

Connecticut LEA Reopening



This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan — [Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together](#). In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach.

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

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

Additional Details:

Plans should be submitted in font size no greater than

11pt, in PDF format. Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

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

LEA Name:	Ansonia Public Schools
Reopening Plan Point of Contact:	Dr. Joseph DiBacco
Contact Email:	jdibacco@ansoniam.org
Contact Phone:	(203) 736-5095
LEA COVID-19 Health and Safety Compliance Liaison:	Assistant Superintendent – Steve Bergin until we hire our HR Director who will be the COVID Liaison
Liaison Email:	sbergin@ansoniam.org

If schools plan to iterate and/or improve their plan as a result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above. This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan — Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.

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

Priorities	School Plan
<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. 	<ul style="list-style-type: none"> • Ansonia Public Schools (APS) has a plan in place to have all students returning to school every day for in-person learning in the fall. • The district will monitor the weather conditions, early dismissal or distance learning will be considered. <p>If the state requires a hybrid model, APS will offer onsite classes for a cohort of students Monday and Tuesday, and a second cohort of students Thursday and Friday. All students will participate in distance learning on Wednesday. This model will have both cohorts participating in onsite learning 2 days a week and distance learning 3 days a week. This model will allow us to reduce school population in half and allow more space for social distancing. Elementary school will cohort onsite by dividing the classes in half. Middle schools will divide teams in half and high schools will divide the total population in half. High school will be split in half alphabetically. The first half will attend Monday and Tuesday. Wednesday we will go virtual and to clean the building out. Thursday and Friday the second half of the alphabet will enter the building. We will start with a day one followed by a day two. Both cohorts will do a day one and two. The next week both cohorts will go through a day three and day four. Teachers will use these days for direct instruction. We will also run an advisory schedule for mental health supports. Virtual assignments will also be given/discuss during in person days.</p> <ul style="list-style-type: none"> • APS is prepared to transition to a distance learning model. Ansonia will use the foundational elements of their distance learning plan that was launched in spring 2020. In addition, staff will provide regular Google Meets to ensure consistency of instruction and student understanding of new learning. • Ansonia has multiple data points, including STAR Benchmark assessments, SBA Interim assessments and data from digital content, that were used throughout the distance learning period. In addition, students will be taking the STAR assessment in the fall. We will use these data points to identify students who need additional support.

<p>Temporarily Choosing Not to Participate</p> <ul style="list-style-type: none"> Plan for parents and students who may temporarily choose not to participate in the return to school. 	<ul style="list-style-type: none"> Parents may temporarily choose to have their children participate in a distance learning program. Due to cohorting, class sizes, staffing and continuity of learning, students will remain in distance learning until the end of the marking period/semester for consistency of instruction A family may choose to return to on-site learning by contacting the Office of Registrar. Secondary school courses will be offered to the extent that classes are available.
<p>School Liaison, Communications Plans, and Data Collection</p> <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"> COVID-19 Healthy and Safety Compliance Liaison Stephen Bergin, Assistant Superintendent Phone: 203-736-5095 APS will communicate with families through School Messenger and other media Messages are sent in English and Spanish Weekly, the schools will share health and learning updates APS Staff communication will be provided through Building Administrators and District Supervisors Updates will continue to be posted on the Ansonia Public Schools' district website Changes in policies, cancellation of classes or other changes and restrictions will be shared with the community on the district website Families and staff were surveyed to share their feedback about school reopening Families and staff were also surveyed about returning on-site in the fall and the need for student transportation.

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

Operations Plan	School Plan
<p>Facilities</p> <ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. • Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. • Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. • Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. • Consider having training days and days to practice new protocols with staff only prior to having students enter the building. • Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. • Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start. 	<ul style="list-style-type: none"> • All desks/tables face forward • Remove all area rugs • Class sizes not to exceed 25 students in core areas • Class cohort will have access to sinks with soap and paper towels, and/or hand sanitizer • Use outdoor instruction areas when feasible • Stop the Spread signage will be posted in every classroom in English and Spanish • Wash Your Hands signage will be visible in all restrooms and near sinks • All air hand dryers have been disabled; touchless devices will be added. • Water fountains will be disabled and students will be asked to bring a labeled clear water bottle. • Daily morning announcement reminders will include Stop the Spread messaging • HVAC contractor (CTC) was contracted to confirm systems are operating per state guidance • HVAC systems will be kept running all hours that the school building is occupied, including two hours before and after • All classroom and office doors will be maintained open and in the locked position to minimize contact with touchpoints • Environmental engineering firm is scheduled to provide professional learning for custodial staff on COVID-19 cleaning procedures • All staff will complete COVID-19 online training course • Refresher information will be shared at monthly faculty meetings • Updated CDC guidance and training will be available to students and families on the Ansonia Public Schools’ website • To meet new cleaning guidance from

	<p>DPH, 4 additional hours of custodial coverage at all schools and programs are being added</p> <ul style="list-style-type: none"> • Schools will assign bathrooms available for student use • Working with the Valley Health Department, APS restructuring nursing suites to meet COVID-19 requirements.
<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 strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12. • Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs. 	<ul style="list-style-type: none"> • All policies within this plan will be applied to before and after school programming. • Elementary students will remain in cohorts to the greatest extent possible • Middle school teams will cohort to the greatest extent possible • Where feasible, establish cohorts in grades 9-12 • Outdoor spaces will be utilized by building staff • Lunch • Reduce capacity of cafeteria-increasing the number of lunch waves. If we cannot successfully utilize the cafeteria we will have students eat in their classrooms for breakfast and lunch delivery. • Staggered seating in cafeteria to maximize distancing • Cleaning and sanitizing tables and seating between lunch waves • Grab and Go lunches will be served. • Students will wear mask coverings until they are seated and eating at a table • To the greatest extent possible we will identify school entrances and exits in buildings for grade level in order to reduce hallway traffic (building dependent) • Our goal is to provide all students with a device by the first day of school (items are backordered presently) • All teachers will set up a Google Classroom the first week of school and maintain the online presence so that all are prepared if we need to transition to different model • All students will access digital content beginning the first week of school, which will allow for a smooth transition to distance learning if needed • Regular communication with local health officials will allow for any

	<p>necessary rapid changes</p> <ul style="list-style-type: none"> • Installing markings on floors illustrate foot-traffic expectations • School staff will keep traffic moving in stairways and hallways • Students will wash or sanitize their hands throughout the school day • Time outside will be maximized weather permitting – increased breaks to allow for mask breaks. • Extended day programs in school buildings will be available following state guidelines • The district volunteer program has been suspended until further notice • Outside professional development providers will offer services online • No visitors or field trips until further notice. • Any parent entering a school will follow Valley Health Department guidelines • All parents must have a scheduled appointment • Health Department screening questions will be used before any parent appointments • Deep cleanings will be scheduled when students are not in session
<p>Child Nutrition</p>	
<ul style="list-style-type: none"> • Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students. • Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. • Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods. 	<ul style="list-style-type: none"> • All Ansonia Public School students receive no-cost breakfast and lunch • The district is investigating a possible federal waiver that would allow Grab and Go lunch and breakfast options for secondary students at dismissal • APS complies with the U.S. Department of Agriculture's regulations and policies for school meals and milk, including the meal pattern requirements • APS participates in the NSLP and provides accurate counting and claiming methods

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Operations Plan, continued	School Plan
<p>Transportation</p> <p>Low Transmission Risk</p> <ul style="list-style-type: none"> Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. 	<p>Low Transmission Risk</p> <ul style="list-style-type: none"> Minimizing the number of students on elementary buses by asking families that can transport their child to do so. Masks will be provided for any student who does not have a mask when entering the bus. Mask must completely cover the nose and the mouth while on the bus Buses will be loaded from the back to the front and then unloaded in an orderly fashion upon arrival at the school We will try to acquire monitors to assist with assigned seating arrangements and with mask wearing. Windows on the buses will be kept open <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> Reduced capacity of riders Students will be assigned seats and family members will sit together Masks will be provided for any student who does not have a mask when entering the bus. Mask must completely cover the nose and the mouth while on the bus Buses will be loaded from the back to the front and then unloaded in an orderly fashion upon arrival at the school Windows on the buses will be kept open

Health Practices and Protocols	School 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>Hygiene APS will:</p> <ul style="list-style-type: none">• Utilize the section of this plan titled “Wellness” to engage students in SEL that reinforces classroom agreements, lessons and restorative circles focused on social distancing, wearing face masks, and other hygiene practices to prevent and reduce the spread of germs and viruses. These plans will be embedded within everyday learning, reviewed and adjusted on a frequent basis.• Teach and reinforce hand-washing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.<ul style="list-style-type: none">○ If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).• Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.<ul style="list-style-type: none">○ If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).• Hand Sanitizing Stations at the school entrances and staff will monitor hand sanitizing and use of masks as students/staff enter the building.• Sanitizing Stations and/or soap/water available in classrooms and regular hand sanitizing breaks are integrated into the school day, and for specific circumstances (e.g. after sharing any items, touching face, before/after bathroom use, etc.)• Schools will be cleaned/disinfected per state guidelines, especially high touch areas, bathrooms classrooms and buses.

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Health Practices and Protocols, continued	School Plan
<p>Reporting Illnesses and Addressing Vulnerable Populations</p> <ul style="list-style-type: none"> • Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. • Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. • Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. • Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. 	<ul style="list-style-type: none"> • All parents/guardians should screen students daily for any observable illness, including sore throat, cough, shortness of breath, respiratory distress, chills, loss of taste, muscle aches, and to confirm temperature below 100 degrees Fahrenheit. • All staff will self-screen for any observable illness, including sore throat, cough, shortness of breath, respiratory distress, chills, loss of taste, muscle aches, and to confirm temperature below 100 degrees Fahrenheit. • In addition to the health office, APS will identify an isolation room for holding students/ staff members who exhibit symptoms consistent with COVID-19, until a parent/guardian arrives or otherwise approved to leave the premises consistent with guidance provided by the Naugatuck Valley Health Department. Students will not be left unattended in an isolation room.
<p>Social Distancing</p>	<ul style="list-style-type: none"> • APS has designed strategies, activities, and requirements (located in the SEL section of this plan) to assist staff and students to maintain social distancing between individuals to reduce the transmission of the virus per the public health guidelines in place at that time (due to the broad range of activities that occur in the school setting and the fact that each school facility is different, guaranteeing a particular distance from others may not be possible 100% of the time. • APS will strive to maintain the recommended social distancing to the maximum extent possible under the circumstances presented.

<ul style="list-style-type: none"> Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. 	<ul style="list-style-type: none"> APS will increase the space between desks. We will rearrange student desks to maximize spacing. We will try to maintain the greatest distance between student desks. <ul style="list-style-type: none"> Appropriate social distancing strategies should be implemented allowing for the greatest physical distance between individuals.
<p>Use of Face Coverings, Masks, and Face Shields</p>	
<ul style="list-style-type: none"> Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance. For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. Be prepared to provide a mask to any student or staff member who does not have one. 	<ul style="list-style-type: none"> All students and school personnel must always use a face mask while on school property. Parents will be asked to provide masks daily for their children and staff will be asked to provide their own masks daily, however, schools will provide a mask for any student or staff member needing one. Bus drivers will also have a supply on their buses to provide students without masks. Face masks will not be required for: Anyone who has trouble breathing or is unconscious; Anyone who is incapacitated or otherwise unable to remove the face covering without assistance; and for special education needs that prevent them from safely and consistently wearing a face mask.
<p>Health Monitoring Plan</p>	
<p>Planning and Distribution of Information</p>	
<ul style="list-style-type: none"> Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. 	<p>The School Nurse's Office will be designed based on space to reduce the spread of infectious illness, protect the staff/students, and minimize exposure to illness with the following strategies:</p> <ul style="list-style-type: none"> Isolation rooms will be created for students/staff with suspected COVID-19 symptoms to wait for pick up. Separate waiting areas for students with non-COVID-19 related visits need to be created; Protocols and signage must be developed to manage student traffic flow to and from school nurse offices

	<p>and to reduce close contact of students.</p> <ul style="list-style-type: none">• Develop strategies to minimize the number of minor visits to the Nurse's Office;• Medical grade Personal Protective Equipment (PPE) will be provided to frontline healthcare workers per Naugatuck Valley Health Department.• APS will create protocols for increased cleaning/sanitizing needs of the Nurse's Office and documentation of frequency entered into cleaning logs.• The health staff will monitor and track health related student absences for potential exposures.• If a parent/guardian is picking up a sick student, the nurse can meet the parent at the main entrance door to minimize student exposure to the rest of school/staff.
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Containment Plan	School Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i> • Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> – Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. – Identification of a response team within the school and LEA with specific responsibilities. – Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. • Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. 	<ul style="list-style-type: none"> • Each isolation room will be marked with appropriate signage. • Personal Protective Equipment (PPE) will be provided for the staff member assigned to the isolation room per guidance from Naugatuck Valley Health Department. • If a student or staff member is sent to the isolation room they will be monitored with guidance provided by Naugatuck Valley Health Department. • Tracking and contact tracing of the student/staff member will be undertaken consistent with guidance provided by Naugatuck Valley Health Department. • The isolation room will be cleaned and disinfected after each use. • Containment plans and protocols will be followed based upon the review and diagnosis of the student or staff member including but not limited to recommendations of quarantine of individuals and or closure of rooms, programs or buildings for cleaning and disinfecting as may be appropriate per guidance from Naugatuck Valley Health Department. • Return to school or work will be dictated based on medical review and appropriate guidance including but not limited to quarantine and/or asymptomatic factors being confirmed per from Naugatuck Valley Health Department.

Cancellation of Classes, Remote Learning, and Reopening Plans	School Plan
<ul style="list-style-type: none">• <i>The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.</i>• Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.• Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.• Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.• Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.	<ul style="list-style-type: none">• Distance learning will be implemented if required by the state and/or if infection rates support a distance model.• Students, staff and families will be notified through School Messenger and our district website• Google Classrooms, as well as digital content access, will be available beginning the first day of school• Students will have continuity of learning in a virtual environment

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Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
<p>Future Planning for Remote Blended Learning</p> <ul style="list-style-type: none"> • Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. <ul style="list-style-type: none"> – Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model. • Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. 	<ul style="list-style-type: none"> • APS will continue to use surveys to gather information that will lead our planning and decision making regarding our instructional learning models. • Each plan will be communicated with staff, families and community members. • APS will plan and provide professional development focusing on areas of need pertaining to each learning model. • APS, a 1:1 school district, will transition to a remote blended learning model immediately upon cancellation of in-school classes • Breakfast and lunch will remain available for students at identified bus stops – meals will be delivered by bus and distributed by food service staff.

Academics	School Plan
<p data-bbox="172 201 380 233">Special Education</p> <ul style="list-style-type: none"> <li data-bbox="196 254 954 663">• 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. <li data-bbox="196 680 954 1058">• 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. <li data-bbox="196 1075 954 1205">• 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. <li data-bbox="196 1222 954 1394">• 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"> <li data-bbox="1021 239 1435 470">• During COVID-19 school closures, APS provided 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. <li data-bbox="1021 474 1435 705">• APS will review each student's IEP and consider (during the time of COVID-19 closure) whether or not services were able to be carried out, remove barriers and create access for students to make adequate progress. <li data-bbox="1021 709 1435 869">• The Federal disability laws will continue to be enforced to the fullest extent to determine how to meet the individualized needs of each student receiving special education services. <li data-bbox="1021 873 1435 1104">• Both special education and general education students will be placed in cohorts that are balanced and focused on the students’ current levels of progress and level of interventions needed to support each student. <li data-bbox="1021 1108 1435 1402">• All guidance and policies created by APS related to school reopening plans will 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. <li data-bbox="1021 1407 1435 1566">• All students receiving special education services will be observed and informally assessed upon reentry to each school building/program. <li data-bbox="1021 1570 1435 1730">• Based on students’ needs (upon reentry), a blended schedule maybe considered to transition students slowly back to physically attending school. <li data-bbox="1021 1734 1435 2028">• Located in the section of this plan titled, “Family and Student engagement” is a comprehensive approach to communicate safety guidelines to all students, staff, and families to ensure that they feel safe within the school environment including the use of multiple means of communication in multiple

languages to ensure equal access to the information.

- Each school team will consider the needs of each student and, if appropriate, develop transition plans to assist the special population and special education students in their return to the school building.
- APS will develop COVID-19 transportation protocol for each student receiving individualized transportation services.
- APS will Identify students who have had the most difficulty accessing remote learning opportunities and prioritize access to in-person instruction while utilizing the “Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together”
- APS will Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to other CDC or CSDE guidelines and will utilize the “Adapt, Advance, Achieve: Connecticut’s Plan to Grow Together” to consider suggested strategies and alternatives to meet the needs of every individual student who has been classified as having a disability.

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

Academics, continued	School Plan
<p>English Learners (ELs)</p>	
<ul style="list-style-type: none"> • Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue • Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school’s designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. • Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation. • 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"> • All students identified as ELL and or dually identified as receiving special education services will be observed and informally assessed upon reentry to each school building/program. • Continue to provide Bilingual Education, Sheltered Instruction and ESOL support upon return to school • Dually identified students will continue to have language needs represented in their IEPs provided with the appropriate support • Located in the section of this plan titled, “Family and Student engagement” is a comprehensive approach to communicate safety guidelines to all students, staff, and families to ensure that they feel safe within the school environment including the use of multiple means of communication in multiple languages to ensure equal access to the information. • ELL and general education students (including students who have been dually identified) will be placed in cohorts that are balanced and focused on the students’ current levels of progress and level of interventions needed to support each student. • APS will utilize Google Interpreter and APS family liaison to communicate with parents in their native language as required by Title III of the Elementary and Secondary Education ACT • Each dually identified student will receive a learning summary that is individualized with information pertaining to the student’s strengths and challenges located in each student IEP.

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

Family and Student Engagement	School Plan
<p>Family Support and Communication</p> <ul style="list-style-type: none"> • Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. • Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. • Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. • Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. 	<ul style="list-style-type: none"> • APS will utilize a variety of resources to relay the “Back-To-School Plan” including an intensive focus on health and wellness as well as imbedding SEL into academic expectations. Communication between administrators and families (in a language they understand) should include: <ul style="list-style-type: none"> • Public health guidelines for back-to-school protocols. • Distribution of the resources of self-care support guidelines. • The plan for a multi-tiered framework/approach to address the needs of students and staff. • A plan for virtual transition meetings and information sessions, i.e. parent nights for students transferring to new schools. • Introduction and professional development to new teachers for 2020-2021 academic year. • Organization of family events (including our Kindergarten Canvass Event) to maintain family-school connections before the opening of school; ongoing as new guidelines are in place. • Plan for fall orientation with district guidelines. • Post resources on APS website for assistance with self-care support guidelines and resources available in the community and online to families, including wellness groups, and grief support. • Utilize a range of various school to parent communication platforms such as: <ul style="list-style-type: none"> ▪ PTO ▪ Remind ▪ School Website

- Class Dojo
 - School Social Media
 - Email
 - APS Facebook Page
 - Google Classroom
- The above platforms will be utilized to communicate guidance on the school protocols to families and students focusing on health and safety guidelines.
 - Identify communication channels and venues that target all stakeholder members of the community; map how and to whom information is transmitted and provide an expected timeline.
 - Share a framework of recommendations for school-wide community communications options in order to communicate health and wellness initiatives
 - Pre-determine how to respond to situations that may arise and what situations require communication protocols for specific situations and let staff, students, and parents know in a language that they understand. Have preventive methods in place. Create a document that provides the teacher with input on how to respond in a calm and restorative approach. Each building should have a team in place to support with situations that may arise.
 - Develop a survey to assess staff readiness for fall re-entry regarding the following:
 - Mental health
 - Self-awareness
 - Self-help strategies
 - Create a way to ensure all 4 schools have a plan in place to evaluate staff mental health readiness.
 - Expand and prioritize a district-wide implementation plan for Social-Emotional Learning
 - Review protocols, procedures, and resources (Employee Assistance Program) for supporting staff in distress according to Human Resource practices
 - District decision for a theme based on resilience: #Ansonia Strong

School Leaders

- Share what the APS guidelines for back-to-school protocols are as they apply to families & students in a language that they understand
- Provide parents with expectations for social distancing while waiting to enter the building and upon entry to allow ample time for students to be prepared and aware of protocols
- Communicate clear and consistent health and safety guidelines and mental health
- support resources via all channels to parents, guardians, and community partners.
- Communicate via staff meetings & training what the APS guidelines for back-to-school protocols are as they apply to staff members and the school site
- Make available resources and wrap around services for families and students
- Communicate via staff meetings & trainings wrap around services, resources, protocols and how to refer or communicate with students and families in need
- Develop and implement a multi-tiered framework to address the needs of students, including developing/implement a robust SSST framework
- Develop and implement virtual orientations for current and new students such as back to school nights, and family events that align with new information on reopening plans.
- Have community-building activities to re-establish family-school connections.
- Develop and implement a structure to collect, identify, prioritize and address student and family concerns. Check in with emotionally vulnerable students as they return to school to assess their level of functioning.
- Assess current practices in family and community engagement within the school and make adjustments as needed



- Offer extension of outside school community resources such as Clifford Bears and PCRC hotline for families in need of assistance/direct care and support. To view this click on the links listed below:
<https://www.cliffordbears.org/reach-out-connecticut>
<https://resources.finalseite.net/images/v1592223473/ansonioarg/eeey1cydelyrizmyfsbdv/PCRCResoureGuide.pdf>
- Provide pre-recorded videos created by APS staff that focus on coping strategies/positive discipline procedures. Examples of these can be found here:
<https://www.youtube.com/watch?v=d-nYzj5I3jU&feature=youtu.be>
<https://www.youtube.com/watch?v=3abo6vzjf0Y&feature=youtu.be>
- Provide translations for key communication in multiple languages utilizing Google Translate or APS district family liaison.
- Translation services; as well as TEMS/Robocalls, to communicate directly with families
- Clearly and regularly communicate information, as well as provide venues for questions to be addressed.
- Celebrate staff, parents, and students
- Utilize a school-wide crisis team to implement pandemic protocols and processes for parent notifications.
- When developing school plans, build in time and structures to support and monitor staff wellness
- Continue to strengthen climate and culture through leveraging human capital (Wellness committee, paraprofessionals, SRBI, etc.)
- Provide information about the new school year as it pertains to your school
- Review protocols, procedures, and resources
- Provide ongoing technology training for current and new students and families.

Social-Emotional Learning (SEL) and Mental Health

APS will engage with and implement four interconnected approaches to support Social Emotional Learning and

	<p>Wellness:</p> <ol style="list-style-type: none">1. Classroom Agreements2. Explicitly and Consistently Teaching Routines, Procedures & Expectations3. Responsive Classroom Practices4. Explicit Instruction of Social Skills
<ul style="list-style-type: none">• Develop a detailed plan to re engage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged.• Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.	<ul style="list-style-type: none">• Schools will be open two weeks before the first day of school for staff to transition to the school environment• Students may make an appointment to visit schools two weeks prior to the first day of school• School psychologists, social workers, and school counselors will work with their school teams to identify strategies to engage disengaged students• All staff will participate in DCF Mandated Reporter Training during the August staff meeting• Each school and classroom will create environments that provide opportunities for building relationships that are positive, supportive, and restorative for all students. Examples of community building activities can be found here: https://docs.google.com/document/d/1tv_gzfpejzD-bCV_PaX_o8LhmAuo3Y-TNQL-oKY/edit <p>Classroom Agreements</p> <ul style="list-style-type: none">• Each APS teacher will develop Classroom Agreements with students. This process is also known as Classroom Norms. Classroom teachers and students together should create and decide on the norms that will guide their interactions for the school year. In order to develop• Classroom Agreements, questions like 'what do we need from each other in order to feel comfortable with each other in this space?' can be used.• Here is a sample of how to set up classroom agreements: https://docs.google.com/document/d/1U-j2FJwuXA2AqyXzc1mRy4rvEFImqGK-KmXN6sxIYVw/edit• To support teaching expectations, routines and procedures the following will be used by all educators:• Affective Language to support students with reminders for protocols like wearing

	<p>a face mask. Here are samples of affective language: https://docs.google.com/document/d/1EjjH2PALZsV-7qjWFwPngLic4FMdTfhFKCjJVgEIEcl/e/dit</p> <ul style="list-style-type: none"> • APS teaching staff will utilize Restorative Circles, here are sample questions: https://docs.google.com/document/d/1EjjH2PALZsV-7qjWFwPngLic4FMdTfhFKCjJVgEIEcl/e/dit • APS will offer extension of outside school community resources such as Clifford Bears and PCRC hotline for families in need of assistance/direct care and support. To view this, click on the links listed below: https://www.cliffordbears.org/reach-out-connecticut https://resources.finalseite.net/images/v1592223473/ansonioaorg/eev1cydelyrizmyfsbdv/PCRCResoureGuide.pdf • APS will provide pre-recorded videos created by APS staff that focus on coping strategies/positive discipline procedures. Examples of these can be found here: https://www.youtube.com/watch?v=d-nYzj5l3jU&feature=youtu.be https://www.youtube.com/watch?v=3abo6vzjf0Y&feature=youtu.be
<p>After-school Programming</p>	
<ul style="list-style-type: none"> • Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. • Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing. 	<ul style="list-style-type: none"> • APS will continue to consult with CSDE to determine guidance for the Extended School Hours program for Mead, Prendergast and Ansonia Middle Schools. • School space will be identified to ensure social distancing guidelines are met and masks will be required
<p>Career And Technical Education</p>	<p>School Plan</p>
<ul style="list-style-type: none"> • Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. 	<ul style="list-style-type: none"> • High school students will be educated in all safety processes in order to ensure that their equipment is clean and disinfected before and after each use

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

Staffing and Personnel	School Plan
<p>Certification and Personnel Planning</p> <ul style="list-style-type: none"> • Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. • Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. 	<ul style="list-style-type: none"> • Assistant Superintendent and HR Director will participate in regularly scheduled meetings with legal counsel for updates on legal and regulatory requirements associated with EEOC, ADA, and COVID-19 pandemic • Updates will regularly be shared with staff at administrator meetings and staff meetings • Staffing needs are being evaluated • The flexible staffing guidelines provided by CSDE will allow for teacher coverage and continued student instruction • Requests to hire additional staff will be made as dictated by need and budget
<p>Professional Development</p> <ul style="list-style-type: none"> • Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing training(s) as changes occur in recommendations and public health data. 	<ul style="list-style-type: none"> • All staff members will complete an online course COVID-19: Plan, Prepare, and Respond (Due to the ever-changing conditions and recommendations in the fight against COVID-19, the following slides rely heavily on guidance, language and documentation provided by the CDC. The topics covered in this tutorial include: What is COVID-19 and How is it Spread?, Recommended Resources for School Administrators, Guidance for School Staff, Teachers, Aides and Nutritional Service Personnel)