



MADISON PUBLIC SCHOOLS REOPENING PLAN

Every child, every day, leading the way

July 24, 2020

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LEA Name: Madison Public Schools

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NOTE: The Madison Plan has some additional information in the form of specifics from the district and building level work in addition to visual representations. We have attached it for your reference.

Priorities	District Plan
<p>Fall Reopening Model</p> <ul style="list-style-type: none"> LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps. 	<p>Madison Public Schools is preparing to have all students return for full-time instruction at the beginning of the 2020–2021 school year. Additionally, plans have been crafted to support a partial reopening and full distance learning at a future date if the public health data changes.</p> <p>Madison Fall Reopening Guiding Principles</p> <p>The plan was guided by three basic principles:</p> <ul style="list-style-type: none"> To attend to the safety of students, faculty and staff To promote emotional well-being, and To provide a responsive educational model to meet current conditions <p>The priorities and requirements identified in the Connecticut State Department of Education’s Plan <i>Adapt, Advance Achieve: Connecticut’s Plan to Learn and Grow Together</i> also serve as the basis for the Madison Public School - “Reopening our Schools” planning guide.</p> <p>IN-PERSON LEARNING - Minimal/No Spread of Virus (or Virus Contained), Student Attendance In School</p> <p>Based on the current lower levels of transmission of COVID-19, all students return to school in person as part of a full reopening...</p>

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	<ul style="list-style-type: none"> ● Cohort Model for Grades K-8, when feasible HS ● High School Cohort AM/PM model is in effect to honor course offerings while limiting exposure (pending State approval) ● In-person teaching provided to all students to the extent possible ● 6' Distancing, when feasible ● Staggered drop off and pick up times ● Masks will be required for students and staff ● Heightened health & safety protocols will be in place ● Students with underlying medical conditions may consider remote learning ● Students with special needs serviced as in IEP ● Parents encouraged to transport students to and from school ● Bus routes will run up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders ● Limited menu for bagged lunches and cohort eating ● Identification/isolation of sick students/staff ● Restrictions on group activities ● Virtual Clubs ● Maximize spacing of seating, as feasible ● Increased cleaning and sanitization protocols <p>HYBRID MODEL - Moderate Spread of Virus (requires adjusted schedule),50% Capacity, Cohort Attendance- 2 days in person, 3 days distance learning</p> <p>Based on higher transmission levels of COVID-19, the number of students in the school is reduced by 50%...</p> <ul style="list-style-type: none"> ● Students attend on A or B days, A days are for students with last name beginning A-L, B Days are for students with last name beginning M-Z, when possible ● Buses run as scheduled at 50% reduced capacity with protocols. ● In-person teaching provided to all students to the extent possible ● Distance Learning takes place on days when students are not in school ● Wednesday –full distance learning and small group breakouts for teaching and learning. ● Face coverings/masks for students and staff while inside school buildings ● Limited menu for bagged lunches and cohort eating ● Identification/isolation of sick students/staff ● Students who receive special education services may have adjustments to their service delivery based on their Individual Education Plans. ● Google Classrooms are all organized with the same expectations and design ● Restrictions on group activities ● Maximize spacing of seating as feasible ● Increased cleaning and sanitization protocols <p>DISTANCE LEARNING - High Spread of Virus or Cohort exposure</p>

Priorities	District Plan
	<p>to Virus (requires quarantine), 0% Student and Teacher Attendance /All Distance Learning</p> <p>Based on a widespread increase in transmission levels of COVID-19, <u>or</u></p> <p>Upon consultation with the Madison Health Director and district medical advisor...</p> <ul style="list-style-type: none"> ● Learning takes place at home for all students as a result of a classroom, school or district closure ● Length of closures can vary ● Synchronous and asynchronous teaching as scheduled ● Breakfast and lunch bags are available for pick up at DHHS under the bridge ● Bus transportation suspended ● Schedules are adjusted so all students are “in-school” during the same hours. ● Google Classrooms are all organized with the same expectations and design. ● All extracurricular activities, including sports suspended ● Students with special needs serviced as in IEP as amended per state guidance for distance learning. <p>Throughout the year, the Madison Public Schools will be prepared to adjust plans based on health indicators and guidance from state and local health officials (see chart below).</p> <p>HYBRID MODEL SPECIFICS</p> <p>Alternate school schedules that could be used if the State of Connecticut and/or local health officials place limits on student access to schools/busses due to surge of COVID-19 are listed below. When students are not in school, they are working at home with materials provided from the teacher and school. This schedule reflects consensus from most schools in the region in an effort to limit contagions, provide additional cleaning time, and continue to keep our students connected with in-person instruction to the extent possible.</p> <p>AA / Distance Learning/BB Days Weekly Schedule:</p> <ul style="list-style-type: none"> ● Monday & Tuesday - Student Group A (50% of Students) in school; components Livestreamed for group B at home. ● Wednesday - A & B Groups blended for Distance Learning with Teachers. Small Group breakout day. ● Thursday & Friday - Student Group B (50% of Students) in school; components Livestreamed for group A at home. <p>Assignments to Cohorts A and B: Cohorts were determined by identifying a consistent population to attend schools on A days and on B days. Groups were identified through examination of data to create an attendance that would keep households attending schools on the same days while balancing the school communities within the 50% guidelines. Students learning from home would access learning through a schedule of synchronous</p>

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	<p>lessons and asynchronous learning. This approach would keep classrooms with consistent cohorts and ongoing contact with teachers and classmates while honoring the importance of increasing social distancing.</p> <p>Wednesdays would be established days for distance learning and small group breakout groups informed by assessments and responding to all students' needs. Wednesdays will be designed to specifically address the needs of students in both synchronous and asynchronous distance learning. Guidance is expected from the state regarding how to provide small group instruction during in-person and distance settings.</p> <p>While A and B cohort days offer additional separation of school communities and breaks in direct person to person contact for five sequential days, Wednesdays can also provide opportunities for additional cleaning as buildings are not primary locations for instruction.</p> <p>Identification of gaps and specific student groups: The creation of lesson plans K-12 are being developed for delivery based on the SERC documents regarding race and ethnicity and supporting all abilities. In addition, we have added into the addendum of our plan a specific intervention plan for K-12 SST processes to follow for tiered support. All students have access to a variety of engaging activities and specific google classrooms for summer learning. Our extended school year services have been in-person or in distance as an option for our qualifying students with IEPs.</p>
<p>Temporarily Choosing Not to Participate</p>	
<ul style="list-style-type: none"> Plan for parents and students who may temporarily choose not to participate in the return to school. 	<p>Policies and regulations will be reviewed and revised as needed to provide appropriate response to attendance in light of the pandemic. State and legal guidance will provide an additional framework for students who temporarily choose to learn at home and attend school as a distance learner.</p> <p>Students with health concerns, illness, or quarantine recommendations from a healthcare provider or local health officials will participate in Distance Learning in which the student learns at home. This track aids in a return to school at the appropriate point after illness, quarantine, or when re-entry is deemed appropriate. In order to assure a fluid return to school, students will be provided access to both synchronous and asynchronous learning in Google Classroom. Students enrolled in Madison Public Schools will be held accountable to the Student Code of Conduct and standards for class completion and grading.</p> <p>Additional materials may be found on the Connecticut Learning Hub (currently under development).</p>
<p>School Liaison, Communications Plans, and Data Collection</p>	

Priorities	District Plan
<ul style="list-style-type: none"> ● Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse). ● Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families. ● Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments. ● Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols <i>prior</i> to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year. ● Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes. ● Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions. ● Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites. ● Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall. <ul style="list-style-type: none"> – This should align with the forthcoming CSDE District Reopen Survey 	<p>The district has identified Principal Frank Henderson and Coordinator of Nursing Services Stephanie Lesnik as the COVID-19 Health and Safety Compliance Liaisons. The Liaisons, along with the Superintendent of Schools, will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance. The Liaisons, along with the Superintendent of Schools, will support the implementation of these requirements, as well as, the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Madison Health department.</p> <p>All policies and protocols will be posted on the district website. Staff, students, and families will be notified directly via the district's eNotify email messaging system whenever policies and protocols are updated or changed. Families, staff, and the community will receive timely updates via the district's eNotify email messaging system, 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.</p> <p>The reopening plan, contact information for the Safety Compliance Liaisons, and additional resources will be posted on the Madison Public Schools website. The page will be directly accessible via a prominent button on the main landing page. A communication will be sent to the school community informing them of the page. Communication plans will be made available in relevant languages of families in the Madison community as well as accessible to those with visual and/or hearing impairments. All information will be posted on the district website.</p> <p>Changes to planning, changes in the status of the schools' schedules, and any school closures will be communicated directly from the Superintendent or his/her designee to the school community via the district's eNotify email messaging system. Families will also receive email communications from principals regarding any building-specific changes in practice prior to the start of and during the school year. A dedicated email address, MPSreopening@madison.k12.ct.us, has been set up for parents to email questions, suggestions, and concerns regarding reopening.</p> <p>The district is using a series of surveys to collect information from families prior to reopening. Surveys were sent in March and June 2020. A final survey prior to reopening will be sent to all families in August 2020. Surveys will be administered to families, students and teachers in the 2020/2021 school year. In addition, student focus groups will be conducted for younger student populations.</p> <p>Madison Public Schools will:</p> <ul style="list-style-type: none"> ● Continue parent communication via District E-Notify system and Madison Public Schools App that can be

Priorities	District Plan
	<p>downloaded at the Apple App store or on Google Play.</p> <ul style="list-style-type: none"> ● Send a third parent/guardian survey in early August 2020. ● Continue to use the dedicated email address for parents/guardians to submit questions, ideas and concerns on an ongoing basis. ● Student orientations and Open House nights will be developed in compliance with current guidelines and respond to the conditions that are present at that time ● In addition to the student population, measures for the control and prevention of disease will be communicated to the school community ● Develop a mini-series for parents on a variety of topics throughout the school year. ● Updated policies will be posted after the Board of Education adoption.

Operations Plan	District Plan
<p>Facilities</p> <ul style="list-style-type: none"> ● Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. ● Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. ● Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. ● Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. ● Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. ● Consider having training days and days to practice new protocols with staff only prior to having students enter the building. ● Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. ● Ensure training is provided to substitutes or others 	<p>Student desks and workstations will be spaced 6’ apart. All students facing the same direction where feasible in all classrooms. Where not feasible desks/workstations will be spaced 3’ apart and will have protective shields. Items have been removed from classrooms to create necessary space, non-essential items include: communal play items, community seating, soft seating, book shelves, easels, etc.</p> <p>Each building has a specific list, but other space will be repurposed for instruction including but not limited to:</p> <p>gymnasiums, art rooms, band rooms, cafeterias, library media centers, staff lounges, career centers and multi-purpose rooms.</p> <p>Protective carousels or shields will be placed on teacher and student desks or small group tables to maximize the space between the teacher and students where needed.</p> <p>All signs and messages related to the stopping of the spread of the virus will be in English, the appropriate language for our student population and will as well have graphics that depict the verbal message visually.</p> <p>Professional Development days will be added to the start of the school year in order to provide direct instruction on the processes and protocols associated with maintaining a safe school community. In the professional development dates provided prior to the opening of the schools, our staff will be trained on social distancing, cleaning protocols and good hygiene practices that include:</p> <ul style="list-style-type: none"> ● Covid-19 signs and symptoms ● Use of face covering ● Social Distancing

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<p>who may enter the school outside of the first day or typical calendar start.</p>	<ul style="list-style-type: none"> ● Hygiene practices (handwashing) ● Respiratory & Coughing Etiquette ● Cleaning Protocols ● Non-Sharing of Materials ● Traffic flow (i.e. one way walking, separate entrances/exits, etc.) ● Health Guidelines / Contact Tracing <p>The district will provide additional training as recommendations and public health data dictate.</p> <p>Prior to school opening, families and students will be provided with instructional videos and handouts on safety protocols including how to wear a mask, hand washing, social distancing, and pick-up/drop off protocols.</p> <p>In addition, student orientation across the district will include an in-person meeting (or virtual if current conditions dictate) based on staggered times and cohorts to orient students and parents to the expectations of the school community.</p> <p>Students will watch a video on safety protocols and student travel on the first day of school in their classrooms. A list of teacher instructional resources (books and videos) related to COVID topics have been compiled for use with students throughout the year.</p> <p>Madison students will be educated in the new expectations related to all public health policies and protocols to prevent the spread of disease upon arrival to school in their classrooms. Frequent verbal reminders will be in place and signage will be posted to help reinforce the new expectations. Training will be repeated as needed.</p> <p>In terms of substitute coverage, the district will be modifying the approach of using daily substitutes. The district will be using a hybrid plan of utilizing Para-Educators and Building substitutes to provide coverage for absent teachers. This approach will allow the district to maintain staff within existing school / student cohorts rather than having daily substitutes in the building.</p>
<p>Daily Operations</p>	
<ul style="list-style-type: none"> ● Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is <i>strongly encouraged</i> for grades K-8, and <i>encouraged where feasible</i> for grades 9–12. ● Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs. 	<p>Grades K-3</p> <p>Students in Grades K-3 will cohort with students from their general education, grade-level classroom. Students will stay with their cohort throughout the day- in class, for lunch, at recess, for dismissal, etc. All related arts subjects will be taught in the general education classroom setting. PE instruction will take place outdoors on the field (weather permitting).</p> <ul style="list-style-type: none"> ● PE instruction will take place outdoors on the field (weather permitting). ● PE will be held in the general education classroom if there is “bad weather.” ● Spanish, Art, Music and Health will take place in the general education classroom. ● Library will also be push-in, as the LMC will be closed to students.

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	<p>K-3 will use a 36-day rotation plan where each student will engage in one related arts subject at a time.</p> <p>Grade 4-5</p> <p>Each Brown “team” is divided into 2 cohorts. Those cohorts will receive instruction in their same cohort from all disciplines as well as the same related arts classes in a 45 day period.</p> <p>Grade 6-8</p> <p>Students are with the same cohort group 6 out of 9 periods (including lunch) or 67% of the day. The remainder of the time is dedicated to 3 periods of Related Arts per student selection.</p> <p>Grade 9-12</p> <p>Current model at Daniel Hand High School is as follows:</p> <ul style="list-style-type: none"> ● Students attend school 6 periods per day in a trimester schedule ● Class periods meet for just over 60 minutes ● Student choice drives scheduling and student earns an average of 29 credits upon graduation <p>Without the proposal (see below) as a consideration, the following conditions would be in place at the high school:</p> <ul style="list-style-type: none"> ● spacing in the building would require some instructional spaces to have students 3’ feet apart and provisions would be put in place to address proximity ● revision of student schedules ● limiting student elective choice ● limiting contact with specific locations in the building ● limiting student transitions over the course of the school day <p>High School Cohort proposal:</p> <ul style="list-style-type: none"> ● 100% of students attend school in person each day. ● The proposed model creates two cohorts of students identified as Cohort 1 and Cohort 2. ● Students who are at risk for being disengaged are seen personally every day ● Space could be provided for students who need additional supervision ● Due to lower enrollment, social distancing is achievable in classroom settings, during transitions, and during lunch periods. Faculty and staff will be able to achieve 6 ft. of social distancing with half of the student body on-site at any given time. ● 3 transitions instead of 6
Child Nutrition	
<ul style="list-style-type: none"> ● Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable must continue to determine eligibility for 	<p>While the district does not participate in the NSLP, the Madison Public Schools is committed to providing, at the District's expense, free and reduced price lunch to eligible students. Eligibility will be determined using the same standards and</p>

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<p>and make available free and reduced-price meals and snacks and free milk to all eligible students.</p> <ul style="list-style-type: none"> Schools and institutions must comply with the U.S. Department of Agriculture’s (USDA) regulations and policies for school meals and milk including the meal pattern requirements. Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods. 	<p>procedures that would have met the NSLP requirements.</p> <p>While the district does not participate in the NSLP, it is the intention of the District to provide students with high quality, nutritious meals. The meals provided will be similar to a typical Type A pattern meal with at least three of the five components.</p> <p>LEA funds will be used to support this effort. The District does not participate in the NSLP.</p>
<p>Transportation</p>	
<p>Low Transmission Risk</p> <ul style="list-style-type: none"> Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. 	<p>Low Transmission Risk:</p> <ul style="list-style-type: none"> Under this model, buses will be routed normally using the current three tier model. Passengers and drivers will wear PPE appropriately. All bus company employees will follow their own company policies regarding daily health screenings. Buses will be cleaned between morning and afternoon runs, as well as at the end of the operational day in accordance with bus company policies and procedures. Passengers will be required to load the bus from back to front, and exit the bus from front to back. Students will be asked to occupy the same seat consistently every day. All bus company policies and procedures referenced in this document will be reviewed by the Madison Health Department and posted on the District website. <p>Moderate Transmission Risk:</p> <ul style="list-style-type: none"> Under this model, 50% of students will attend school in person on their designated days. The District will use data collected from the August, 2020 parent survey to determine ridership participation. This information will be used to ensure that bus capacity* will not be exceeded. Passengers and drivers will wear PPE appropriately. Buses will be cleaned between morning and afternoon runs, as well as at the end of the operational day in accordance with bus company policies and procedures. Passengers will be required to load the bus from back to front, and exit the bus from front to back. Siblings will be asked to sit together. Students will be asked to occupy the same seat consistently every day. All bus company policies and procedures referenced in this document will be reviewed by the Madison Health Department and posted on the District website. <p><i>*the number of students able to occupy the vehicle and maintain required social distancing.</i></p>

Health Practices and Protocols	District Plan
<ul style="list-style-type: none"> ● Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols. ● Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to: <ul style="list-style-type: none"> ● social distancing; ● frequent hand washing and use of hand sanitizer; ● use of face coverings that completely cover the nose and mouth; ● respiratory and cough etiquette; and ● enhanced cleaning/disinfection of surfaces. ● Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/ foot-pedal trash cans. 	<p>Students and families will be provided with instructional safety videos, protocols, and relevant policies prior to the first day of school. These will be created by the health staff and distributed through an eNotify from each building.</p> <p>Staff, students, and families will be provided with video and handouts on preventive measures for spreading disease utilizing tools from the CDC, State of Connecticut, and school nurse staff. Staff will complete safe schools videos on safety practices.</p> <p>We will follow CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes:</p> <ul style="list-style-type: none"> ● We will clean and disinfect the bathrooms before school opens and again during the day and as needed. Written logs will be kept. ● All high touch areas including the bathroom will be disinfected 3 times a day - before school, middle of school and after school is out. ● Hand sanitizers will be at every school entrance and in every classroom.
Reporting Illnesses and Addressing Vulnerable Populations	
<ul style="list-style-type: none"> ● Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. ● Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. ● Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> - Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. ● Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. 	<p>District will communicate to families about a child that may have symptoms consistent with COVID-19. - Students or staff should stay home if he or she is feeling sick or has recently had close contact with a person with COVID 19. - Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their healthy (14 days)</p> <p>If a student has COVID 19, they need to contact the school nurse who will inform the compliance liaisons and report weekly to the superintendent, assistant superintendent, and Director of Special Education. If a staff person has COVID 19, they contact their school administrator who will inform the human resources department.</p> <p>Parents to be provided with a communication to identify COVID Symptoms and when to stay home. Flow Chart to be shared with families. (see Appendix 1 and 2 of our Public Plan) of the parent plan) COVID 19 Symptoms Fever or chills Cough Shortness of breath or difficulty breathing Fatigue Muscle or body aches Headache New loss of taste or smell Sore throat Congestion or runny nose Nausea or vomiting Diarrhea</p> <p>A communication to parents (see Appendix 2 of our Public Plan) will be provided about self-assessments for students prior to arrival to school. CDC's criteria can help inform when employees should return to work if they have been sick with COVID-19 or recently had close contact with a person with COVID-19.</p> <p>If students or staff has a temperature of more than 100 degrees</p>

Health Practices and Protocols	District Plan
	Fahrenheit they will be sent home. Staff and families will be provided with COVID-19 symptoms.
Social Distancing	
<ul style="list-style-type: none"> Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. 	<p>In addition to the social distancing that has been outlined in the layout of classrooms, hallway traffic flow, posted signage, use of masks and barrier shields students and staff will be educated at the start of the school year on the importance of this expectation. School arrivals, dismissals and class transitions are being modified to maximize distancing between groups. Students with special health care needs or disabilities will be accommodated.</p> <p>Materials Handling: Each school building has prepared by purchasing individual student use materials, so that sharing of materials is limited. Some materials will be distributed to homes in the event that distance learning is required. Materials for our youngest learners will include home sets of math manipulatives for key aspects of the instructional program. Textbooks and library materials follow the collection and cleaning protocols from the Library.</p>
Use of Face Coverings, Masks, and Face Shields	
<ul style="list-style-type: none"> Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance. For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. Be prepared to provide a mask to any student or staff member who does not have one. 	<p>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. An MD Note documenting this must be submitted to the building school nurse.</p> <p>“Mask Breaks” will be provided during the day. Schools will provide a break away lanyard for students to remove masks without the need to place them on a surface. This allows for greater opportunities to use outside and large spaces for mask breaks.</p> <p>Parents will be responsible for providing students with face coverings or masks. We also encourage students to bring an extra mask to school daily. Schools will have backup disposable masks available for students who forget them. Bus drivers will have a limited number of disposable face coverings on board in the event a student forgets their face covering or the face covering is soiled or damaged during the bus run. (See Appendix 3 of our Public Plan for our MASK Protocol)</p>

Health Monitoring Plan	District Plan
Planning and Distribution of Information	
<ul style="list-style-type: none"> Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. 	<p><u>If any student presents with COVID symptoms, the school nurse will follow-up with the student until they are well or have a negative COVID 19 test.</u> (See Appendix 1 of our Public Plan) Prevention of spreads include practices such as wearing a face mask, social distancing by six feet, and cohorting when feasible. in addition, educating students on safety practices, such as washing hands, coughing, and sneezing etiquette, as part of their</p>

Health Monitoring Plan	District Plan
	routines

Containment Plan	District Plan
<ul style="list-style-type: none"> ● <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i> ● Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> ● Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. ● Identification of a response team within the school and LEA with specific responsibilities. ● Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. ● Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. 	<ul style="list-style-type: none"> - If a student or staff member has COVID 19, the building administrator will notify the compliance liaisons who will communicate with the central office. - Staff and students should stay home if they have a tested positive or are showing symptoms of COVID-19 by using the flowchart as a guide. - Staff and students that present symptoms consistent with COVID-19 in school will be sent home. (See Appendix 1 in our Public Plan) -Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health for 14 days. - Staff and students that tested positive for COVID-19 can return to school when they have remained quarantined for 10 days, have no fever for 24 hours without the aid of fever reducing medicines. . (See Appendix 1 in our Public Plan). - Any students or staff that appear to have symptoms that possibly could be COVID-19 will be instructed to contact their primary medical doctor. - Students or staff who have a positive COVID-19 test will be contact traced through the Department of Public Health. - The Public Health Department will notify the superintendent and compliance liaisons of any staff or student cases in the district. - The District will follow the flowchart for the next steps based on the case and who was exposed. (See Appendix 1 of Public Plan for District Exposure Protocol) <p>Each school has identified a response team for COVID 19 cases which includes the school nurse.</p> <p>COVID 19 Symptoms</p> <ul style="list-style-type: none"> ● Fever or chills ● Cough ● Shortness of breath or difficulty breathing ● Fatigue ● Muscle or body aches ● Rash/Chilblain Foot rash ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea

Containment Plan	District Plan
	<p>Each building has designated a space for an isolation area. Heppa Air Filters have been purchased for these areas. Each isolation room will have a window in the door. There will also be a designated bathroom available if a student who is in isolation needs to use the restroom. The bathroom will be closed for the rest of the day.</p> <p>The district will monitor any student or staff who has COVID 19 symptoms. To return to school, the students and staff must fulfill the requirements of the published flowchart (see Appendix 1 of the Public Plan).</p> <p>Student: If a student is out sick or sent home for COVID 19 symptoms (which are not otherwise explained by a preexisting condition), the school nurse will be informed of this absence. The school nurse will contact the family daily for updates. The student will be able to return to school upon fulfilling the requirements of the flow chart.</p> <p>Staff: If a staff member reports they are sick, they will be required to state if they are out with COVID 19 symptoms. Human resources will monitor the staff. Staff will be able to return to school upon fulfilling the requirements of the flow chart.</p>

Cancellation of Classes, Remote Learning, and Reopening Plans	District Plan
<ul style="list-style-type: none"> ● <i>The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.</i> ● Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants. ● Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations. ● Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. ● Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely. 	<p>Exposure Plan has been drafted to include the following steps:</p> <p>Building Principal or Building Nurse request documentation of positive test results for student/staff member.</p> <p>Building principal immediately notifies:</p> <ul style="list-style-type: none"> ● The Superintendent ● The Madison Director of Health ● The Compliance Liaison <p>On a case-by-case basis, the decision is made to close the school for 2-5 days</p> <p>The Superintendent then contacts the following:</p> <ul style="list-style-type: none"> ● The Director of Administrative Services - who contacts the Food Services and Transportation Department heads ● Director of Facilities ● Director of Athletics (if Polson MS and Daniel Hand HS are exposed) ● Director of Human Resources ● Communications Manager to draft an e-notify to immediately advise parents-guardians-staff of exposure and intended temporary closure for cleaning and sanitizing

Cancellation of Classes, Remote Learning, and Reopening Plans	District Plan
	<ul style="list-style-type: none"> The CSDE to report school closures <p>Teachers and students will transition to remote learning, via Google classroom.</p>
Future Planning for Remote Blended Learning	
<ul style="list-style-type: none"> Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. <ul style="list-style-type: none"> Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model. Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. 	<p>Google Classrooms will be organized in a uniform fashion across grade levels, content and disciplines. The classrooms will reflect the same content across the week for a selected course or grade level. Teachers will use common modules to assure equity and continuity in the instructional content as each week is planned to address standards. Schedules will reflect in-time learning blocks when a student will need to access live sessions during the school day when learning remotely. Students who attend in-person have the same model of instruction. If the class, school, or district needs to go into the most restrictive model of distance learning, the teaching and learning model is established and learning continues despite the change of physical plant. Expectations and routines will be consistent.</p> <p>The district is using a series of surveys to collect information from families prior to reopening and after reopening. Surveys were sent in March and June 2020. A final survey prior to reopening will be sent to all families in August 2020. Surveys will be administered to families, students and teachers in the 2020/2021 school year. In addition, student focus groups will be conducted for younger student populations.</p> <p>Modules are used for consistency in instruction-regardless of setting. MPS plan is posted and sent to parents. Communication plan at the start of the document is established.</p>

Academics	District Plan
Special Education	

Academics	District Plan
<ul style="list-style-type: none"> ● Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. ● Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed. ● Do not make programming decisions based on a student’s disability category. However, the nature and/or severity of a student’s disability may require unique considerations. Protocols should consider the student’s developmental level and skills. ● Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing. 	<ul style="list-style-type: none"> ● Madison Public Schools has developed a reopening plan with the understanding that there has been no waiver of requirements under Individual with Disabilities Education Act (IDEA). The plan addresses implementation of the Individual Education Plan's (IEP) to assure a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) while focusing on health and safety precautions. ● The District has placed a priority to provide in person instruction for students with disabilities to the maximum extent possible in the different models based on a student's individual service hours and needs. Any modification to the service hours or goals will be made by the Planning and Placement Team (PPT) process which will be based upon a file review, use of the district guiding document, and assessments (as needed). ● Parents may opt into virtual instruction and specialized instruction and related services will be provided via synchronous instruction, if needed. Planning and Placement Teams (PPT) will meet to review the student's current performance and adjust the IEP if appropriate. ● The District is waiting for additional guidance from the CSDE on writing IEP's for the Fall 2020. <p>In the fall, the district will complete assessments on all of the individuals with IEP's.</p> <ul style="list-style-type: none"> ● If the students did not receive initial or triennial testing due to the COVID 19, the testing will be completed promptly at the beginning of the school year. ● Students who turned 3 years old during the COVID closure will be tested and a PPT will reconvene prior to September 1st to determine if they qualify for an IEP. <p>The special education department will develop a committee to review guidance, policies, and programming for students with 504 plans and IEPs considering all three models. The development of the plan will include parent and student input. Recognizing that students with disabilities are general education students first, the plan ensures access to general education curriculum and classrooms to their greatest extent possible. The district will continue to provide a LRE continuum of service delivery including coteaching, push-in instruction, small group instruction, and individual instruction as determined by a students IEP. The district has designed and utilized virtual instruction which has been made accessible to all students with disabilities who have an IEP or 504 Plan.</p> <p>Re-entry plans to school will be designed on an individual basis. The district will be flexible with the in-person and virtual instruction as needed for each student. All students will have access to general education and special education materials which are accessible to them.</p> <p>When feasible, the district will deliver special education and related services to groups from the same cohort.</p>

Academics	District Plan
	<p>A guiding document for determining which students would benefit for the maximum of days possible during distance learning. PPT Teams will continue to provide individual services based on a students present level of performance, goals and objectives, and services hours.</p> <p><u>PPT Guiding Document</u></p> <p>The purpose of this document is to assist the PPT Team in determining if a student requires four days of in-person instruction during the time the district is in a blended learning model.</p> <p>Questions to be asked with Yes or No responses determined and notes taken:</p> <ul style="list-style-type: none"> • During Distance Learning, was the child not able to maintain progress towards goals and objectives? • During Distance Learning, was the child unable to fully participate in virtual small group or individual sessions? • Does the child have related services four or more days a week? • Does the child have a behavior intervention plan? • Does the child receive services or instruction which cannot be provided virtually? <p>*If there are two or more “Yes” comments the PPT Team should consider educating the child in-person to the maximum extent possible.</p> <p>PPT Team determined:</p> <ul style="list-style-type: none"> • Blended Learning Model is appropriate to meet the child’s educational needs. <u>OR</u> • Blended Learning Model is not appropriate to meet the child’s educational needs and they will be educated in-person to the maximum extent possible.
<p>English Learners (ELs)</p>	
<ul style="list-style-type: none"> • Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school 	<p>For English Learners (EL), a variety of services will be provided including, but not limited to:</p> <ul style="list-style-type: none"> • Outreach to families to determine WiFi need and to encourage the pick-up of Chromebooks for their students. • Initial confirmation that parents of younger students were able to access Google Classroom and when needed support parents to get them started . • Ongoing daily 1x1 or 1x2 EL support for a cohort of identified students • Ongoing biweekly EL support for a cohort of identified students • Ongoing Parent Outreach, Communication and Support • Translation and Interpretation of Parent Communication • Direct Delivery of curriculum or resources and pick up of completed work for “turn in”

Academics	District Plan
<p>buildings, language instruction education programs must continue</p> <ul style="list-style-type: none"> ● Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school’s designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. ● Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation. ● Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP. 	<ul style="list-style-type: none"> ● Teacher outreach and communication <p>In addition to the above supports, English Learner’s Summer Support is being provided to all EL students through access to a Google Classroom where a certified EL staff member is fielding questions and posting summer opportunities for learning. In addition, some students identified at most risk are receiving direct teaching within the Google Classroom from July 6th - August 6th.</p> <p>The district has also obtained subscriptions for ELs in Lexia, IXL Read Live, Raz Kids and “Off 2 Class” ESL instruction platforms.</p> <p>For the fall, these additional materials are on order:</p> <ul style="list-style-type: none"> ● Headphones with microphones for all EL students for EL direct instruction ● Individual and personal manipulative and instructional materials for K-3 ELs ● Continued subscriptions to additional resources. <p>We are not required to offer bilingual education. In Madison, we have a small number of students requiring EL services and the spoken languages are varied.</p> <p>The district will communicate with parents and guardians that have limited proficiency in English in a language they understand. To help achieve this, the following steps will be taken:</p> <p>A flag will be placed on our EL student profile sheet in our SIS (Infinite Campus). The flag will indicate to educators those students whose families have a home primary language other than English.</p> <p>We will inquire about the language EL families would choose for home/school communication;</p> <p>We will contract with a translation company to translate e-notifies (or an app) into primary languages that are requested.</p> <p>To better provide for our EL students with disabilities, our district EL teacher has attended a two day virtual PD about supporting ELs with disabilities.</p> <p>General education teachers and special education teachers were in communication during Distance Learning. The English Language teacher attends virtual SST meetings and PPTs as indicated. Interpreters or a service is provided as needed.</p>

Family and Student Engagement	District Plan
<p>Family Support and Communication</p> <ul style="list-style-type: none"> Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. 	<p>Creation of Parent Mini- Webinar Series to address safety protocols, as well as additional COVID related topics (social-emotional support, executive functioning, technology assistance, and more).</p> <p>Continue parent communication via District E-Notify system and MPS App.</p> <p>Continue building level parent communication via District E-Notify system.</p> <p>Two parent surveys were sent- March 2020, June 2020. A third is planned for early August 2020.</p> <p>A special email contact has been set up for parents to submit questions, ideas and concerns on an ongoing basis.</p> <p>Continue parent communication via District E-Notify system and MPS App.</p> <p>Continue building level parent communication via District E-Notify system.</p> <p>Summer orientations and an Open House Night will be planned for each school.</p> <p>A list of teacher instructional resources (books and videos) related to COVID topics have been compiled for use with students throughout the year.</p> <p>We will post on our MPS website.</p>
<p>Social-Emotional Learning (SEL) and Mental Health</p> <ul style="list-style-type: none"> Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. 	<p>Madison continues to engage in a thoughtful and systemic approach to social-emotional learning and wellness. The task force for social connections was developed to create connectedness during a time of social distancing. As a K-12 committee, staff members are actively working to create lessons for each level. The first week of school will include these lessons and activities for all students to engage in a meaningful way with peers and staff. The lessons will be delivered in the classroom or in structures like Advisory (PAW groups at the high school level).</p> <p>The CSDE had established social and emotional well-being as a priority before COVID-19 as it recognized that these are key elements for learning and ultimately improving students' school and life outcomes. The COVID-19 related trauma, anxiety, and distance from the relationships formed at school during the long period of class cancellation have intensified the need for quality social-emotional support for students as well as educators.</p> <p>The Madison Public Schools is committed to supporting our students and their families through the process of reopening schools in the fall as well as through any shifts in the learning model throughout the school year. Supports will be focused on the whole child and in direct alignment with the requirements</p>

Family and Student Engagement	District Plan
	and guidance from the CSDE.
After-School Programming	
<ul style="list-style-type: none"> Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing. 	<p>Although Madison does not receive funding/grants from the State Department of Education for after-school programming, we do have a community need for before-school and after-school care. The Madison Department of Recreation runs programs in 3 of our buildings: Jeffrey, Ryerson and Brown. Programs open before school and are open after school hours. The Director will meet with each building principal to examine space and safety protocols. We plan to continue our services through the Department of Recreation during the 2020-2021 school year.</p> <p>After school programs will follow the requirements outlined above to maximize social distancing including the use of masks/ face coverings.</p>

Career And Technical Education	District Plan
<ul style="list-style-type: none"> Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. 	As part of the regular student cleaning protocols in CTE, students will clean the equipment they use upon moving to another station with disinfecting wipes.

Staffing and Personnel	District Plan
Certification and Personnel Planning	
<ul style="list-style-type: none"> Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. 	<p>The district is working with its Human Resources Department along with counsel from Shipman and Goodwin to comply with all legal and regulatory requirements related to personnel including EEOC, ADA and COVID-19 guidelines. The district has conducted an initial survey with staff under EEOC guidelines regarding their ability to return to work.</p> <p>The district will appropriately follow up with affected personnel to outline their rights under COVID-19 leave (FFCRA), FMLA and/or ADA.</p> <p>The district will work with staff to determine level of engagement, possible work adjustments and substitute coverage as needed.</p> <p>The district will be modifying the approach of using daily substitutes. The district will be using a hybrid plan of Para-Educators and Building substitutes to provide coverage for absent teachers. This approach will allow the district to maintain staff within existing school / student cohorts rather than having daily substitutes in the building</p>

Staffing and Personnel	District Plan
Professional Development	
<ul style="list-style-type: none"> ● Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data. 	<p>The district will be providing training to all staff during professional development days at the start of the school year including the following topics:</p> <ul style="list-style-type: none"> ● Covid-19 signs and symptoms ● Use of face covering ● Social Distancing ● Hygiene practices (handwashing) ● Respiratory & Coughing Etiquette ● Cleaning Protocols ● Non-Sharing of Materials ● Traffic flow (i.e. one way walking, separate entrances/exits, etc.) ● Health Guidelines / Contact Tracing <p>The district will be using an online training platform, Safe Schools, to provide this training for all staff and school nurses will also be available in the schools to provide in-person training as needed. The district will provide additional training as recommendations and public health data dictate.</p>