well-being for all. In addition, there is a growing body of research proving that social/emotional learning (SEL) is fundamental to academic success.

4) Achievement at Expected Grade Level by June

Our schools will address student learning needs through the development of level-based instructional plans that emphasize student-teacher connections, strong instructional practices and formative assessments that inform instructional planning.

GUIDING PRINCIPLES

As Fairfield schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles:

- A. Safeguard the health & safety of students and staff
- B. Allow all students the opportunity to return into the classrooms full time in the fall
- C. Monitor the school populations and, when necessary, consider cancelling classes and move to remote learning to appropriately contain COVID-19 spread
- D. Emphasize equity, access, and support to the students and communities who are emerging from this historic disruption
- E. Foster strong two-way communication with our partners: families, educators and staff
- F. Factor into decisions about reopening the challenges to the physical safety and social-emotional well-being of our students when they are not in school

The Fairfield Public Schools are expected to follow the guidelines of the State Department of Education - ***Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*** (ADAPT, ADVANCE, ACHIEVE: Connecticut's Plan to Learn and Grow Together, 2020), published on June 29, 2020. In this document the Department of Education acknowledges that the plans of the Fairfield Public Schools are likely to change prior to school reopening in the fall due to changes in health data. Specifically, it states that plans are "intended to be a fluid document that will evolve based on the public health data trends as well as the understanding of the best way to mitigate spread. As we proceed toward the fall, we will continue to receive input from our educational partners, students, and families and will continue to work toward providing the best opportunities for our greatest resource—the students in the State of Connecticut."

CONNECTICUT STATE DEPARTMENT OF EDUCATION EXPECTATIONS

The Connecticut State Department of Education expects school districts to plan to have all students return to schools for full time instruction at the start of the 20-21 school year as long as public health data supports this model. This model is supported with intense mitigation strategies including social distancing, the wearing of masks and face coverings, the establishment of learning cohorts, frequent and effective cleaning procedures, and continual monitoring of student, staff, and community health.

Due to positive containment efforts in Connecticut, reopening schools in person can be successfully achieved based upon current data. Connecticut has determined it is appropriate to plan a consistent approach to the operating model (schedule), but be prepared to modify plans as necessary. Maximizing in-person instructional time after the current period of disruption is critical. However, given the uncertainty, planning for reopening months from now, schools must be prepared to modify their reopening model to support a partial reopening if the public health data changes.

MAIN OPERATIONAL CONSIDERATIONS TO MAINTAIN SAFETY AND WELL-BEING

Cohorting: Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades PK-5, and encouraged where feasible for grades 6-12.

Transportation: Local Educational Agencies (LEAs) should plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wear face coverings. Plans must be developed to activate increased social distancing protocols based upon community spread.

Social Distancing and Facilities: Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place including when teachers are providing instruction.

Face Coverings: All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions at that time.

THE SUPPORT OF FAMILIES AND THE COMMUNITY

There is a clear consensus from both education and medical groups that we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While *remote learning* has provided the best possible alternative during school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive the school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning.

Families play a critical role in supporting the new culture of health and safety that each of our schools will establish. Most importantly, families can help mitigate the transmission of COVID-19 in our schools by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with COVID-19. Families can also contribute by supporting the use of face coverings or masks in school and on the bus, arranging alternate transportation whenever possible, communicating concerns with teachers and school leaders, and continuing to follow state guidance on health and safety outside of school.

The expectations for families include:

- 1) *Stay home if feeling ill.***
- 2) Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.
- 3) Morning health check by parents are required.

In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID 19 as defined by CDC guidelines. Parents will contact school nurse and or principal directly if their child has symptoms of COVID-19 or if any close contact has tested positive for COVID-19.

- 4) Face coverings or masks required

Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. Students who cannot wear a mask will need to provide documentation from their doctor.

- 5) Two “Mask Breaks” will be provided during the day (before and after lunch). Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.
- 6) Social distancing required.
- 7) Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials will not be allowed.
- 8) Frequent hand washing or hand sanitizing expected.
Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.
- 9) Students may not change buses.
Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus.
- 10) Parents are strongly urged to transport their children to/from school each day.



With adherence to the State of Connecticut’s comprehensive set of critical health and safety requirements along with the Fairfield Public Schools commitment to a safe and appropriate education, we can bring our students, staff, and families safely back to school!



IF, AND WHEN, CONDITIONS CHANGE:

The Fairfield Public Schools are committed to in person learning, meaning a full reopening, following all guidelines and expectations of the State and maintaining health standards in accordance with the Fairfield Health Department. However, if there is a surge of COVID-19, an increase of local cases, or the occurrence of in-school cases, the learning models may need to be adjusted as a result. Learning models that include Hybrid Learning and/or *Remote learning* will only be utilized by the Fairfield Public Schools if required by the State of Connecticut or the Department of Health.

SCENARIOS

On June 29, 2020, the State Department of Education published *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*. This plan outlines Local Education Agencies (LEA) requirements, commitments, and procedures to safely open schools for the 2020-2021 academic year. Additionally, the State Department of Education published Frequently Asked Questions Regarding Reopening K–12 Public Schools as a follow up to their reopening guidance document for LEAs.

The Connecticut state plan requires Fairfield to create three models for the upcoming year:

- 1 FULL AND ON-SITE/IN PERSON SCHOOL DAY
- 2 A HYBRID MODEL
- 3 REMOTE LEARNING.

Guidance on what will necessitate the change from one model to another is forthcoming from the State of Connecticut.

Please see Appendix E for further state guidance on the remote learning option.

In Concert with Adapt, Advance, Achieve
Connecticut's Plan to Learn and Grow Together

Educational Scenarios Defined

| | 1 In Person Learning | 2 Hybrid Learning | 3 Remote Learning |
|---|---|---|--|
| Model for Learning | Expectation for Fall, 2020 | Alternate model if there is a surge of COVID-19 cases | Alternate model if schools cannot remain open due to the spread of the virus |
| Underlying Factors | Minimal to no spread of the virus | Moderate spread of virus | High spread of virus |
| Student Attendance in School | 100% | 50% in school; <i>remote learning</i> on days not in school | 0% in school; <i>remote learning</i> on days not in school |
| Operational procedures: - Social distancing -PPE expectations -Cohorts -Cleaning | <p>Schools operating up to 100% capacity, students/staff with underlying medical conditions may consider remote learning</p> <p>Buses up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders</p> <p>Face coverings/masks for students and staff while inside school buildings</p> <p>Identification/isolation of sick students/staff</p> <p>Cohorting of students used, particularly in Grades K-8, restrictions on group activities</p> <p>Maximize spacing of seating as feasible</p> <p>Increased cleaning and sanitization protocols</p> | <p>Schools operating at reduced capacity (50%), with reliance on a hybrid model.</p> <p>Buses at reduced capacity (50%), face coverings/masks in place during transit, controlled loading/unloading of riders, spaced seating for riders</p> <p>Face coverings/masks for students and staff while inside school buildings</p> <p>Identification/isolation of sick students/staff</p> <p>Cohorting of students used, restrictions on congregating, staggered start/stop times</p> <p>Maximize spacing of seating up to six feet or more when feasible with reduced class sizes</p> <p>Specific and increased cleaning and sanitization protocols</p> | <p>Schools closed, 100% <i>remote learning</i></p> <p>Bus transportation suspended</p> <p>All extracurricular activities, including sports suspended</p> |
| Learning Options for Parents | <p>In-person learning - students come to school for face-to-face instruction. Students put into cohorts, when possible</p> <p>OR</p> <p>100% Remote learning - students whose parents opt not to send them to school are provided asynchronous and synchronous instruction</p> | <p>Hybrid learning - students put into groups, alternating days they attend school with remote learning at home</p> <p>OR</p> <p>100% Remote learning - students whose parents opt not to send them to school are provided asynchronous and synchronous instruction</p> | 100% Remote learning - all students are provided asynchronous and synchronous instruction |

PARENT EXPECTATIONS

- (1) Students will arrive to school with an appropriate face covering.
- (2) Students riding on the bus will have face covering on before entering the bus.
- (3) Only students with a doctor's note will be exempt from wearing face coverings.
- (4) Face covering is a cloth covering that completely covers the nose and mouth.
- (5) Parents are instructed to screen students before leaving for school, including a temperature check and an assessment of symptoms associated with COVID 19 as defined by CDC guidelines.
- (6) Parents will contact the school nurse and/or principal directly if their child has symptoms of COVID-19 or if any close contact has tested positive for COVID-19.
- (7) If a student has had 'close contact' exposure with a confirmed or presumed positive COVID-19 case, they will:
 - a. Quarantine for 14 days and will continue to be monitored for COVID-19 symptoms
- (8) If a student is out sick with COVID-19 related symptoms they will:
 - a. Contact Health Care Provider for further assessment.
 - b. The student may return to school if they provide a note from a provider indicating clearance for return to school or documentation of a negative test.
- (9) If a student has a positive test or has symptoms and is considered positive, they may return to school if the following criteria are met:
 - a. No fever without fever-reducing medicines for 24 hours.
 - b. Symptoms have subsided in severity.
 - c. 10 days have passed since symptoms have first occurred.

These are CURRENT CDC guidelines and may change.



DISTRICT EXPECTATIONS

- (1) Keep an adequate supply of face masks.
Disposable face masks will be provided to those entering the building/bus who do not have a mask available.
- (2) Hand sanitizer will be available in each classroom and point of entry into the building.
- (3) Face shields will be provided for those with a medical release from wearing face covering.
- (4) If staff are not feeling well they are expected to stay home.
- (5) All staff members will report sick absences to the building administrator.
- (6) If staff are out sick with COVID-19 related symptoms they will:
 - a. Contact their Health Care Provider for further assessment
 - b. Staff may return to school if they provide a note from a provider indicating clearance for return to school or documentation of a negative test.
- (7) If staff have a positive test or they have symptoms and are considered a presumed positive case, they may return to school if the following criteria are met:
 - a. No fever without fever-reducing medicines for 24 hours.
 - b. Symptoms have subsided in severity.
 - c. 10 days have passed since symptoms have first occurred.

These are CURRENT CDC guidelines and may change.



PLANNING DOMAINS

The State of Connecticut's framework for re-opening schools requires local education agencies to plan for three models: (a) in person schooling; (b) *remote learning*; and (c) a hybrid model. The domains listed below will identify the practices that will best adhere to the State's guidelines in consideration of the three different models when appropriate.

FACILITIES AND OPERATIONS

- ✓ Signage
- ✓ Classroom Design, Layout, and Materials
- ✓ Building Cleaning Protocols
- ✓ Ventilation
- ✓ Staff Training and Development
- ✓ Food Services
- ✓ Transportation

HEALTH PRACTICES, PROTOCOLS, AND MONITORING

- ✓ Health Screening
- ✓ Student Screening
- ✓ Staff Screening
- ✓ Response to Symptomatic Students and/or staff
- ✓ Student Cohorts and Social Distancing
- ✓ Immunizations and Health Records
- ✓ Reporting Illness and Absences
- ✓ Face Masks and Other Personal Protective Equipment

CONTAINMENT

- ✓ Class Cancellation and Reopening of Schools

ACADEMICS

- ✓ Parents Opting Out of In-Person Learning
- ✓ Technology
- ✓ Assessments & Assignments
- ✓ Attendance
- ✓ Special Education
- ✓ Social Emotional Learning
- ✓ Electives and Special Classes
- ✓ English Language Learners

FAMILY AND STUDENT ENGAGEMENT

- ✓ Communication
- ✓ Stakeholder Feedback
- ✓ Athletics and Student Activities
- ✓ Before and After School Programming

FACILITIES & OPERATIONS

Policies and protocols related to facilities and operations will be reviewed regularly by the Superintendent of Schools and the Executive Director of Maintenance and Facilities with the understanding that schools may need to react quickly to changing conditions. Given the possibility of changes in public health data, there may be an increase or a relaxation of restrictions throughout the school year to respond effectively to health concerns.

FACILITY EXPECTATIONS FOR REOPENING THE FAIRFIELD PUBLIC SCHOOLS

- 1) The Executive Director of Maintenance and Facilities and School Administrators will ensure that schools meet **high cleanliness standards** prior to reopening and maintain a high level of cleanliness during the school year.
- 2) The Executive Director of Maintenance and Facilities will oversee the reopening for each school building that specifically addresses **high standards of cleanliness** for all classrooms, bathrooms, hallways, and offices in the school.
- 3) The Superintendent of Schools, the building Principal, and the Executive Director of Maintenance and Facilities will review cleanliness expectations as well as conduct a review of reopening plans specific to each building.
- 4) The Executive Director of Maintenance and Facilities and School Administrators will communicate cleaning and hygiene protocols as recommended by the State of Connecticut and the CDC to staff and families.
- 5) The Executive Director of Maintenance and Facilities will use products that are approved for the State of Connecticut that are labeled as effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
- 6) The Executive Director of Maintenance and Facilities will ensure that hand washing and sanitizing stations will be readily available for staff and students.
- 7) The Executive Director of Maintenance and Facilities and School Administrators will oversee a rapid response plan for suspected or confirmed cases of COVID-19, including a plan to close off areas used by any sick person and not reopening those areas or using areas before cleaning and disinfection.
- 8) The Executive Director of Maintenance and Facilities will oversee the proper cleaning of any such area.
- 9) The Executive Director of Maintenance and Facilities will ensure that the schools comply with DPH guidelines including:
 - a) Guidance for Cleaning and Disinfecting of Schools during COVID-19
 - b) Return to Service Guidance for Building Water Systems
 - c) Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems

SIGNAGE

Signs will be posted in school so that they are highly visible as well as being accessible for students with disabilities. Signs will represent the following messages:

- ✓ Keeping one's hands away from one's face
- ✓ Frequent hand washing and proper technique
- ✓ Confidentiality around health recording and reporting

The Executive Director of Maintenance and Facilities, Director of Nursing, and Principals will work together to ensure the regular and timely distribution of information and regular communication about the actions school communities can take to stop the spread.

CLASSROOM DESIGN, LAYOUT, AND MATERIALS

RESTRICTIONS ON THE SHARED USE OF MATERIALS

- 1) Sharing of educational materials will be restricted.
- 2) Electronic devices, toys, books, and other games or learning aids will be disinfected per district procedure.
- 3) Classrooms will be designed to maximize social distancing.
- 4) Each student's belongings/school supplies will be separated and in an individually labeled storage container.
- 5) Students will be encouraged to take home belongings each day to be cleaned.
- 6) Personal belongings should be kept home.

BUILDING CLEANING PROTOCOLS

(Bathrooms, cafeterias, classrooms, hallways, playgrounds, traffic patterns)

BATHROOM PROTOCOLS

- 1) Bathrooms should be sanitized at least twice a day.
- 2) Handicapped bathrooms will be cleaned after use
- 3) Where possible, schools will consider designating separate bathrooms for different classes or establishing shifts for classes to use the bathroom (and thus avoid mixing of classes).
- 4) Cleaning logs will be used in each building to track cleaning frequency of areas including bathrooms.
- 5) Schools will continue to use disposable towels.
- 6) As appropriate by age, schools will place a trash can and paper towel roll by the bathroom door to allow students and staff to use it in order to prevent the touching of the door handle with hands.

CAFETERIA

1) Middle and High School cafeterias

- a) Will have reduced capacity
- b) Tables will have reduced seating to allow for social distancing

2) Elementary Cafeterias

- a) Students will eat in classrooms
- b) Students with allergies will eat in the cafeteria with a friend

CLASSROOM CLEANING PROTOCOLS

1) High touch surfaces will be disinfected, including:

- a) Door handles
- b) Handrails
- c) Bottle filling stations (water fountains will not be used)
- d) Sink handles
- e) Restroom surfaces
- f) Instructional materials that cannot be supplied to a specific student
- g) Playground equipment

2) Buildings will have a plan for disinfecting materials and equipment, including but not limited to:

- a) Desks, tables, and chairs that are used throughout the day
- b) Classroom/office items, such as phones, headsets, copy machines, etc.

3) Schools will work to enable no-touch usage of items such as doors, trashcans, and bathroom fixtures, where possible. (Where no touch technologies are not available, doors will be propped open, in accordance with fire and safety codes and trash lids will be removed.)

HALLWAYS

Lockers will not be used

1) Hallways will be disinfected on a rotating basis throughout the day

2) High touch surfaces will be disinfected, including:

- a) Door handles
- b) Handrails
- c) Bottle filling stations (water fountains will not be used)

PLAYGROUNDS

- 1) Playgrounds will be divided so that each cohort will have a section to use
- 2) Playground equipment will be disinfected at the end of each day
- 3) Masks will be required to wear during recess times

TRAFFIC PATTERNS

- 1) Hallway traffic pattern will be established for each building base on travel to:
 - a) Reduce crowds in hallways
 - b) Reduce crowds from crossing paths
 - c) Create one-way traffic patterns where possible

VENTILATION

An architectural engineer will do a full analysis of the HVAC systems and dedicated outdoor air (DOA) systems at each building to align current conditions with the American Society of Heating, Refrigerating and Air-Conditioning Engineer guidelines (ASHRAE). Included in this evaluation will be:

- Outside damper settings
- Air filters
- The use of economizers

Further information on ventilation will be shared with building administrators.

STAFF TRAINING AND DEVELOPMENT

TRAINING AND PROCEDURES

- 1) The Nursing Supervisor will identify the training needs of staff and collaborate with the Executive Director of Instruction, Curriculum and Assessment to develop and provide such training prior to the first day of classes.
- 2) The Nursing Supervisor and School Nurses will promote all mitigating interventions including social distancing, hand hygiene and mask wearing.
- 3) A protocol practice day will run on one of the three days provided by the CSDE to provide students an opportunity to practice the procedures developed to allow schools to make adjustments as needed.
- 4) The Executive Director of Instruction, Curriculum, and Assessment will plan in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Principals will ensure access for all students and staff, as well as for family members who are interested.

- 5) A “No Visitors Policy” will be posted at each school that includes the following wording, “Visitors will not be permitted into school facilities unless scheduled to enter, or required by law, or otherwise required by a student’s individualized educational plan.”
 - a) **Self-screening at home:** Visitors/parents with prior approval to enter the building are instructed to self- screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent COVID-19. Visitors/parents are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
 - b) **Self-screening at school:** Visitors/parents with prior approval to enter the building will complete the COVID-19 checklist which includes a self-administered thermometer (no touch) temperature check as they enter school consistent with state and local health guidance. Visitors/parents will be observed for illnesses including cough or respiratory distress. Visitors/parents may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
- 6) Each school’s Main Office will maintain a log for those visitors allowed into the building. The log will include name, contact phone number, and arrival/departure time of each individual.
- 7) There are procedures at each school site developed by the Executive Director of Maintenance and Facilities and the custodial staff for accepting deliveries in a safe manner.
- 8) Training will be provided to substitutes or other district staff who may enter the school.
- 9) School principals will designate, in addition to the School Nurses, an additional 1 to 2 people in each school to assist with training as needed.
- 10) Principals and teachers will review guidance and training on proper handwashing techniques with students, including the following:
 - a) Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.
 - b) Staff and students should dry hands thoroughly.
 - c) Wash/sanitize hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
- 11) Signage on proper handwashing techniques will be posted throughout the school.
- 12) Principals and teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one’s mouth/nose/eyes). Training will take place on a daily basis for the first two weeks of school and as necessary in the following weeks.

13) Principals will assess the best approach to communicating wellness information for each age group, and plan to set aside time at the beginning of the school year, as well as scheduling frequent reminders, to review the new policies and protocols. These practices include, but are not limited to:

- a) social distancing,
- b) use of face coverings that completely cover the nose and mouth,
- c) respiratory and cough etiquette, and
- d) enhanced cleaning/disinfection of surfaces.

14) Schools will provide required staff training on the following prior to the start of school:

- a) Social distancing of staff and students
- b) Symptom screening, including temperature checks
- c) Proper use of protective equipment
- d) Hand washing protocols and use of hand sanitizer, when hand washing is not readily accessible
- e) The correct use of cloth face coverings / masks
- f) Cough and sneeze etiquette

15) Staff training on the health and wellness of students will be available throughout the year, including but not limited to:

- a) social/emotional learning expectations,
- b) training on trauma-informed practices,
- c) confidentiality around health recording and reporting.

FOOD SERVICES

The Executive Director of Finance and Business Services will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition.

Food service expectations for reopening the Fairfield Public Schools.

- (1)** The Executive Director of Finance and Business Services will actively promote and determine eligibility for and make available free and reduced-price meals to all eligible students.
- (2)** The Executive Director of Finance and Business Services will comply with the U.S. Department of Agriculture's (USDA) regulations and policies (and any changes occurring) for school meals and milk including the meal pattern requirements.

- (3) The Executive Director of Finance and Business Services will ensure that the schools claim meals/ milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim.
- (4) The Director of Food Services will proactively plan and be prepared at all times throughout the year for expedited meal access including a short period (2-5 days) and a longer period (2 weeks) of closure.
- (5) Food service workers will comply with PPE requirements for food service operations such as masks, gloves, face shields, or physical barriers in serving areas, etc.

FOOD SERVICE STANDARDS

- 1) K-5 students will eat in classroom
- 2) Students with allergies will eat in the cafeteria with a friend
- 3) Classrooms will be cleaned after lunch while students are at recess.
- 4) Students will wash hands after eating lunch and sanitize when returning from recess.
- 5) 6-12 students will eat in cafeterias with reduced capacity
- 6) School cafeteria and meal service plans will be adjusted based on level of concern of transmission.
- 7) There will be no “share tables” or self-service buffets for food and condiments.
- 8) Physical barriers, such as sneeze guards and partitions at point of sale and other areas, will be installed where maintaining physical distance of 6 feet is difficult.
- 9) Where meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning will be in place.

The Executive Director of Finance and Business Services, Executive Director of Maintenance and Facilities, and Principals will determine the appropriate meal distribution method (Cafeteria Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

Each school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options. Meals service communications will communicate social distancing requirements and include any additional school options as follows:

- (1) Additional lunch waves to separate classroom cohorts
- (2) Staggering cafeteria use throughout the late morning/early afternoon
- (3) Increasing the number of meal service access points
- (4) Serving meals in cafeteria and then returning to classrooms or alternate locations
- (5) Serving meals in classrooms and alternate locations

TRANSPORTATION

TRANSPORTATION STATUS

Transportation status will be determined by the State of Connecticut and/or DPH.

LOW STATUS -Connecticut's current status (07/24/2020)

- ⇒ Student passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit.
- ⇒ Passenger's face covering must be in place prior to boarding the bus and must be kept in place while at school.
- ⇒ Passengers should load into the bus from the back row to the front (the first passengers entering 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.

MODERATE STATUS - Student passenger density will be significantly reduced because schools will be employing a hybrid model of learning

- ⇒ Passengers should be spaced with family members sitting together.
- ⇒ Non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- ⇒ Face covering and loading procedures will remain the same.

STUDENT PICK-UP AND DROP-OFF PROCESS

- (1) Transportation to and from school by parents/guardians will be encouraged.
- (2) Fairfield Public Schools will conduct a survey to find out which students will be driven by parents at the start of the school year.
- (3) The Executive Director of Maintenance and Facilities will work with the Fairfield Police Department to plan vehicle flow and logistics particularly if there are more family transport vehicles.
- (4) The Executive Director of Maintenance and Facilities, Principals, and building teams will develop arrival/departure procedures that limit unnecessary entrance of parents and guardians.
- (5) Each school will allow for minimal contact of parents with school personnel and students while dropping off and/or picking up students during the day.
- (6) The use of a face mask will be required for all parents who are picking up or dropping off students during the school day.

BUS SAFE HYGIENE PRACTICES

- 1) Buses will be disinfected daily.
- 2) Parents of students in younger grades will be asked to secure masks on students at bus stops prior to students entering the bus.
- 3) Students will be required to wear a face covering or mask that completely covers the nose and mouth during transit.
- 4) Seating arrangements will be adjusted on buses to prevent students from passing one another while loading/unloading as much as possible.
 - a) First students to load on bus sit in back, filling seats toward the front of bus.
 - b) Students in front unload first.
 - c) Loading process at school based on route to promote limited passing in aisles.
 - d) Assigned seats will be arranged for students in Grades K-5.
 - e) Students are not allowed to change seats once seated.
 - f) Masks will be available for students who do not have one.
- 5) The **Bus Cohort Model** will be expected in all grades, K-12. Stable groups help to mitigate the risk of spreading the virus. Students will only be permitted on the bus to which they have been assigned in order to minimize cross-contamination of student groups. Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day.

PROTOCOL FOR TRANSPORTATION STAFF

- 1) Bus Drivers, Aids, and Monitors will follow the expectations for school employees regarding health and screening.
- 2) Bus Drivers, Aids, and Monitors are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms outlined by public health officials. Drivers, Aids and Monitors are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
- 3) Bus Drivers, Aids, and Monitors with a temperature greater than 100.0 degrees Fahrenheit are not permitted to come to work. Bus Drivers, Aids, and Monitors will be allowed to return to work after completion of the CDC self-quarantine guidelines, with a note from their healthcare provider, or with a documented negative COVID-19 test.
- 4) All Bus Drivers, Aids, and Monitors will sanitize hands upon entering buses.
- 5) Bus Drivers, Aids, and Monitors must wear face masks. These must always be worn at all times.

SOCIAL DISTANCING PROTOCOLS FOR BUSES

- 1) Numbers of students on each bus will be driven by the State and/or local health officials' determination of threat level.
- 2) Schools will ideally adjust schedules with as little impact as possible to meet transportation requirements. Bus routes will not initially be based on survey results from parents whether they will drive students to school; however, this information will be important if the State indicates that the number of students on buses must be reduced. If extra runs are required to accommodate students and distancing expectations, students will not be penalized for arriving late to school.

ADJUSTMENTS TO SOCIAL DISTANCING BY THE STATE OF CONNECTICUT DUE TO COVID-19 SURGE

- 1) The number of students on each bus may be adjusted.
- 2) The schools will limit the number of students on buses based on guidelines issued from the State of Connecticut.
- 3) Reduced size bus runs may result in adjusted bus routes resulting in staggered arrival times and dismissal times for students.
- 4) A bus monitor will ride on elementary bus runs at the start of the year to assist students with practicing social distancing on buses.
- 5) If the school schedule needs to be adjusted based on guidelines issued from the State of Connecticut, the bus schedule will need to be adjusted.



Safe Status

Bus transportation can operate with no restrictions.



Low Status

Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions.



Moderate Status

Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions.

Courtesy of Adapt, Advance, Achieve (2020) - CT State Department of Education

HEALTH PRACTICES, PROTOCOLS, AND MONITORING

The health and safety of students and staff is the top priority in planning for the Fairfield Public Schools' reopening. The Fairfield Public Schools will work in collaboration with local health officials (Fairfield Health Department), the Connecticut State Department of Education, and the Office of the Governor in planning for health and wellness procedures, as well as making decisions regarding the status of school.

HEALTH PROTOCOL EXPECTATIONS FOR REOPENING THE FAIRFIELD PUBLIC SCHOOLS

- 1) Conditions for reopening have been confirmed by the State of Connecticut and/or local health officials (Fairfield Health Department).
- 2) The State of Connecticut has lifted, adjusted, or removed any school closure or Executive Order allowing schools to physically reopen.
- 3) The local health officials (Fairfield Health Department) have determined that local conditions safely allow for schools to physically reopen.
- 4) Planning guidelines for reopening have been issued by the State of Connecticut. Plans for the Fairfield Public Schools have been developed and approved at the local level under the supervision of the Superintendent of Schools.
- 5) The State of Connecticut and State Department of Education have issued guidelines on which school reopening plans are to be based.
- 6) The Fairfield Public Schools "Reopening Plan" has been developed in consultation with the local Health Department.
- 7) The Fairfield Public Schools "Reopening Plan" has been approved by the Fairfield Public Schools District Reopening Committee and reviewed by the Superintendent.
- 8) The Fairfield Public Schools "Reopening Plan" has been reviewed by the Fairfield Board of Education.
- 9) The Fairfield Public Schools "Reopening Plan" has been reviewed by the Emergency Operations Committee of the Town of Fairfield.
- 10) There is protective equipment (including masks and PPE) for staff appropriate for each classification or duty.
- 11) There is a plan for an ongoing supply of protective equipment.
- 12) There is a sufficient number of no-touch thermal scan thermometers for symptom screenings.
- 13) There is sufficient PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- 14) There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut & DPH guidance.

- 15) There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, and no-touch trash cans.
- 16) The Superintendent of Schools has established a procedure should there be COVID 19 cases in the schools or in the community that could possibly impact the schools.
- 17) The Superintendent and the Executive Directors have updated the Fairfield Pandemic Response Plan that includes procedures for a case or cases of COVID-19. This procedure includes communication to the local health officials (Fairfield Health Department) when a student, teacher, or staff member or a member of their household has tested positive for COVID-19 and has possibly exposed others at the school.
- 18) The Executive Director of Maintenance and Facilities has procedures for isolating an area of the school for a length of time and initiating a disinfecting protocol.
- 19) The Superintendent of Schools has a procedure for the closure of schools for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by the local health officials.
- 20) The Superintendent has restricted access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.
- 21) Under the supervision of the Executive Directors, the schools are able to provide for a continuity of instruction / *remote learning*, if necessary.
- 22) Under the supervision of the Executive Director of Special Education, the schools are prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.
- 23) Under the supervision of the Executive Director of Finance and Business Services and the Food Services Manager, the schools are able to provide for continuity of meal service, if necessary.

HEALTH SCREENING

SCHOOL ACCESS RESTRICTED TO STUDENTS AND STAFF

- 1) Access to the schools by the public will be limited.
- 2) The Superintendent has restricted access to the school buildings during the school day by nonessential visitors and minimal use of school buildings outside of school hours.
- 3) Access to the buildings by visitors/parents will be extremely limited (by appointment only) and only for specific educational purposes.
- 4) Students, parents, caregivers, volunteers, and staff are excluded from school facilities if showing symptoms of COVID-19 or if a member of their household has tested positive for COVID-19.

STUDENT SCREENING

The Assistant Director of Public Health has organized a screening procedure for students at home and to the extent possible, at school. Screening checklist will be available on each school's Health Office website.

SELF-SCREENING AT HOME

Parents are instructed to screen students before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent COVID-19. Students are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.

SELF-SCREENING AT SCHOOL

Students who report feeling ill or students who are observed for illnesses including cough or respiratory distress will be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

NOTE: *Screening procedures for all children are not required at the point of entry to the school. However, school staff will observe students throughout the day and refer students who may be symptomatic to the school nurse.*

NOTE: *Temperature checks for all children at the point of entry will not be conducted due to the high likelihood of potential false positive and false negative results, but will be available in the school under the supervision of the School Nurse, as deemed necessary.*

- 1) In screening students who appear ill, only the nurse shall use a no-touch thermometer. Caution will be taken by the School Nurse including the use of gloves, eye protection, and a mask.
- 2) Students with a temperature greater than 100.0 degrees Fahrenheit are not permitted into the school. Students will be allowed to return 24 hours after their fever has broken with a note from their healthcare provider or with a documented negative COVID-19 test.
- 3) The School Nurse will assess symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
- 4) Staff members will oversee procedures for all students to sanitize hands upon entering schools.
- 5) The Principals will oversee that upon entry to school, large gatherings are avoided. Students will proceed directly to classrooms or small group designated areas.

STAFF SCREENING

The Nursing Supervisor and the Principals have organized a screening of staff at home and to the extent possible, at school.

SELF-SCREENING AT HOME

Before entering the building staff are instructed to self- screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent COVID-19.

SELF-SCREENING AT SCHOOL

Staff who report feeling ill or staff who are observed for illnesses including cough or respiratory distress will be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

- 1) Staff with a temperature greater than 100.0 degrees Fahrenheit are not permitted into the school. The School Nurse will monitor screening information/data of staff, while complying with relevant privacy and health laws.
- 2) The School Nurse will assess symptoms in staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
- 3) The Principals will oversee procedures for all staff to sanitize hands upon entering schools.

RESPONSE TO SYMPTOMATIC STUDENTS AND/OR STAFF

SYMPTOMATIC STUDENTS

The Superintendent of Schools has developed a uniform procedure for all schools for symptomatic students.

- 1) Students who are symptomatic while entering school or who become symptomatic during the school day will be separated from others right away by the School Nurse.
- 2) Parents will provide reliable, accurate and prompt emergency contacts including alternate contacts.
- 3) Students exhibiting symptoms will be required to continue to wear masks and wait in a supervised, designated isolated area through which others do not enter until students can be transported home.
- 4) If more than one student is in the isolation area, social distancing will be maintained.
- 5) The School Nurse will have a plan for triaging students in the health office, recognizing that not all symptoms are COVID-19 related.
- 6) “Rest time” in the HS Health Offices will no longer be permitted.
- 7) The School Nurse will advise parents of symptomatic students that students are not to return until they have met CDC criteria to discontinue home isolation.

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>. The School Nurse will advise parents of symptomatic students to consult with their health care provider. Students may return to school with a note from their provider indicating clearance to return to school or present documentation of a negative COVID-19 test. If the COVID-19 test result is positive, the parent will inform the Principal and School Nurse and the student will be allowed to return to school after isolation has completed as per CDC guidelines.

- 8) There will be no COVID-19 testing of students at school. Local testing site information will be shared with families. The schools' nursing offices will monitor testing results of students once made available by parents, complying with relevant privacy and health laws.
- 9) If a student has been present and the school has a confirmed diagnosis of COVID-19, the School Nurse and the Principal will contact the Central Office, the Superintendent of Schools, and the Nursing Supervisor who will then notify the local health officials (Fairfield Health Department) immediately. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA). (See appendix A)
- 10) Each school has a response team coordinated by the Principal with designated responsibilities including monitoring of attendance, symptoms, and screening; contact tracing, communications to families; overseeing cleaning procedures; and responding to suspected confirmed cases.

SYMPTOMATIC STAFF

The Superintendent of Schools has developed a uniform procedure for all schools for symptomatic staff.

- 1) Adults who are symptomatic while entering school or who become symptomatic during the school day will be sent home and advised to seek medical care.
- 2) Staff will be advised to consult with their Health Care Provider and should not return to school until the criteria from the DPH and CDC have been met. A note from the health care provider allowing return to work or a documentation of a negative COVID-19 test may be required for return to work.
- 3) There will be no COVID-19 testing of staff at school. Local testing site information will be shared with staff. The schools' nursing offices will monitor testing results of staff, complying with relevant privacy and health laws.
- 4) If a staff member has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal will contact the Central Office and the Superintendent of Schools. They will then notify the local health officials (Fairfield Health Department) immediately. In addition, the Superintendent will be notified by school personnel that a staff member is suspected of being sick, maintaining confidentiality in accordance with privacy expectations and the Americans with Disabilities Act (ADA).

STUDENT COHORTS AND SOCIAL DISTANCING

- 1) All school employees will assist in reinforcing the expectation that physical distancing/social distancing is maintained as much as possible.
- 2) The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.
- 3) Principals will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of the COVID- 19 disease, including transmission.
- 4) Each school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium, counseling centers, and school offices) based on maintaining reasonable social distancing prior to use by a classroom or group.
- 5) Even with social distancing expectations in classrooms, school spaces and hallways, students and staff members will wear face coverings/masks in school and on the bus.
- 6) To the extent possible, the schools will create student/teacher classroom cohorts to minimize the mixing of student groups throughout the day. Consistent teams/cohorts will minimize cross-contamination of student groups.
- 7) Students may be a part of more than one cohort. For example, their classroom and bus cohort which may be two different groups of students.
- 8) Traffic patterns in hallways will be designed to promote social distancing during passing times.
- 9) Classroom seating shall be assigned to students at all times during the day. Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed.
- 10) Schools will restrict the sharing of educational materials between individuals. These materials include such items as books, manipulatives, computers, calculators, writing utensils, and art supplies. No two individuals should use the same materials in a given school day without appropriate cleaning/disinfecting in between use. Teachers should use technology to distribute learning materials wherever possible.
- 11) Backpacks will be used to discourage the use of lockers as much as possible.
- 12) The Superintendent of Schools will oversee school activities/athletics, which will be allowed in a limited capacity on a case by case basis.



IF THE STATE OF CT ADJUSTS SOCIAL DISTANCING GUIDELINES DUE TO A SURGE IN COVID19

- 1) Schools will determine the student and staff capacity of classrooms and school spaces based on state or local guidelines, limiting existing class groups/sizes in every classroom.
- 2) Classrooms will be arranged in a manner that minimizes face-to-face contact and increases the space between desks and/or providing barriers between children at tables. Desks/tables will be separated and turned to face in the same direction, rather than facing each other.
- 3) Other spaces in the building may be used for instructional activities to allow for appropriate distancing including gyms, cafeterias, libraries, larger rooms, and outdoors.
- 4) Schools may need to limit the number of students present in classrooms and/or limit the number of students physically reporting to school each day based on guidelines issued from the State of Connecticut.
- 5) The school schedule may be adjusted to meet the needs of social distancing (in classrooms) based on adjusted guidelines issued from the State of Connecticut.
- 6) If student numbers are to be limited, the schedule will be modified to allow 50% building occupancy.
- 7) Adjusted State guidelines may result in an extended period of *remote learning* by all students.

SOCIAL DISTANCING PROVISIONS

- 1) The Executive Director of Maintenance and Facilities will develop a reopening plan for each building that specifically addresses social distancing for all classrooms, bathrooms, hallways, and offices in the school.
 - a) Maximize social distancing between student workstations, achieving 6 feet if feasible (not required) when determining the classroom layout. Desks should face in the same direction (rather than facing each other) or students should sit on only one side of tables, spaced apart.
 - b) Where necessary, assess other spaces that may be repurposed for instruction in the school.
 - c) Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be considered an option.
 - d) Floor markings throughout classrooms and the school may be included to illustrate social/physical distancing.
- 2) The Superintendent of Schools, the building Principal, and the Executive Director of Maintenance and Facilities to review distancing expectations as well as conducting a review of reopening plans specific to each building.

- 3) The Executive Director of Maintenance and Facilities and Principals will work together to ensure that classroom furniture, including but not limited to, desks are adjusted to create the maximum amount of space between students.
- 4) Classroom bookcases, reading nooks, storage cabinets will be removed/repositioned to create the maximum amount of space between students.
- 5) The Executive Director of Maintenance and Facilities and Principals will work together to ensure that a dedicated medical isolation room has been identified in every school building.

IMMUNIZATION AND HEALTH RECORDS

- 1) The Director of Nursing and School Nurses will oversee and monitor changes and updates to the State of Connecticut Requirements for Immunizations and Health Assessments
- 2) Guidance from the Department of Public Health was issued on June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations.
- 3) Guidance from the CSDE was issued on June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school.

REPORTING ILLNESSES AND ABSENCES

- 1) Staff will contact the school principal to notify them if they are sick with COVID-19 related symptoms.
- 2) Staff and students (or their parents/guardians) will perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. (See Health Monitoring Plan.)
- 3) Students and staff must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough.
- 4) Staff and students (or their parents and guardians) must 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.
- 5) Parents will notify the school of their child's absence on the attendance line and inform the School Nurse directly of this illness so appropriate isolation and quarantining may be instituted.
- 6) Parents will provide reliable contact information for prompt pick-up of students.
- 7) In the event a staff member or student has been diagnosed with COVID-19 or were in contact with someone who was diagnosed with COVID-19, FPS will follow the procedure outlined in the COVID-19 Notification Plan located in the appendix.

FACE MASKS AND OTHER PERSONAL PROTECTIVE EQUIPMENT

- 1) All school employees will assist in the expectation from the State of Connecticut that face coverings/masks are in place during the school day by all.
- 2) The following communication will appear in school email, website, and social media: *“For the safety of all students and all staff, the State of Connecticut guidelines for returning to schools and the Fairfield Public Schools require that all students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus.”*
- 3) The only exceptions for face coverings or masks are as follows:
 - a) 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.
 - b) For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
 - c) For students, face coverings/masks may be removed while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing. Exceptions may also be necessary
 - d) For certain special education students or other special populations.
 - e) For students who have trouble breathing or for other medical reasons, reasonable accommodations will include a face shield

NOTE: Face shields alone are not a sufficient alternative to the wearing of face masks, but rather both should be worn for additional protection.

- 4) Parents will be responsible for providing students with face coverings or masks.
- 5) Schools will have backup disposable masks available for students who forget them.
- 6) Principals will establish times for “Mask Breaks” (one before and one after lunch) that will be provided during the school day. Breaks will occur when students can practice social distancing and/or when they are outside.
- 7) Staff members will wear masks that completely cover the nose and mouth inside the schools and will be assigned all necessary PPE as required for their role.
- 8) For teachers and staff, face coverings/masks may be removed while teaching if the following conditions are in place: Enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking, or when outside and effectively practicing social distancing.
- 9) Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).

- 10) Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns.
- 11) Schools will have backup disposable masks available for staff members who forget them.
- 12) Staff members will receive guidance/training on proper use of PPE required for their role: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>.
- 13) School Nurses and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves.
- 14) Staff who assist the school nurse in monitoring individuals in isolation will be provided with full PPE including the above plus a protective gown. Those staff who will assist the school nurse in this assignment will receive training in donning and doffing this specific PPE.
- 15) Custodial staff will be provided equipment and PPE for cleaning and disinfecting.
- 16) For regular surface cleaning, gloves appropriate for all cleaning and disinfecting will be provided.
- 17) Classified staff engaged in deep cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask) in addition to PPE as required by product instructions.
- 18) Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.
- 19) Information will be given to staff, students and, parents on proper use, removal, and washing of face coverings. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

Use of Face Coverings, Masks, and Face Shields



Face Covering

A cloth, paper, or disposable face covering that covers the nose and mouth; may or may not be medical grade



Face Shield

A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face



Clear Plastic Barrier

A clear plastic or solid surface that can be cleaned and sanitized often

Courtesy of Adapt, Advance, Achieve (2020) - CT State Department of Education

CONTAINMENT

CLASS CANCELLATION AND REOPENING OF SCHOOLS

To be determined by the local health department in conjunction with state guidelines.

ACADEMICS

PARENTS OPTING OUT OF IN-PERSON LEARNING

PLANS FOR PARENTS AND STUDENTS WHO MAY TEMPORARILY CHOOSE TO NOT PARTICIPATE IN THE RETURN TO SCHOOL

- 1) Parents will notify Fairfield Public Schools of their choice for their child through a survey in Infinite Campus, which will be made available in August 2020.
- 2) This opt out of in-person instruction information will allow Fairfield Public Schools to:
 - a) Identify the number of students by school and grade level who will and will not be participating in the in-person return to school plan.
 - b) Identify the number of teachers, paraprofessionals and ed. trainers needed to provide remote learning instruction.

REMOTE LEARNING PROGRAMS FOR THOSE OPTING NOT TO RETURN

- 1) Students who are not returning to school will be provided with instruction via our remote learning program.
- 2) During remote learning, teachers will design learning opportunities for students using technology as the primary means of instructional delivery.
- 3) Specialized instruction will be provided for students, as appropriate, including as English Language Learners (ELL) or students with Individualized Education Programs (IEPs). Note: The amount of special education services provided will be based on the individual student needs, as determined by their IEP.
- 4) Teachers will use a combination of synchronous (direct/ interactive instruction) and asynchronous (independent learning) teaching. Fairfield Public Schools has defined those terms as follows:
 - a) **Synchronous:** Students and teachers are working together and interacting in a digital space concurrently. Synchronous learning must consist of live video interaction between teacher and students.
 - b) **Asynchronous:** Teachers post instruction and learning materials online. Students engage with class materials and complete work at their own pace within a given timeframe.

NOTIFICATION TO FAIRFIELD PUBLIC SCHOOLS TO OPT BACK INTO IN-PERSON LEARNING

In the event a parent who has previously opted their child into the remote learning program changes their mind and wants to resume participation in the in-person learning, their will need to notify the Fairfield Public Schools at least 10 instructional days prior to their child's re-entry.

This allows schools time needed to schedule the student and reallocate classes and resources, as needed to support adequate social distancing in classrooms. This also allows Fairfield Public Schools time to provide transportation if requested, and provide adequate social distancing.

TECHNOLOGY

REMOTE LEARNING PLATFORM

- 1) The remote learning platform for Fairfield Public Schools will be Google Classroom.
- 2) Instruction, support sessions and meetings with students will be conducted via Google Meets including live video. Google Meets allows for the use of break out rooms, which can be used for small groups of students.
- 3) Teachers will communicate with students via the students' .net accounts
- 4) Access to additional online platforms, such as Padlet, Wixie, RAZ-Kids, will be provided by teachers, as needed and be available through ClassLink.

DEVICES AND WI-FI

- 1) Access to technology will be 1-to-1 for students in Grades 6-12 at the start of the 2020-2021 school year, with plans to expand to Grades 3-5.
- 2) Students in grades 7-12 will retain the device issued to them during the 2019-2020 school year.
- 3) Grade 6 students will receive Chromebooks upon their return to school and students in grades 3, 4, and 5 will receive Chromebooks assigned to them in mid to late September 2020.
- 4) Students in grades 6 to 12 who are new to the district will receive Chromebooks upon their entry to school.
- 5) If schools are closed or for parents who choose to participate in remote learning in lieu of in-person instruction, distribution of Chromebooks to grades 3, 4, 5, and 6 and for new students will be conducted at designated pick up dates, times and locations specified in district communication.

The capacity of internet access that supports schools across the district has been doubled in order to accommodate the increased number of devices and use of internet-based resources being used by students and staff.

- 6) Chromebooks have been purchased for paraprofessionals and ed. trainers to enable flexibility to work from school or home as needed.

- 7) Technology staff are preparing Chromebooks to be made available within school buildings for PreK-2 students to take home in the event of closures of short or long duration.
- 8) Technology Staff are currently assessing the volume of devices currently present in elementary schools and ensuring their readiness for usage and/or deployment at the start of the school year.
- 9) In the event schools launch directly into remote learning, distribution of devices will be conducted at designated pick up dates, times and locations specified in district communication.
- 10) The district will provide mobile hotspots to any student who requires it so that they have access to high-speed Wi-Fi. Wi-Fi quality is subject to cellular tower technology and environmental factors, including weather related events and home construction materials.

ACADEMIC PRACTICES

Further details and information on grade level learning plans will be provided in the coming weeks.

Instructional Platform

All levels will use individual platforms to respond to individual student work and provide feedback. In person, virtual, written, and oral feedback will continue to be used in all learning scenarios

- 1) Although there are a variety of programs that the Fairfield Public Schools use and manage for student engagement in various academic disciplines, each teacher will be using Google as the main platform for instruction.
- 2) Links will be added to the Google Classroom when students are expected to use a different program or submit work through it.
- 3) All classroom work, programs of study, and expectations will be delivered through the Google suite, including the individual Google Classrooms.
- 4) All middle and high school students will have an individual Google Classroom for each class in which they are enrolled. Elementary students will have an integrated classroom with all teachers located in the same platform. Special educators and other support personnel will work within classrooms and with students who require their services.
- 5) These expectations will be for all scenarios: in person, hybrid, and remote learning.

Grouping

- 1) Student grouping will be digital in all three learning scenarios (in-person, hybrid, and remote) in order to maintain, to the furthest extent possible, physical distancing between students. These groups will be designed by the classroom teacher. Some groups will be permanent and others will be dynamic based on the task, procedure, or assignment required.

- 2) There are a number of technological tools which will aid in student collaboration on academic work.
- 3) While students are in a full in-person or hybrid model of learning, teachers will harness technology to create stable and mixed small groups, use larger spaces for in person discussions, have online study groups, and socially distanced peers. Students in remote learning and in-person learning will not be mixed. However, students opting for remote learning will be grouped with other students who also opted for remote learning.

Communication

- 1) Regardless of scenario (in-person, hybrid, and remote), teachers and parents will use Fairfield Public Schools' district email account and Infinite Campus Teacher Messenger to send and receive messages from parents in addition to traditional communication forums such as phone and video conferencing.
- 2) Teachers will communicate with students via the students' .net accounts.
- 3) Emails and classroom or school communications that come from Infinite Campus will have a common subject line when sent by school personnel. The subject line will be: ***School Name_Person_Topic***. For example, a message from Fairfield Warde High School about upcoming assignment expectations would be: ***Fairfield Warde High School_Mr. Smith_Science Expectations for the week of September 8.***
- 4) Fairfield Public School employees will be expected to respond to parents and students within a twenty-four-hour timeframe. This does not indicate that a final decision, answer, or outcome will be produced in twenty-four hours.
- 5) Grades and progress on assignments will be managed in the following format:
 - a. Middle and High Schools: Infinite Campus gradebook will manage summative assessments, progress reporting, and final grades.
 - b. Elementary Schools: Infinite Campus will manage final standards based grades for the trimester.
- 1) Students will be required to follow assignment structures, due dates, and expectations set forth by each classroom teacher. Course work will be graded using checklists, rubrics, and correct/incorrect responses. Teachers will report feedback to students through these mechanisms.
- 2) Feedback will consist of commenting, clarifying, confirming, developing, correcting, and using criteria and standards to judge students' performance.
- 3) Feedback should be considered within multiple perspectives including developing new learning, demonstrating what the next steps in a particular area may be, matching next steps to particular learners, promoting reflection to improve practice or look at alternative scenarios, and engage in conversation with the teacher to improve practices, understandings, and adherence to goals.

- 4) Assignments are required to be multi-faceted. Written responses may be the main feature of demonstrating learning in school, however, teachers will expect students to be able to demonstrate learning in the form of projects, video, oral reports and demonstrations, live demonstrations, collaborative efforts with peers, and performance based assessments.
- 5) Students will be assessed on course- and skill-specific assessments at the beginning of the school year. Data from these assessments will be used by classroom teachers to plan instruction and intervention as necessary. Assessments include, but not limited to:– STAR testing, running records, exemplars, reading comprehension assessments, end of unit assessments, formative assessments after learning new content and skills, project assessments, oral reports, performance assessments, and visual demonstrations.

ASSIGNMENT AND COURSE EXPECTATIONS

- 1) Teachers will make every effort to post and share upcoming and future assignments, expectations, and projects as far in advance as possible.
- 2) In all three scenarios (in-person; hybrid; remote), teachers will share this information with students and/or parents through traditional classroom practice (syllabus, etc.) or via technology.

TEACHER INTERACTIONS

- 1) During in-person learning, students will be engaged with their teacher in whole group and one-to-one classroom teaching and discussion.
- 2) During hybrid learning, students will be engaged with their teacher in whole class, small group (virtual grouping), and one-to-one discussions.
- 3) During remote learning, students will engage with teachers in live synchronous learning sessions virtually and asynchronous assignment feedback and communication as determined by student needs, curriculum considerations, and scheduling.
- 4) All teachers will use a variety of synchronous and asynchronous learning in all three models (in-person; hybrid; remote). During in person and hybrid, social distancing will be adhered to at the greatest extent possible.

PROGRAMS

- 1) Fairfield Public Schools is committed to a variety of programs to support students at different levels. Those programs will be directly linked to each individual teacher's Google classroom for student use.
- 2) Instruction, support sessions and meetings with students will be conducted via Google Meets. Google Meets allows for the use of break out rooms, which can be used for small groups of students.
- 3) Google platform has multiple user friendly video tutorials for parents and students who wish to deepen their learning on a particular aspect of classroom usage.

- 4) Students in grades 3-12+ will have access to a Chromebook. This will be used at home and in school.
- 5) To-go bags will be available for students in our elementary schools. These will include books and other materials that are expected to go home with children in the event of hybrid or remote learning.

SCHEDULES

Students will follow building schedules in each format:

- 1) For in-person learning, building schedules will be delivered as determined by the building principals.
- 2) For hybrid learning, students will be placed in cohorts and have two days in person instruction and three days remote learning. All students will have remote learning three days a week. Remote learning schedules will be determined by school and teacher in regard to specific classwork and synchronous sessions.
- 3) For remote learning, all students will engage in learning through virtual lessons, assignments, lectures, videos, and other formats as necessary. Schedules for synchronous learning sessions will be communicated each week.

ATTENDANCE

Attendance will be taken daily in person or remotely.

- 1) If your child is sick and cannot attend school, the school should be called and the sickness reported.
- 2) Missing work is expected to be completed by all students.
- 3) If a student is expected to be absent for more than 10 consecutive days, there may be a need to transition to *remote learning* if they are well enough to do school work.
- 4) All regional travel advisories would remain in effect as dictated by government officials.
- 5) All Board of Education policies remain in effect for the duration of the plan.

SPECIAL EDUCATION REOPENING PLAN FOR SPECIAL EDUCATION AND RELATED SERVICES

GUIDING PRINCIPLES

Fairfield Public Schools will utilize a blended instructional model to create learning opportunities for students with disabilities aligned with general education and based on present levels of performance and needs identified in students' IEPs. Students will be provided FAPE with the intent to protect the health and safety of students, as well as those individuals providing education, specialized instruction and related services to students. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.

- 1) This reopening plan was developed with guidance provided in the *Connecticut State Department of Education (CSDE) Adapt, Advance, Achieve* document dated June 29, 2020.
- 2) This is a plan that will leverage the use of technology to enhance high quality instructional practices whether instruction is provided in person or remotely.
- 3) Safety remains a top priority. Implementation of this plan will consider cohorting of students for services whenever deemed to be feasible.
- 4) Certified special education staff, related services staff and non-certified staff will:
 - a) Design and implement educational opportunities to address the needs of individual students with disabilities as identified in their IEP to be delivered through blended learning
 - b) Employ district technology guidelines and approved procedures for use
 - c) Continue to collaborate with general education teachers to accommodate for the needs of students with disabilities within the general education curriculum
- 5) For students whose parents elect to not participate in a return to in-school instruction the district will utilize two models for remote learning:
 - a) **Synchronous:** Students, certified staff and non-certified staff are working together and interacting in real time digitally.
Ex: Phone coaching/consultation, email/messaging, lesson through live video. _
 - b) **Asynchronous:** Certified staff post instruction and learning materials online. Students engage with class materials and complete work at their own pace within a given timeframe.
Ex: Student logs onto Google Classroom to access posted assignments at any time.

PROTOCOL FOR STUDENTS WITH DISABILITIES USE OF FACE COVERINGS/ MASKS

Students are exempt from wearing face coverings/masks under the following conditions:

- 1) If they have trouble breathing
- 2) If they are unconscious, incapacitated or otherwise unable to remove the mask without assistance
- 3) If they have a medical reason making it unsafe to wear as face covering/mask

Face coverings/masks may be taken off when other mitigating factors are in place when:

- 1) Students are eating, drinking, participating in PE or when outside and practicing social distancing and any other possible mitigating strategy (exemptions may also be necessary for certain special education students or other special populations)
- 2) Teachers and Staff are teaching when practicing social distancing or remaining static behind a physical barrier or while eating, drinking, or when outside and practicing social distancing and any other possible mitigating strategy

A plan for consistent mask breaks will be implemented throughout the school day

Additional Precautions:

- 1) Students unable to wear masks should be offered face shields
- 2) Staff working with the students unable to wear masks with special healthcare needs and who are in need of assistance with activities of daily living, such as toileting and eating/feeding should wear face shields in addition to masks.
- 3) Staff working with students who are unable to wear masks or face shields due to one of the exceptions and who also cannot practice social distancing should be provided increased protective equipment including but not limited to a medical grade mask and disposable gown.
- 4) If students are unable to wear masks due to medical requirements or where services provided pursuant to a student's IEP are required then students and/or staff may wear face shields or clear masks, or remove masks when face coverings/masks are not appropriate for the activity. Maximum social distancing should be practiced in these situations along with other possible mitigating strategies.

EARLY CHILDHOOD CENTER PRESCHOOL PROGRAMS

All Students

- 1) Preschool classrooms will function as cohorts (groups) or teams of students and educators with consistent members that stay together throughout the school day.
- 2) Daily living skills related to personal health and safety will be modeled, taught and practiced.
- 3) Enhanced cleaning and disinfecting protocols will be followed.

- 4) Playground times will be staggered so that classrooms do not commingle.
- 5) Staffing patterns will minimize the movement of staff through groups of children throughout the school day.
- 6) Drop off and pick up procedures will be modified to reduce exposure and to keep children, families and staff safe.
- 7) Sharing of high touch materials between students such as toys, books and supplies will be monitored and limited.
- 8) Shared supplies will be disinfected between uses if used by multiple students.

Preschool Teachers

Preschool teachers and classroom staff will provide instruction to all enrolled students in alignment with Fairfield's PreK curriculum and the Early Learning and Development Standards while adhering to state requirements in the CSDE Adapt, Advance, Achievement document dated June 29, 2020 and the Office of Early Childhood Guidance for Childcare Centers dated June 24, 2020.

Special education services will be provided per the requirements of your child's IEP, while allowing for flexibility in determining how to meet the individualized needs given health and safety guidelines.

Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC and CSDE guidelines. In consultation with health officials the following may be considered:

- Environmental modifications
- Use of alternative face coverings including clear masks, face shields or medical grade masks
- Use of disposable gowns
- Plexiglass barriers
- Consideration of cohorts/limited mixing between classrooms
- Assign staff to specific students/instructional environments to limit exposure
- Toileting/ADL protocols
- Other mitigating strategies

CLC Teachers/ BCBAs

CLC teachers and BCBAs will continue to support student ABA programming and access to inclusive environments.

Students with complex needs and their families will be supported in developing skills related to personal health and safety.

Student and staff schedules will be developed in a manner that limits student movement throughout the building.

SLP

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020* and the *OEC Guidance for Childcare Centers* dated June 24, 2020.

To limit student movement throughout the building, when feasible, speech and language services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Psych/SW

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020* and the *OEC Guidance for Childcare Centers* dated June 24, 2020.

To limit student movement throughout the building, when feasible, counseling services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Psych/SW will continue to work with all students and families in supporting social/emotional and behavioral needs of students to facilitate access to all learning environments.

OT / PT

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020* and the *OEC Guidance for Childcare Centers* dated June 24, 2020.

To limit student movement throughout the building, when feasible, OT/PT services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Assistive Technology (AT)

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

When feasible, AT consult services should be provided remotely to minimize student exposure to non-direct service providers.

SPECIAL EDUCATION -KINDERGARTEN THROUGH GRADE 5

Students with Disabilities

To limit student exposure to multiple cohorts, when feasible; students with disabilities who have similar learning needs may be grouped together. Additionally, when possible, limit the sharing of high touch materials between students such as books, computers, calculators, writing utensils, computer keyboards, headphones and art supplies. Shared supplies should be disinfected between uses if used by multiple students.

Special Education Teachers

Services will be provided per the requirements of your child's IEP while allowing for flexibility in determining how to meet the individualized needs given health and safety guidelines while adhering to state requirements in the CSDE Adapt, Advance, Achievement document dated June 29, 2020:

To limit student movement throughout the building, when feasible, instructional support should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

CLC Teachers/BCBA's:

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC or CSDE guidelines. In consultation with our local health department, the following will be considered:

- Environmental modifications
- Use of alternative face coverings including clear masks, face shields or medical grade masks
- Use of disposable gowns
- Plexiglass barriers
- Consideration of cohorts/limited mixing between classrooms
- Assign staff to specific students/instructional environments to limit exposure
- Toileting/ADL protocols
- Other mitigating strategies

SLP

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, speech and language services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Psych/SW

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, counseling services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Psych/SW will continue to work with all students and families in supporting social/emotional and behavioral needs of students to facilitate access to all learning environments.

BCBA

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

When feasible, behavioral consultation services should be provided remotely to minimize student exposure to non-direct service providers

OT/PT

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*

To limit student movement throughout the building, when feasible, OT/PT services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Assistive Technology (AT)

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*

When feasible, AT consult services should be provided remotely to minimize student exposure to non-direct service providers.

SPECIAL EDUCATION GRADE 6 THROUGH GRADE 8

Students with Disabilities

To limit student exposure to multiple cohorts, when feasible, students with disabilities who have similar learning needs may be grouped together. Additionally, when possible, limit the sharing of high touch materials between students such as books, computers, calculators, writing utensils, computer keyboards, headphones and art supplies. Shared supplies should be disinfected between uses if used by multiple students.

Special Education Teachers

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, instructional support should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

CLC

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC or CSDE guidelines. In consultation with our local health department, the following will be considered:

- Environmental modifications
- Use of alternative face coverings including clear masks, face shields or medical grade masks
- Use of disposable gowns
- Plexiglass barriers
- Consideration of cohorts/limited mixing between classrooms
- Assign staff to specific students/instructional environments to limit exposure
- Toileting/ADL protocols
- Other mitigating strategies

SLP

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, speech and language services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Psych/SW/School Counselors

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, counseling services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Psych/SW/School Counselor will continue to work with all students and families in supporting social/emotional and behavioral needs of students to facilitate access to all learning environments.

BCBA

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

When feasible behavioral consultation services should be provided remotely to minimize student exposure to non-direct service providers

OT/PT

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, OT/PT services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Assistive Technology (AT)

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

When feasible, AT consult services should be provided remotely to minimize student exposure to non-direct service providers.

SPECIAL EDUCATION GRADES 9 THROUGH GRADE 12/ CPP

Students with Disabilities

To limit student exposure to multiple cohorts, when feasible, students with disabilities who have similar learning needs may be grouped together. Additionally, when possible, limit the sharing of high touch materials between students such as books, computers, calculators, writing utensils, computer keyboards, headphones and art supplies. Shared supplies should be disinfected after use.

Special Education Teachers

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, instructional support should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs

CLC/CPP

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC or CSDE guidelines. In consultation with our local health department, the following will be considered:

- Environmental modifications

- Use of alternative face coverings including clear masks, face shields or medical grade masks
- Use of disposable gowns
- Plexiglass barriers
- Consideration of cohorts/limited mixing between classrooms
- Assign staff to specific students/instructional environments to limit exposure
- Toileting/ADL protocols
- Other mitigating strategies
- Protocols for community-based experiences - To be determined as per student needs and environmental /health department guidelines when return to community settings is appropriate.

SLP

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, speech and language services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Psych/SW/School Counselors

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, counseling services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Psych/SW/School Counselor will continue to work with all students and families in supporting social/emotional and behavioral needs of students to facilitate access to all learning environments.

BCBA

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

When feasible behavioral consultation services may be provided remotely to minimize student exposure to non-direct service providers

OT/PT

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, OT/PT services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs.

Assistive Technology (AT)

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement* document dated June 29, 2020.

When feasible, AT consult services should be provided remotely to minimize student exposure to non-direct service providers.

SOCIAL AND EMOTIONAL LEARNING

The Fairfield Public Schools understands the adverse effect that this extended school closure and global pandemic has had on students, families and staff. As a result, the District plans to prioritize the re-engagement of students and families as well as broadening and strengthening existing social-emotional and mental health supports for students, families, and staff.

For students in remote learning, expanded efforts to engage students and families in live video to provide opportunities to participate in class meetings, mindfulness activities with their peers, and meeting with teachers and mental health support staff will be provided. Additional opportunities for live interaction between school staff and each student will also be provided to meet individual needs.

The FPS Reengagement Plan, provided below, has been developed for all students, families and staff. The focus of this plan is to collaborate with students and families, to re-engage students with the educational process, and to identify those students and families most negatively impacted by this pandemic. A universal screener will be utilized to identify students most traumatized over the past several months in order to develop individual student intervention plans to support their social-emotional well-being at this time. Staff training for all on recognizing signs of trauma will be provided along with additional training in Restorative Practices throughout the 2020-2021 school year.

The Fairfield Public Schools will also focus on expanding and strengthening existing social-emotional supports for all students. Each school climate committee will establish specific goals around social-emotional learning and will continue to strengthen existing social-emotional practices, such as Mind-Up, high school advisory, and dialectical behavior therapy (DBT). Parent training and presentations focused on social-emotional and mental health topics will also be scheduled throughout the 2020-2021 school year. The district will also seek to provide additional training opportunities to staff and parents in the use of Restorative Practice in collaboration with districtwide PTAC.

PRE K-12+ SOCIAL EMOTIONAL LEARNING (SEL) SUPPORTS

Each building's school improvement plan will establish specific targets/goals for school climate, in support of SEL, utilizing existing and new supports in order to respond to the current pandemic.

CURRENT SUPPORTS

- 1) Continue already established practices/resources (e.g., Second Step, MindUP, Stop, Breathe & Think, high school advisory, DBT, etc.)
- 2) At elementary, continue practice of established SEL day/focus (e.g., Just for Fun Friday), with materials posted by teachers, with possible live instruction
- 3) Expand MindUP training model to be inclusive of all elementary staff, students and families (virtual training model being refined currently)
- 4) Continue DBT consultation with CBC to support student growth in target skills, and possibly expand to support building-wide SEL practices
- 5) Ongoing presentations for staff & parents regarding self-care, emotional regulation and coping skills at district and/or building level
- 6) Continue to provide families with opportunities to seek support from school-based staff

ADDITIONAL SUPPORTS

- 1) Introduce the CASEL framework across levels to highlight supports that target key areas of social-emotional functioning (e.g., self-awareness, self-management, social awareness, interpersonal relationships, responsible decision-making)
- 2) Middle/High School - Establish dedicated time for SEL with established focus/topics for discussion
- 3) Seek training opportunities for restorative practices (PTAC grant application in process)

RE-ENGAGEMENT PLAN

Particularly identify strategies to identify and engage populations and specific students that have been disengaged

- 1) The District Climate Team will establish and implement a multi-tiered system of strategies and interventions to support all staff, students and families with re-engaging and thriving in learning. The plan will address issues and concerns highlighted in feedback received through surveys and various methods of outreach. This plan will be shared proactively with all stakeholders (e.g., webinar, review of plan, PSA).
- 2) As the school year begins and unfolds, each school will acquire knowledge and develop structures to implement Restorative Practices as a foundational element of the school culture.
- 3) School-based staff will identify students in each school that had the most difficulty engaging in remote learning by collecting multiple data points between March-June 2020, including: attendance, declining achievement, completion of assignments, response to efforts to communicate with students, etc.
- 4) Each school will have students complete screening(s) to assess stressors/trauma in students and staff upon return in fall. All screenings will be completed by September 2020.

- 5) The following steps in an effort to re-engage all target students/families are:
 - a. Per building, students will be assigned a designated point person (e.g., psych/SW/school counselor) for communications and/or support
 - b. School-based staff (e.g., school counselor, school psychologist, social worker, special education teacher, dean, classroom teachers) will work collaboratively with students and families to establish attainable short-term goal(s) that ensure likelihood of student success, and increased engagement
 - c. Gather parent and student input into the development of the plan, family needs, and preferred methods of contact
 - d. Re-engagement efforts may include: daily contact via email, telephone, Google Meet, live chat, individual and/or group counseling, consultation with students and/or families, team meetings, referral to community-based providers/supports, etc.
- 6) Provide all district staff with training in the following areas:
 - a. Creating connections with students and parents to engage students in the new school year and develop trusting relationships using Restorative Practices.
 - b. As part of district wide school culture supports, provide all staff with training and skills to respond to signs of trauma, trauma informed care (TIC) in the school setting, differentiating between temporary situational stressors and chronic stress/trauma
 - c. Establish additional/advanced training for all school-based mental health professionals as follow up to training conducted in the 2018-19 school year to address trauma informed care in the current climate
 - d. In collaboration with the PTAC and system-wide, all staff will participate in training and implementation of Restorative Practices throughout the 2020-2021 school year.

ELECTIVES, SPECIAL CLASSES, RECESS, AND TECHNICAL EDUCATION

SPECIALIST/HUMANITIES CLASSES, ASSEMBLIES, AND RECESS

- 1) Recess time and use of playgrounds will be supervised and scheduled to ensure physical distancing.
- 2) Recess time will be adjusted for specific classroom and/or cohorts.
- 3) The Executive Director of Instruction, Curriculum, and Assessment will work with the Physical Education Teachers in adapting curriculum and activities to be in line with guidance found in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*. In general, activities will be limited to those that do not involve physical

contact with other students or equipment until advised otherwise by state/local public health officials.

- 4) The Executive Director of Instruction, Curriculum, and Assessment will work with the Art and Music Teachers in adapting curriculum and activities to be in line with guidance found in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*.
- 5) Courses and activities that may involve any potential risk to students and staff will be approved in advance by the Executive Director of Instruction, Curriculum and Assessment and the Superintendent of Schools.
- 6) School assemblies, concerts, and other programs with a larger number of students will be limited at the start of the school year and require approval of the Executive Director of Instruction, Curriculum, and Assessment and the Superintendent of Schools. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations.
- 7) Field trips and off campus experiences will not be permitted until further notice.
- 8) Beginning of the year open house programs will be held virtually for the 2020-2021 school year.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELL) will continue to receive services as required and entitled by FAPE, the Civil Rights act of 1964, Title IV, the EEOA, and the ESSA. ELL will have access to general education instruction and supplemental language instruction in the following manner:

- 1) Continued screening through LAS links assessment to indicate individual achievement levels resulting in general education and supplemental instruction delivered:
 - a) By a Teacher of English to Students of Other Languages (TESOL) outside of the general education classroom.
 - b) By a TESOL teacher in the classroom through the general education program.
 - c) By gaining access to reading and numeracy support through the district's scientifically research based instruction programming.
- 2) A range of instructional support will be offered to our English Language Learner population, including:
 - a) Push-in and pull out services in individual and small groups by a certified TESOL teacher.
 - b) Tiered instruction with identified objectives to improve language and numeracy performance.
 - c) Sheltered Instruction Observation Protocol (SIOP) and professional development for teachers in SIOP through the University of Connecticut.

State requirements in bilingual education will be offered.

Fairfield will continue to provide translation services to families who speak a language other than English as their primary/home language. Student's teachers in the TESOL program will continue to support families on their case with translation and other accommodations as necessary for student success in Fairfield.

Students who have been identified through evaluation as both a second language learner and a student with a disability will continue to receive both services levels (see Special Education Plan for more information).

Tiers 2 and 3 services will remain during in-person and hybrid learning for all students including students classified as ELL. Referrals for special education continue to be permitted by classroom teachers and parents to evaluate students for specific disabilities as articulated through the Individual with Disabilities Education Act.

FAMILY AND STUDENT ENGAGEMENT

COMMUNICATION

- 1) The Superintendent of Schools will oversee communications regarding planning and reopening.
- 2) Families, staff, and the community will receive updates via email, website, and social media during the school year directly from the Superintendent of Schools regarding the most up to date policies and protocols related to all considerations and aspects of this plan and future COVID-19 planning.
- 3) Families, staff, and the community will be invited to the Board of Education meetings for updates, discussions, input, and suggestions on reopening and the ongoing status of school. These meetings will also take place over the summer prior to the opening of the school year.
- 4) Changes to planning, changes in the status of the schools' schedules, and any school closures will be communicated directly from the Superintendent or his designee to the school community.

STAKEHOLDER FEEDBACK

- 1) Feedback was collected from parents and students in June 2020 to identify strengths and challenges with specific issues being identified for instruction, technology, communication, social/emotional learning, and special education services.
- 2) Feedback was collected from central office administrators, building level administrators and teacher leaders in July 2020 was used to identify best practices in blended learning.
- 3) Feedback collected from various stakeholders was analyzed and used to support the recommendations in this plan.

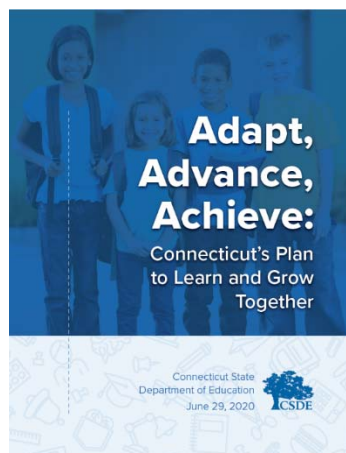
- 4) Future opportunities for feedback can be collected via surveys and/or webinars.

ATHLETICS AND STUDENT ACTIVITIES

- 1) The school district will follow all CIAC (Connecticut Interscholastic Athletic Conference) guidelines for middle school and high school sports after approval of such activities by the Superintendent of Schools.
- 2) Athletic guidance and expectations will be provided in a separate document by the CIAC.
- 3) After school clubs, activities, and events will be approved in advance by the Superintendent of Schools. Approval will be based on the ability to meet the safety expectations of students and staff members involved.

BEFORE AND AFTER SCHOOL PROGRAMMING

- 1) Due to the need to ready school facilities for the start of the school day, before-school programs will not be allowed at the present time.
- 2) The Superintendent of Schools and Executive Director of Facilities will review all requests for use of the schools for after school programs limiting to no more than 30 students in larger spaces when appropriate.
- 3) There will be limited access to outside organizations' use of school sites and schools' resources after school hours.
- 4) The Central Office and Superintendent of Schools will ensure that external community organizations (including those that sponsor after-school childcare) that are allowed use of the facilities also follow the school's health and safety plans, as well as the expectations of local health officials (Fairfield Health Department).
- 5) Students and families who opt for remote learning while in-person instruction is available are not afforded the ability to participate in any on-campus extracurricular activities including sports.



<https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>

FREQUENTLY ASKED QUESTIONS

Some questions continue to persist as we develop plans. Below are answers to some of those questions:

1.) Will my child be required to wear a mask all day?

Yes, in most circumstances. There will be a planned mask break in the morning and in the afternoon.

2.) What is a cohort? How will it be employed in schools? Will my child remain in it all day?

A cohort is a group of students with a common schedule. Other examples of cohorts include students who ride the bus together, a sports team or a club. Students will be part of one or more cohorts when they are in school.

3.) Will schools be maintaining 6 feet of physical distancing throughout the day?

To the maximum extent available, students will be physically distanced up to six feet. In most instances, students will be fewer than six feet apart (e.g.: lining up, distance between desks).

4.) How will my child travel throughout a building?

Student travel in the schools will be minimized to the greatest extent possible. When students do travel they will walk at minimum six feet apart.

5.) How will my child eat lunch?

At this point, students in elementary schools will eat lunch in their classroom at their desk. Some students may require a separate setting with peers for allergies or other accommodations as necessary. Middle and high school students will remain in the cafeteria for lunch with appropriate distancing. Schedules will have to be altered to maintain fewer students in common areas.

6.) Is recess cancelled?

Recess will be held for students. Students will wear masks during recess and maintain social distancing guidelines.

7.) What are pick-up and drop-off procedures?

Pick-up and drop-off procedures will be communicated by each school. Please see Appendix A.

8.) What protocols will the nurse follow when someone presents with COVID-19 symptoms?

The school nurse will advise parents of symptomatic students that students are not to return until they have met CDC criteria to discontinue home isolation. The school nurse will advise parents of symptomatic students to consult with their health care provider. Students may return to school with a note from their provider indicating clearance to return to school or present documentation of a negative COVID-19 test. If the COVID-19 test result is positive, the parent will inform the school principal and school nurse and the student will be allowed to return to school after isolation has completed as per CDC guidelines.

9.) Will my child receive the Fairfield curriculum during this time?

Teachers will implement the Board of Education approved curriculum throughout the year and in each scenario, except if you choose to participate in homeschooling. However, activities, assessments, and other traditional methods of implementing the curriculum may look different from years past. Parents who opt for remote learning should not expect the same instruction, schedules, time frames, materials, assessments and practices as those opting for in-person learning.

10.) What are my options in regard to the three scenarios?

Connecticut public schools are prepared to provide a five day a week, in-person education. However, a parent may choose the option of *remote learning*. Parents may not choose a hybrid scenario on their own volition.

11.) What should I do prior to sending my child to school?

Parents are asked to complete the COVID-19 Daily Self Checklist for each of their children, which asks questions about their temperature, symptoms they may be experiencing and possible exposure to others who have been diagnosed with COVID-19. Parents are also asked to ensure that their child has a clean facial covering. Your child should put it on before loading the bus and keep it on during the school day, except for times indicated by their teacher.

12.) How will I be contacted and informed if a child in my child's class presents or is confirmed to have COVID-19?

Please see the COVID-19 Notification Plan in the appendix for more detailed information on notification.

13.) How will you determine the need to move from in person learning to hybrid to remote?

Fairfield Public Schools will collaborate with the local and state health departments to determine level of spread if necessary and notify the community of a change from one model of instruction to another. At this point, there are no definitive thresholds to signify the change in models.

14.) If I opt out of in-person learning and choose the remote learning option, how long am I locked into that choice?

Parents who choose the remote learning option who now want to change to in-person learning will need to notify the school at least 10 instructional days prior to their child(ren) returning. This will allow schools the time needed to schedule the student(s) and reallocate classes and resources, as needed to support adequate social distancing in classrooms

15.) Are remote learning and homeschooling the same thing?

No, parents who opt into homeschooling act as the full-time instructor and it is their responsibility to prepare lessons to satisfy curriculum requirements. The district does not provide resources or learning materials and parents must complete the “Intent to Homeschool” form each year and submit it to the Superintendent’s office. Students whose parents opt into remote learning are provided with access to learning materials and instruction delivered by a FPS Teacher.

16.) Is it required that I send my child to school all day/every day or can I opt for a different scenario?

Fairfield Public Schools will be operating, at this time, on a full time schedule (five days a week and regular school hours). Parents may opt for full-time *remote learning*.

17.) Will there be before and after school care and programming?

There will not be any before-school programming at this time, due to the need to ready our facilities for the start of the school day. After-school programs must be approved by the Superintendent and Executive Director of Facilities and are limited to a maximum of 30 students.

18.) Who should I contact if I have a question about the plan?

Parents should contact their child’s principal if there are any specific questions regarding the Fairfield Public Schools’ Reopening Plan.

19.) Will my child’s teacher be the same person if I opt for *remote learning* after already attending in-person classes?

Your child’s teacher will most likely change to another teacher who is teaching that grade level or subject in a remote fashion.

20.) What is the process for picking up students before the end of the school day?

Parents should notify the school in advance of an early dismissal. When parents arrive at the school they will use the intercom to call the office. School staff will escort the student to the front door to be greeted by the parent.

21.) Can students arrive early or stay late beyond the published school hours?

Students cannot arrive at school early and can only stay late if attending the after school daycare located at their school.

22.) When my child needs to use the restroom, what is the procedure?

Students at the elementary level will access the bathrooms assigned to their class. During classroom trips to the bathroom, staff will monitor the number of students entering and exiting to prevent overcrowding. Students in middle and high school will use the bathroom in the hallway closest to them. Bathrooms in all hallways will be converted to maintain 6 feet clearance.

23.) How will custodial staffing be organized?

Custodial shifts will be modified to support increased cleaning protocols.

24.) Will there be site specific plans and if so how will they be communicated?

There will be school-specific details that will be communicated directly by the individual school, and will be available online as well.

25.) In certain classes, materials are traditionally shared, will this be considered in planning?

Plans will be developed to limit the sharing of materials among students. Procedures for disinfecting materials will be implemented if certain equipment is used by multiple students.

26.) How can I visit my child's school?

Visitors will not be permitted except for emergencies or for meetings which are to be held in person.

27.) If I have to drop-off either my child or their belongings during the school day, what is the procedure?

For your child please contact the school staff with the front door intercom and your child will either be buzzed into the school or staff will come to the door to greet them. For any belongings you will continue to use the "oops" cart at the building entrance.

28.) If my child begins remote learning and then we decide to change to the in-person scenario, what is the procedure?

If you opt to change to the in-person scenario after choosing remote learning, please contact your building principal and give the school ten instructional days to make the change and assign a classroom teacher. Please be aware that the teacher assigned to your child will most likely change as a result.

29.) Will training videos be provided to help parents support their children in remote learning?

We will develop a list of supports to be available for parents and students.

30.) How is the District going to handle situations where a staff member has concerns about returning to work?

The Human Resources Office will outline a process through which staff members can request accommodations necessary for them to perform the necessary functions of their jobs.

Notes & Updates:

[illegible]

APPENDIX A: HIGH SCHOOL ARRIVAL AND DEPARTURE PLAN

Fairfield Ludlowe High School

Fairfield Warde High School

Walter Fitzgerald Campus

All students will arrive daily no earlier than 7:25 a.m. and report directly to their first period unless otherwise approved by their school administrator. There will be no allowance for students to congregate in any part of the building or in common areas. Arrival door assignments will be forthcoming from the school.

Procedures for arrival and dismissal at the high schools will be forthcoming.

All procedures will follow expectations for maintaining social distancing. Student and staff safety will guide procedure development and implementation.

APPENDIX B: MIDDLE SCHOOL ARRIVAL AND DEPARTURE PLANS

Please note: Building plans may change as further guidance is developed.

Fairfield Woods Middle School

All Students will arrive daily at 8:10 a.m. and report to their homeroom classroom.

STUDENTS ARRIVING BY BUS

Dropped off in the bus loop in front of the building.

Grade 6 enter through doorway 2

Grade 7 enter through doorway 1

Grade 8 enter through doorway 1

STUDENTS BEING DROPPED OFF BY PARENT/GUARDIAN OR WALKING

Grade 6: use the drive through loop on the left side of the building,
Enter through doorway 5.

Grade 7 and 8: use the drop-off loop on the right side of the building.

Grade 7 enter through doorway 23

Grade 8 enter through doorway 23

All students will report to their homerooms at the end of the day.

Students will be dismissed from their homeroom by bus.

Staff will call three busses at a time for dismissal.

APPENDIX B (CONT'D): MIDDLE SCHOOL ARRIVAL AND DEPARTURE PLANS

Roger Ludlowe Middle School

All Students will arrive daily at 8:10 a.m. and report to their homeroom classroom.

STUDENTS ARRIVING BY BUS

Dropped off on the side in the bus loop.

Grade 6 enter through doorway 31

Grade 7 enter through doorway 30

Grade 8 enter through doorway 29

STUDENTS BEING DROPPED OFF BY PARENT/GUARDIAN

Arrive via the back drive-thru loop

Grade 6 enter through doorway 10

Grade 7 enter through doorway 10

Grade 8 enter through doorway 10

All students will report to their homerooms at the end of the day.

Dismissal Times

Grade 6: 2:30 p.m.

Grade 7: 2:40 p.m.

Grade 8: 2:50 p.m.

APPENDIX B (CONT'D): MIDDLE SCHOOL ARRIVAL AND DEPARTURE PLANS

Tomlinson Middle School

All Students will arrive daily at 8:10 a.m. and report to their homeroom classroom.

STUDENTS ARRIVING BY BUS

dropped off in the bus loop in back of the building

All Student enter through doorway 10

STUDENTS BEING DROPPED OFF BY PARENT/GUARDIAN

Students in homerooms on the 1st floor:
Use the drive through loop in the front of the building.
Enter through doorway 17.

Students in homerooms on the 2nd floor:
Use the left side of the building.
Enter through doorway 9

Students in homerooms on the 3rd floor:
Use the left side of the building
Enter through doorway 6

All students will report to their homerooms at the end of the day.

Students in 6th grade will be dismissed at 2:30 p.m.

Students in 7th grade will be dismissed at 2:40 p.m.

Students in 8th grade will be dismissed at 2:50 p.m.

APPENDIX C: ELEMENTARY SCHOOL ARRIVAL PLANS

Please note: Building plans may change as further guidance is developed.

K – 5 ARRIVAL FOR:

**Dwight • Holland Hill • Jennings • North Stratfield
Osborn Hill's main building^ • Riverfield • Sherman's main building^
(^ see Annex instructions below)**

- All parents will drop-off students in the drive thru line.
- All bus students will exit at the bus loop.
- All students will enter the building through the door outside of their classroom, on the sidewalk marked with lines 6 feet apart. Teachers will open the doors 15 minutes prior to the first school bell and allow the students to enter into their classrooms. Teachers should perform a visual evaluation of kids and check to see if the child is wearing a facemask. Staff will have facemasks to provide if students do not have one. An email should be sent home to the families in order to prevent this from happening in the future.
- Staff members will be assigned outside duty to assist K-2nd grade to get to the correct classroom doors. All outside doors will be labeled with the grade and teacher's initial. Example: (1D)
- All classrooms will be issued hand sanitizer that will be used under adult supervision.
 - ✓ Hand sanitizer will be used every time someone enters the classroom
 - ✓ Hand sanitizer will be used before lunch
 - ✓ Hand sanitizer will be used after coughing or sneezing
 - ✓ Hand sanitizer will be used when returning from recess
 - ✓ Hands will be washed after lunch

K – 5 ARRIVAL FOR:

Burr • McKinley • Osborn Hill Annex • Sherman Annex • Stratfield

- Same as instructed above except teachers` will meet students at their designated line up areas outside the building. Teachers will visually evaluate the students to be sure that facemasks are on. Teachers will then direct the students through the assigned doors to their classrooms.
- Students who appear to be showing signs of or state that they are not feeling well will be directed to the nurse.

Pre-K ARRIVAL & DISMISSAL AT STRATFIELD

Students will enter and exit through door

K – 5 ARRIVAL FOR: Mill Hill

Will be established once construction zones are laid out.

APPENDIX C (CONT'D): ELEMENTARY SCHOOL DEPARTURE PLANS

K – 5 DISMISSAL FOR:

**Dwight • Holland Hill • Jennings • North Stratfield
Osborn Hill's main building^ • Riverfield • Sherman's main building^
(^ see Annex instructions below)**

All students will be dismissed through their classroom outside doors.

- Bus students will be dismissed 10 minutes early and make their way to the bus and line up area.
 - Staff will line up students based on bus stop before entering the bus.
 - Staff will be at each bus to compare the rider list with students entering the bus (No riders will be allowed unless assigned to the bus.)
- Parents will pick up their children at their classroom doors.
- Walkers will be expected to leave schools grounds when dismissed.

K – 5 DISMISSAL FOR:

Burr • McKinley • Osborn Hill Annex • Sherman Annex • Stratfield

- For each class, students will be walked out by their teacher to the morning assembly area. Each teacher will exit during an established time to prevent overcrowding the hallways.
- Dismissal from assembly areas will follow above guidance

K – 5 ARRIVAL FOR: Mill Hill

Will be established once construction zones are laid out.

All doors being opened for entrance will be manned by staff members.

APPENDIX D:

RE-OPENING PLAN: PHYSICAL BUILDING REQUIREMENTS

ALL BUILDINGS

HEATING VENTILATION AND AIR CONDITIONING (HVAC)

- An architectural engineer will do a full analysis of the HVAC systems and dedicated outdoor air systems (DOAS) at each building to align current conditions with the American Society of Heating, Refrigerating and Air-Conditioning Engineer guidelines (ASHRAE). Included in this evaluation will be:
 - Outside damper settings
 - Air filters
 - The use of economizers

Once completed, the full report will be posted on the Fairfield Public Schools' website.

DOMESTIC WATER AND WASTE SYSTEMS

- All water fountains, bottle filling stations, and hand sinks will be flushed for 10 minutes before building reopening.
- All water fountains will be closed and only water bottle filling stations will be used.
- All drain lines will be inspected by in-house plumbing staff and flushed by custodians in the building before opening.

BUILDING CLEANING

- All buildings will be thoroughly cleaned and disinfected before reopening.
- Custodians will clean buildings using a factory dilution rate for Virex to disinfect all building surfaces. Virex will be used with rags on all touch surfaces, walls, furniture, air ducts, and diffusers. Virex will be used to clean all hard surfaces and touchpoints in all bathrooms. This in-depth cleaning will also include:
 - Classrooms • Bathrooms • Libraries • Office space • Common areas

CLASSROOMS

- All classrooms will have furniture removed with the exception of the student's and teacher's desk and one bookshelf.
- All desks will be set up in rows facing the same direction.
- Plexiglass will be added to the teacher's desk as needed for one on one activities.
- Floor markings will be added to show teachers guidance when teaching.
- We will remove all classroom tables and replace them with a box desk or tablet desk for each student. (Where feasible)
- We will place the students' desks in a single file line in each classroom.
- We will place each row as far away from the other, with as much space as physically possible, leaving a minimum of 3 feet between each desk.
- All bookshelves will be removed from each classroom to make as much room as possible. One bookshelf will remain in each room behind the teacher's desk.

- All area carpets will be removed from each classroom to create more space.
- All one-on-one student work will be completed at the teacher's desk.
- All additional furniture will be removed from each classroom (chairs, couches, beanbag lounges, etc.)
- All appliances will be removed from each classroom (refrigerators, microwaves, coffee makers, etc.)
- All supplies will be labeled with the student's name and kept in each student's desk. Sharing of supplies will NOT be allowed.

COMMON SPACE

- Hallways will be marked down the center to establish two lanes in each corridor as well as directional signals indicating a one-way.
- A custodian will regularly visit and clean classrooms that have a single bathroom.
- Bathrooms in all hallways will be converted to maintain 6 feet clearance. Custodians will make a continuous loop of the building throughout the day, disinfecting bathrooms.
- During classroom trips to the bathroom, staff will monitor the number of students entering and exiting to prevent overcrowding.
- Classes will be assigned specific bathrooms for their use at the elementary level.
- Music class will be held in the classroom or outside on the blacktop - weather permitting. (music on a cart)
- Gym class will be taught outside, weather permitting or in the remaining area of the gym.
- Library time will be held in cohorts of the same class, and computers will be wiped in between each group. (Custodian staff will clean between classes)

ELEMENTARY SCHOOLS

- Lunches will be served in the cafeteria and eaten in the classroom.
- Each class will be assigned a time to pick up their lunches.
- All students with food allergies will eat with one friend in the cafeteria at assigned tables.
- Lunch recess will be held after lunch.
- All students returning to class from recess will return through their outside classroom doors where possible
- All classrooms with sinks will have students wash hands after entering.
- All students will wash their hands before exiting for recess after lunch
- Students will use hand sanitizer when entering the classroom from recess.
- Building Administrators will work with staff to schedule two 15-minute mask breaks.
 - One mask break should be between arrival and lunch a second break should be between lunch and dismissal.
 - Mask breaks will be taken outside weather permitting.
 - Mask breaks will be scheduled so that social distancing of a minimum of 6 feet can be maintained.

MIDDLE SCHOOLS

STUDENTS

- Backpacks will be utilized to avoid locker use as much as possible.

CAFETERIAS

- Seating will be altered to only allow for social distancing.
- Tents will be added for additional seating in the courtyards
- Tomlinson Middle School will use alternative seating areas

HIGH SCHOOLS

STUDENTS

- Backpacks will be utilized to avoid locker use as much as possible.

CAFETERIAS

- Seating will be altered to only allow for social distancing.
- Tents will be added for additional seating in the courtyards.

ADDITIONAL AREAS OF IMPORTANCE:

- All main entrance areas will receive signage that prohibits visitors from being able to enter the building if they are not feeling well. We will hang signs encouraging people to use hand sanitizer before entering the building as well as mount hand sanitizer dispensers outside of each building.
- For students who are being picked up before the end of the day: parents will request the student be dismissed from the intercom outside the school. A staff member will bring the student to the door for the parent.
- Visitors will not be permitted into school facilities unless scheduled to enter, or required by law, or otherwise required by a student's individualized educational plan.
- All buildings that do not have a secure vestibule will receive a plexiglass screen at the main contact area for visitors entering the building.
- All buildings will receive hallway markings to identify direction/ walkway lanes.
- Each sink location will receive handwashing decals with hand washing instructions and length of time.
- All buildings will receive hallway markings to identify direction and lanes in each hallway.
- Gyms will be divided in half to allow for furniture storage.
- All pedestal fans will be removed from the building.

APPENDIX E:

ADDITIONAL STATE GUIDANCE FOR PARENTS OPTING INTO REMOTE LEARNING

The Connecticut Department of Education (CSDE) released updated guidelines in a memo on July 22, 2020 entitled *“Temporarily Opting Into Voluntary Remote Learning Due to COVID-19”* which provides additional information for school districts on providing ongoing support to families and students who opt into this instructional model. Highlights of the memo include:

- 1) Schools are obligated to provide in-person schooling consistent with state and federal statutes and regulations.
- 2) Parents may temporarily opt into remote learning for their child(ren).
- 3) This voluntary family choice is the same as the opportunities provided when classes are cancelled for a broader population.
- 4) School districts should make every effort to provide a comprehensive remote learning experience, while also making sure parents are aware of any limitations that apply.
- 5) School districts are still obligated to provide access to educational opportunities to students where an existing legal requirement exists.
- 6) This guidance does not address the circumstances where a full remote learning model applies for all students.

NOTIFICATION REQUIREMENTS

Notification should include as much specific information as possible for families making this voluntary choice, including but not limited to:

- 1) Limitations that exist under the district’s planned remote learning programming (what will not be provided for students and families under this option).
- 2) The expectations for the family to supervise and support student attendance and engagement, as noted below.
- 3) That the nature of the voluntary remote learning programming may not result in matching instructional hours 1:1 with an in-person learning model and as such, identification of the anticipated active instructional time.
- 4) What model the district will employ.
- 5) Notify families that the school district’s remote learning programming is temporary, and it may not be available the full year.
- 6) Protocols regarding opting into remote learning and a local procedure to request parents provide notice if the student will return to in-person classes.
 - a. Providing schools a reasonable time for students changing their learning location will be of the utmost importance for proper planning.
- 7) Establish boundaries around opting into voluntary remote learning, i.e. the option be exercised as a full day, not selection of some classes in-person and others remote.
- 8) Confirmation that this voluntary family choice be clearly differentiated from the circumstance where classes are cancelled for a broader population, should public health data require it.

OBLIGATIONS OF THE PARENTS AND FAMILY

- 1) Families continue to have a legal obligation to engage in public school education unless the children are receiving equivalent instruction elsewhere (such as through home schooling or in non-public schools), as set forth in Connecticut General Statutes Section 10-184.
- 2) Parents who decide to opt into voluntary remote learning will also be expected to supervise and engage their children to fully and effectively access the remote learning programming that is offered through the public school district.

ENROLLMENT

- 1) Students opting to temporarily participate in remote learning programming remain enrolled in the school they otherwise would have attended, unless the families determine they will fully pursue homeschooling or other mode of education and un-enroll their children.
- 2) CSDE will be collecting student-level data that specifically identifies those who opt-in to remote learning programming.
- 3) All districts will be expected to track attendance on a daily basis for students who opt-in to remote learning.

CURRICULUM, PRESCRIBED COURSES OF STUDY, AND GRADUATION REQUIREMENTS

To the extent possible, curriculum and grade progression should be made accessible.

ASSESSMENTS

Students participating in remote learning programming will be expected to access statewide assessments **in-person**, unless the assessments are available remotely.

SPECIAL EDUCATION

- 1) In order for a district to provide a student with a free and appropriate public education (FAPE) and implement the students' individualized education program (IEP) as designed, special education and related services are typically programmed for in-person access.
- 2) This method of instructional delivery generally affords the student with the most equitable educational experience in the least restrictive environment (LRE).
- 3) The CSDE will be providing further guidance regarding special education students who voluntarily opt into remote learning.

LABS/ ELECTIVES/ EXTRACURRICULAR ACTIVITIES

- 1) While the curriculum and instructional practices are unique to each elective and extracurricular activity, some methods will be able to be delivered in remote, virtual settings.
- 2) School districts should determine the level of availability and notify parents and students of these options when they make their choice to opt into remote learning.
- 3) Districts may choose to require that, in order for students to participate in school activities not related to the core curriculum (such as extracurricular activities or electives); students must be attending in school in-person and not have opted into remote learning programming.

APPENDIX F: ELEMENTARY CLASSROOM PLAN WITH SOCIAL DISTANCING



APPENDIX G: MIDDLE/HIGH CLASSROOM PLAN WITH SOCIAL DISTANCING



APPENDIX H: COVID-19 DAILY SELF CHECKLIST

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

Print Name: _____ **Signature:** _____
(Parent/Guardian if child under the age of 18)

Date: _____

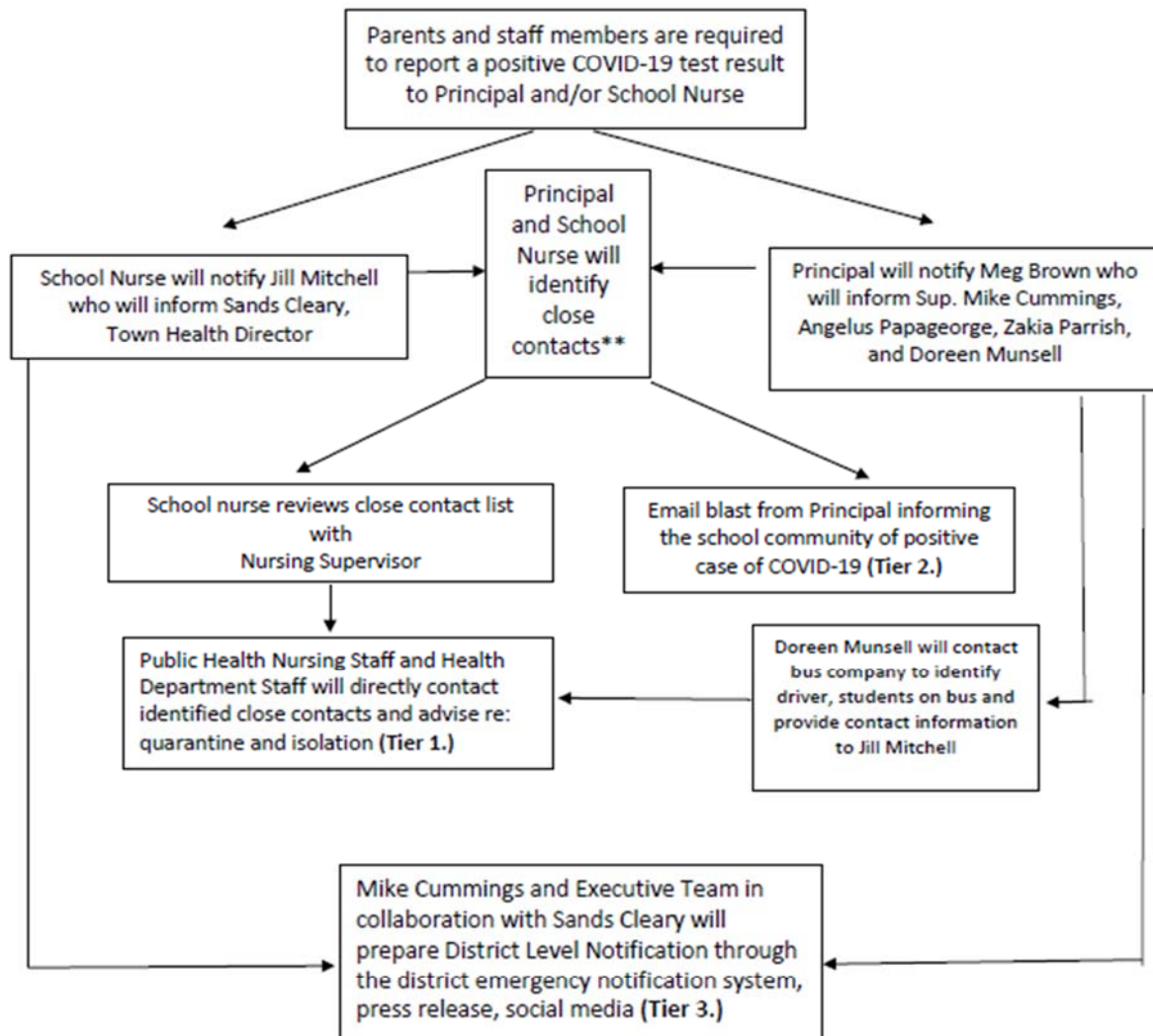
APPENDIX I

COVID-19 NOTIFICATION PLAN

COVID-19 NOTIFICATION PLAN FAIRFIELD PUBLIC SCHOOLS 2020-21 (DRAFT)

The goal of the COVID-19 Notification Plan is to provide a safe, rapid and efficient response to a report of a COVID-19 positive case in staff or students in individual school communities. The plan is based on a three-tiered response:

1. Direct Contacts; 2. School Level; 3. District level.



** Close contacts in the School setting as identified by CT may include 1. Teachers, classmates, bus drivers, students on bus, cafeteria workers. TBD State Health Department

District and School Contact Information

| Central Office | | |
|---|---|--|
| <p style="text-align: center;">Michael Cummings Superintendent of Schools (203) 255-8300 – Phone (203) 255-8245 - Fax</p> | | |
| <p style="text-align: center;">Angelus Papageorge Executive Director of Operations & COVID-19 Liaison (203) 255-8373</p> | <p style="text-align: center;">Colleen Deasy Executive Director of Personnel and Legal Services (203) 255-8462</p> | <p style="text-align: center;">Robert Mancusi Executive Director of Special Education (203) 255-8379</p> |
| <p style="text-align: center;">Doreen Munsell Executive Director of Finance and Business Services (203) 255-8303</p> | <p style="text-align: center;">Zakia Parrish Executive Director of Operations and Processes (203) 255-8372</p> | <p style="text-align: center;">James Zavodjancik Executive Director of Instruction, Curriculum, and Assessment (203) 255-8372</p> |
| <p style="text-align: center;">501 Kings Highway East Fairfield, CT 06824</p> | | |

| High Schools |
|---|
| <p style="text-align: center;">Greg Hatzis, Headmaster Fairfield Ludlowe High School 785 Unquowa Road Fairfield, CT 06824 (203) 255-7200- Phone (203) 255-7213 - Fax</p> <p style="text-align: center;">Paul Cavanna, Headmaster Fairfield Warde High School 755 Melville Avenue Fairfield, CT 06825 (203) 255-8354 – Phone (203) 255-8212 – Fax</p> <p style="text-align: center;">Gail Donowitz, Principal Walter Fitzgerald Campus 108 Biro Street Fairfield, CT 06825</p> |

(203) 255-8384 – Phone
(203) 255-8245 – Fax

Middle Schools

Colleen Banick, Principal
Fairfield Woods Middle School
1115 Fairfield Woods Road
Fairfield, CT 06824
(203) 255-8334- Phone
(203) 255-8210 - Fax

Megan Tiley, Principal
Roger Ludlowe Middle School
689 Unquowa Road
Fairfield, CT 06824
(203) 255-8345 – Phone
(203) 255-8214 – Fax

Anthony Formato, Principal
Tomlinson Middle School
200 Unquowa Road
Fairfield, CT 06824
(203) 255-8336 – Phone
(203) 255-8211 – Fax

Elementary Schools

Jason Bluestein, Principal
Burr Elementary School
1960 Burr Street
Fairfield, CT 06824
(203) 255-7385 – Phone
(203) 255-8244 – Fax

Deborah Jackson, Principal
North Stratfield Elementary School
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Fairfield, CT 06825
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(203) 255 – 8206 – Fax

Mimi Maniscalco, Principal
Dwight Elementary School
1600 Redding Road
Fairfield, CT 06824
(203) 255-8312 – Phone
(203) 255-8201 – Fax

David Hudspeth, Principal
Osborn Hill Elementary School
760 Stillson Road
Fairfield, CT 06824
(203) 255 - 8340 – Phone
(203) 255 – 8213 – Fax

Molly Farrell, Principal
Holland Hill Elementary School
105 Meadowcroft Road

Brenda Anziano, Principal
Riverfield Elementary School
1625 Mill Plain Road

| | |
|---|--|
| Fairfield, CT 06824 (203) 255-8314 – Phone (203) 255-8202 – Fax | Fairfield, CT 06824 (203) 255 – 8328 – Phone (203) 255-82074 – Fax |
| Anthony Vuolo, Principal Jennings Elementary School 31 Palm Drive Fairfield, CT 06824 (203) 255-8316 – Phone (203) 255-8203 – Fax | Kevin Chase, Principal Mill Hill Elementary School 635 Mill Hill Terrace Southport, CT 06890 (203) 255-8320 – Phone (203) 255 – 8205 – Fax |
| Teresa Gingrave, Principal McKinley Elementary School 60 Thompson Street Fairfield, CT 06824 (203) 255-8318 – Phone (203) 255-8204 – Fax | Ian Banner, Principal Roger Sherman Elementary School 250 Fern Street Fairfield, CT 06824 (203) 255 – 8330 – Phone (203) 255 – 8208 – Fax |
| Elizabeth McGoey, Principal Stratfield Elementary School 1407 Melville Avenue Fairfield, CT 06825 (203) 255 – 8332 - Phone (203) 255 – 8209 – Fax | Kristen Bruno Early Childhood Center at FWHS & Stratfield School Fairfield CT 06825 (203) 255- 8310 - Phone (203) 255 – 8290 – Fax |



**FAIRFIELD
PUBLIC SCHOOLS**