

# Connecticut LEA Reopening Template

Connecticut State Department of Education • June 29, 2020



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

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

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

## Additional Details:

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

**Due:** July 24, 2020

**Submit to:** [SDE.REOPEN@ct.gov](mailto:SDE.REOPEN@ct.gov)

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

Date of Submission:	July 24, 2020
LEA Name:	Region #18 – Lyme-Old Lyme Schools
Reopening Plan Point of Contact:	Ian Neviaser
Contact Email:	<a href="mailto:neviaseri@region18.org">neviaseri@region18.org</a>
Contact Phone:	860-434-7238
LEA COVID-19 Health and Safety Compliance Liaison:	Ian Neviaser
Liaison Email:	<a href="mailto:neviaseri@region18.org">neviaseri@region18.org</a>

If schools plan to iterate and/or improve their plan as 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><b>Fall Reopening Model</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>– 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.</li> </ul> </li> <li>• 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.</li> </ul>	<p>Assuming public health data remains consistent, the Lyme-Old Lyme Schools plan to welcome back all students in all five buildings on September 1, 2020. Should we need to adjust this plan, the district has developed a learning model that will be implemented in the case of a partial reopening or a full closure. This model takes into account inclusion, equity, and access for all learners as well as all staff. This model can be found <a href="#">here</a>.</p> <p>During the most recent COVID-19 related closure, the district identified gaps and addressed those gaps to ensure inclusion, equity and access for all learners. By providing each student an electronic device, supported with internet access, printer access, and technical and educational support for those who needed it, the district was able to ensure all students had equal access to instruction. In accordance with the Bureau of Special Education guidelines, continuing educational opportunities were provided for special education students. Individualized Educational Plans were implemented to the greatest extent possible during the school closure. Lyme-Old Lyme Schools will continue to ensure access to the curriculum by providing students with all necessary technology and support. All of these procedures will also apply to new registrants to the district.</p> <p>As we reopen, the Lyme-Old Lyme Schools will follow state assessment guidelines along with locally determined benchmarks to identify gaps and student readiness for curricular access.</p>
<p><b>Temporarily Choosing Not to Participate</b></p> <ul style="list-style-type: none"> <li>• Plan for parents and students who may temporarily choose not to participate in the return to school.</li> </ul>	<p>Our return to school model will include live streamed and recorded whole group instruction for students whose families wish for them to temporarily not return to school. All Lyme-Old Lyme students will be expected to be in attendance in online learning opportunities, which will include synchronous and asynchronous instruction. Attendance requirements for students, whether in person or virtual, will remain in place. Teachers (by department or grade level) will be responsible for recording a single section of a class with a focus on whole-group instruction. Teachers who teach common sections of a class with another teacher may share whole group instruction recordings to minimize impacts on a single teacher. Recordings will be posted during teacher preparation periods and,</p>

	<p>when feasible, be available to students by the end of the school day.</p> <p>Students who chose temporarily not to participate will have the opportunity to take part in whole group instruction but individualized instructional opportunities may be limited.</p> <p>Elective/Unified Arts opportunities may be limited for those students who temporarily elect not to participate.</p>
<p><b>School Liaison, Communications Plans, and Data Collection</b></p>	
<ul style="list-style-type: none"> <li>• 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).</li> <li>• Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.</li> <li>• Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.</li> <li>• 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.</li> <li>• Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.</li> <li>• 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.</li> <li>• Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.</li> <li>• 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"> <li>– This should align with the forthcoming CSDE District Reopen Survey</li> </ul> </li> </ul>	<p>The Superintendent will serve as the Health and Safety Compliance Liaison. All questions specific to COVID-19 Health and Safety should be sent to <a href="mailto:lolreopening@region18.org">lolreopening@region18.org</a>.</p> <p>Regular communications will be provided via email, video, and voice to students, staff, and parents. These will include, but not be limited to, weekly newsletters, emails, and phone calls that will be communicated via School Messenger and the district website with a <a href="#">page specific to reopening plans</a>. Regular communications (both school based and district wide) will be sent to all families and staff as a group on Fridays. Communications will be available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.</p> <p>Communications will include surveys related to attendance, buses, and lunches plus additional surveys as needed. These surveys will be distributed to families shortly after they receive this plan for reopening.</p> <p>Faculty and staff will be surveyed to determine the effectiveness of implemented policies.</p> <p>Community communications will be posted on the town websites, through local media, and through town newsletters.</p>

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 data-bbox="168 401 280 426"><b>Facilities</b></p> <ul style="list-style-type: none"> <li data-bbox="193 457 651 569">• Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.</li> <li data-bbox="193 590 683 737">• 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.</li> <li data-bbox="193 751 695 835">• Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.</li> <li data-bbox="193 856 662 1003">• Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.</li> <li data-bbox="193 1024 683 1129">• Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.</li> <li data-bbox="193 1150 699 1234">• Consider having training days and days to practice new protocols with staff only prior to having students enter the building.</li> <li data-bbox="193 1255 695 1518">• 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.</li> <li data-bbox="193 1539 711 1623">• Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.</li> </ul>	<p data-bbox="760 436 1474 737">All extraneous materials and furniture will be removed from classrooms during the summer months to ensure maximum safe capacity for our students and staff. In each classroom a space will be taped off to indicate where teachers can stand to deliver instruction without wearing a mask. Students will be seated at least six feet away from the edge of this taped off area. Where feasible, students will be seated at least six feet apart from each other and will face the same direction</p> <p data-bbox="760 772 1450 835">The music department will establish alternate spaces for instrumental and vocal instruction.</p> <p data-bbox="760 877 1479 1003">Shields or see through masks may be utilized in situations when teachers and students need to see one another’s faces (such as during reading instruction, speech instruction etc.)</p> <p data-bbox="760 1045 1466 1140">A demonstration classroom has been set up in each building to share with staff, students, and parents prior to the reopening of school.</p> <p data-bbox="760 1182 1479 1780">Six feet distances will be marked off in key spaces such as in the office, the cafeteria, in the hallways, the nurses office, in classrooms, and in bathrooms. We will also utilize marking adhering to guidance specific to music instruction. Protocols for student movement throughout the building will be established to minimize human contact (e.g. one way traffic). The fire marshal has approved the propping of interior doors to allow for maximum airflow in occupied rooms. Arrival and departure routines will be established at each building that will maximize distance between students and reduce vehicle traffic. Additional and alternate spaces have been identified at each building when needed, such as for lunch and music instruction. Additional possible spaces for instruction include the library, auditorium, gymnasium, cafeteria, and outside spaces. If municipal spaces need to be utilized, building administrators will address those needs.</p> <p data-bbox="760 1812 1479 2011">The district has purchased a printer capable of creating all necessary signage, which will be supplied to each individual school as needed. Signs will have pictures. Signs, procedures and protocols will be shared with staff, students and families in a video that will be distributed prior to the start of school</p>

	<p>All staff (including substitute teachers) will complete training specific to COVID-19 health and safety protocols prior to school opening. The district medical consultant will also provide guidance.</p> <p>The school calendar has been adjusted to provide six staff training days prior to the opening of school. The adjusted calendar can be found <a href="#">here</a>. Students will participate in training during the first few days of school and parents will be given access to appropriate materials. Substitute training will be provided before the start of school for all substitutes.</p>
<p><b>Daily Operations</b></p>	
<ul style="list-style-type: none"> <li>Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is <b><i>strongly encouraged</i></b> for grades K-8, and <b><i>encouraged where feasible</i></b> for grades 9–12.</li> <li>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.</li> </ul>	<p>At the PK-5 level, we will utilize class cohorts and in grades 9-12, we will put in place procedures that will limit student interactions and ensure physical distancing. At grades 6-8, we will utilize grade level cohort systems.</p> <p>Before and after school programs are located at Center School. Once those programs end, the cafeteria/classroom that is being used will be thoroughly disinfected to prepare for school day use. After school activities and clubs should adhere to the safety procedures utilized during the school day when possible, and maintain established cohorts when possible. Clubs may need to meet in alternate spaces, such as auditoriums, when groups are large. After school activities at all schools will be limited to school specific times to allow for thorough nightly cleaning of each facility. By way of example, LOLHS will shut down at 4:00 p.m. each day. Allowances will be made for CIAC games and practices only. All other individuals (excluding staff members) are prohibited from being in the building after that time.</p>
<p><b>Child Nutrition</b></p>	

<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.</li></ul>	<p>The Lyme-Old Lyme Schools will comply with all regulations of each program in which they participate. Schools have developed procedures to provide lunch to all students. Schools will utilize additional lunch waves, eating in cohort classrooms, additional tables, alternate spaces, and classrooms to ensure adherence with physical distancing protocols to provide safe opportunities for students to have lunch. Additional sinks will be added to cafeterias for handwashing. Parents will be surveyed to get a sense of how many families plan to send students with lunch. Supplies and materials will be identified to deliver lunches to classrooms when needed. (i.e. carts for delivering trays of food). Clean-up procedures will be established in each building for cleaning/sanitizing spaces and classrooms after lunch. Protocols for eating breakfast will be established for Lyme School and the high school and will include a grab and go system.</p>
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Operations Plan, continued	School Plan
<p><b>Transportation</b></p> <p><b>Low Transmission Risk</b></p> <ul style="list-style-type: none"> <li>Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Moderate Transmission Risk</b></p> <ul style="list-style-type: none"> <li>Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.</li> <li>Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.</li> <li>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.</li> <li>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.</li> </ul>	<p>Training provided to students and families before the start of school will include protocols specific to riding the bus. Assigned bus seating will be utilized at the elementary level. Buses will be sanitized daily after each use. Families are encouraged to transport students to and from school. Students will sit from back to front in the order they enter the bus and will be required to wear masks. Students will exit the bus from the front.</p> <p>The use of multiple entry and exit points for arrival and dismissal will be identified in each building. Policies and procedures will be developed at each building to control the flow of traffic and the number of students entering and exiting the buildings at a given time during arrival and dismissal.</p>
<b>Health Practices and Protocols</b>	<b>School Plan</b>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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"> <li>– social distancing;</li> <li>– frequent hand washing and use of hand sanitizer;</li> <li>– use of face coverings that completely cover the nose and mouth;</li> <li>– respiratory and cough etiquette; and</li> <li>– enhanced cleaning/disinfection of surfaces.</li> </ul> </li> <li>• 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.</li> </ul>	<p>Communications will be sent home to families as well as a posting on the district website with specific guidelines for expectations for all students. These messages will reflect public health policies and protocol. Within the communications there will be educational messages regarding new practices and procedures. Such messages will include, but not be limited to, signs of illness, when to stay home from school, how to care for and wear a mask, health hygiene, and cleaning/disinfecting practices. Frequent reminders will be put in place via school newsletters, the district website, school announcements, and through school educational opportunities. The school nurses will coordinate a district wide weekly health reminder to be included in all school newsletters.</p> <p>The district will provide on-line learning education modules to educate staff, students, and families on safe standard health practices used to prevent the spread of disease. Use of maximum ventilation capabilities will be utilized where feasible.</p> <p>Facial tissues, wipes, hand sanitizer, paper towels, and open trash cans will be provided as needed for all facilities.</p>
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Health Practices and Protocols, continued	School Plan
<p><b>Reporting Illnesses and Addressing Vulnerable Populations</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Educate staff and families about when to <a href="#">stay home</a>. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> <li>– 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 <a href="#">symptoms consistent with COVID-19</a> that require keeping their students at home.</li> </ul> </li> <li>• Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.</li> </ul>	<p>Each building will have a procedure for students, their families, and district staff to provide to the school nurse any COVID-19 related symptoms they may be experiencing, particularly if they have had any known contact with someone diagnosed with COVID-19 and have contact with the school population. Schools will provide the name of the school nurse, along with their telephone contact number and email address to enhance communication practices. The school nurse in each building will serve as the point person to receive and safeguard this information. Staff will indicate in the notes section of AESOP (absence management system) if they have COVID-19 or COVID-19 related symptoms and this will be relayed to the school nurse. The school nurse will communicate any confirmed cases of COVID-19 to the building administrator and superintendent. The school nurse will also report any positive confirmed cases of COVID-19 to Ledge Light Health District and the school district medical advisor, Vijay Sikand, MD. The education of staff and families of when to stay at home with signs of illness will be done through emails to parents with specific guidance. Staff will also receive this training and guidance through professional development activities prior to the opening of school. There will also be signage posted in each school at the front entry with instructions to return home if experiencing any of the listed signs of illness. Frequent reminders will be sent home and students will be reminded in their schools during classes or via announcements. Staff and students (or parents/guardians) will be instructed to perform a daily self-assessment prior to leaving for school to identify fever or any other COVID-19 related symptoms.</p>
<p><b>Social Distancing</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Through communication to home and through school announcements, staff and students will be taught and required to practice physical distancing while on the school bus and on school property. Appropriate floor markings will be in place to assist management and placement of students to comply with public health guidelines.</p>
<p><b>Use of Face Coverings, Masks, and Face Shields</b></p>	

<ul style="list-style-type: none"> <li>• Adopt policies requiring use of face coverings <b>for all students and staff when they are inside the school building, with certain exceptions listed below.</b> <ul style="list-style-type: none"> <li>– 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, <a href="#">per CDC guidance</a>.</li> <li>– For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</li> </ul> </li> <li>• Be prepared to provide a mask to any student or staff member who does not have one.</li> </ul>	<p>All students and staff will be required to wear a mask per <a href="#">CDC guidance</a> unless they have documentation from a physician that they have a medical condition that prevents compliance or makes it medically unsafe to wear. Masks are the responsibility of the staff and students, however, in the event that a mask is forgotten, or a student or staff member does not have a mask, one will be provided to wear while at school. Masks breaks will be built into the school day in each school based on scheduling and individual needs. Students will participate in mask breaks only when specifically authorized by a staff member to do so.</p>
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<b>Health Monitoring Plan</b>	<b>School Plan</b>
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<b>Planning and Distribution of Information</b>	
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<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Written protocol (a draft of the self screening protocol is below) for monitoring of symptoms that could be related to COVID-19 will be used as a guide for nursing personnel and administration. All privacy/confidentiality laws will be upheld. Nurses will record all reports of symptoms in the SNAP health tracking software. SNAP also has a capability of data collection for this group.</p> <p>Before coming to work/school each day, all building occupants will self-assess using the following screening tool:</p> <p>Please identify the symptoms below <b>ONLY IF THEY ARE NEW OR UNUSUAL FOR YOU:</b></p> <p>Do you have any of the following? YES / NO</p> <ul style="list-style-type: none"> <li>• Fever at or above 100 degrees F or chills</li> <li>• Shortness of breath or difficulty breathing</li> <li>• Cough</li> <li>• Fatigue</li> <li>• Muscle/body aches</li> <li>• Headache</li> <li>• Sore throat</li> <li>• New loss of taste or smell</li> <li>• Nausea or vomiting</li> <li>• Diarrhea</li> <li>• Congestion or runny nose (not related to allergies)</li> </ul> <p>Anyone experiencing symptoms should call the school nurse to inform them of symptoms and call their PCP for further guidance.</p>
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Containment Plan	School Plan
<ul style="list-style-type: none"> <li>• <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></li> <li>• 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"> <li>– 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.</li> <li>– Identification of a response team within the school and LEA with specific responsibilities.</li> <li>– 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.</li> </ul> </li> <li>• Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.</li> <li>• Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.</li> </ul>	<p>Ledge Light Health District, along with input from our medical advisor, Dr. Vijay Sikand, will provide guidance in the case of COVID-19 positive cases and our response will be based on their recommendations. The response team within our school district will include the superintendent, director of curriculum, our school medical advisor, and our school administrators.</p> <p>See the copy of the <a href="#">decision tree</a> that would drive the response to possible dismissal and conditions for re-admittance to school.</p> <p>An isolation room will be identified in each school (aside from the health office) to accommodate students with possible symptoms consistent with COVID-19 until a parent or guardian arrives. Ventilation and proximity to outside doors will be a consideration in location.</p>
<p><b>Cancellation of Classes, Remote Learning, and Reopening Plans</b></p>	<p><b>School Plan</b></p>

<ul style="list-style-type: none"><li>• <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></li><li>• 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.</li><li>• Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.</li><li>• 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.</li><li>• 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.</li></ul>	<p>The Lyme-Old Lyme Remote Learning Plan can be found <a href="#">here</a>. Our schedule for a hybrid model of learning can be found <a href="#">here</a>.</p>
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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.

<p><b>Cancellation of Classes, Remote Learning, and Reopening Plans, continued</b></p>	<p><b>School Plan</b></p>
<p><b>Future Planning for Remote Blended Learning</b></p>	
<ul style="list-style-type: none"> <li>• Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.             <ul style="list-style-type: none"> <li>– 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.</li> </ul> </li> <li>• Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.</li> </ul>	<p>The Lyme-Old Lyme Remote Learning Plan can be found <a href="#">here</a>. Our schedule for a hybrid model of learning can be found <a href="#">here</a>.</p>
<p><b>Academics</b></p>	<p><b>School Plan</b></p>
<p><b>Special Education</b></p>	

- 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.

Special education teachers and related services providers will assess students per their IEP upon return to school. Special Services school teams will schedule the appropriate meetings with parents to discuss any recommended revisions to the IEP. Special education teachers and district administrators will work with families of students requiring an individualized transition plan for the return to school.

The majority of special education students with special needs will be expected to follow all safety precautions per the district policy and protocol. Special considerations will be made for students with conditions related to health and/or disability that may impact their ability to wear a mask. The district will arrange classroom furniture in alignment with recommended physical distancing guidelines. Alternate protective measures for staff and/or students will be provided such as face and desk shields as appropriate. Face and desk shields may be used to allow for the student and service provider to view each other during specific one-on-one or small group instruction. Evaluations may be conducted using desk shields to facilitate a more natural interaction between the evaluator and student. Students who are able to sustain mask wearing for a limited time period, may be given additional mask breaks to provide relief throughout the day. Students can alternate between the use of several types of protective options if needed and appropriate.

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><b>English Learners (ELs)</b></p>	
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide ELs who are also identified as students with disabilities supports for</li> </ul>	<p>All EL guidelines per the CSDE will be implemented upon return to school. New students who are suspected of meeting the EL criteria will be administered the pre-assessment and a learning plan will be implemented accordingly. The 2019-20 LAS Links results will be shared with parents at the beginning of the school year. School teams will review and compare results to develop a plan for support.</p> <p>The director of special education and director of curriculum will collaborate with school teams.</p> <p>We will adhere to all IDEA/EL policies and procedures regarding dually identified students.</p>

their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.



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Family and Student Engagement	School Plan
<p><b>Family Support and Communication</b></p>	
<ul style="list-style-type: none"> <li>• Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.</li> <li>• 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.</li> <li>• Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.</li> <li>• Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.</li> </ul>	<p>Schools will communicate regularly with families to address homework guidelines and expectations. Central Office, with input from building administrators, will also send communications to families weekly. Current and archived communications will be posted on the <a href="#">district webpage accessed via the reopening schools banner link on the landing page</a>.</p> <p>We will communicate with families that at this point there are no changes to BOE policies and state governing documents related to attendance. Attendance requirements for students whether in person or virtual remain in place, however, attendance procedures at each school will be adapted to accommodate those students who temporarily choose not to participate (via in person instruction).</p> <p>Attendance will be tracked during all in person instruction or during set times in each building’s distance learning schedule.</p> <p>Schools will develop and communicate tiered intervention plans for disengaged students during distance learning. (Tier 1: Teacher communication, Tier 2: Office personnel, Tier 3: School counseling, SA team and administration, Tier 4: referral to community agencies)</p>
<p><b>Social-Emotional Learning (SEL) and Mental Health</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.</li> </ul>	<p>Age appropriate opportunities will be provided at the building and classroom level for students to discuss concerns and address self-care.</p> <p>Schools will work with <a href="#">LYSB</a> to enhance mental health supports.</p> <p>Schools will review current expectations and research-based guidelines for homework at all grade levels. We will provide ongoing PD for issues related to mental health, abuse and neglect in the context of the pandemic.</p>
<p><b>After-school Programming</b></p>	

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>This is not applicable to our district. We do not run any of our own after school programs but will share this document with those providers who do use our facilities to offer those services. PK-5 after school activities will use the protocols from the Office of Early Childhood- daycare requirements for private activities that are not school provided.</p> <p>Clubs in grades 6-12 may meet after school for up to 90 minutes after dismissal, whenever possible, and comply with all district health and safety protocols.</p> <p>Late bus service may be provided dependent on the level of student interest.</p> <p>CIAC guidelines will be used to determine the feasibility of athletic programming.</p>
<p><b>Career And Technical Education</b></p>	<p><b>School Plan</b></p>
<ul style="list-style-type: none"> <li>• Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.</li> </ul>	<p>When it is appropriate to do so, students will be required to wear gloves when working in shops or labs or similar facilities that require the sharing of equipment. Students will clean equipment as instructed with school issued disinfectant wipes after each use much like they currently are required to clean up after themselves in laboratory courses such as art, performing arts, science or technical education courses.</p>

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Staffing and Personnel	School Plan
<p><b>Certification and Personnel Planning</b></p> <ul style="list-style-type: none"> <li>• 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 <a href="#">guidance</a> related to the ADA and the COVID-19 pandemic.</li> <li>• 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.</li> </ul>	<p>Six PD days have been added to begin the school year allowing a thorough review of building specific protocols, cleaning and disinfecting training, curricular training, and vertical team meetings. Substitutes and non-certified personnel will be required to attend training sessions specific to reopening procedures and protocols.</p>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Lyme-Old Lyme will address the following topics during PD opportunities:</p> <ul style="list-style-type: none"> <li>• Signs and symptoms of COVID-19, standard public health protocols, hygiene practices, PPE, reporting illnesses</li> <li>• Distance learning debriefing and strategies</li> <li>• Social- emotional support and self-care</li> <li>• Continuing needs as they arise</li> </ul>