

Regional School District 17

Providing Excellence in Education for the Towns of Haddam and Killingworth



Reopening Our Schools

Fall 2020

draft 7/17/20

A Message from the Superintendent of Schools



Dear Haddam and Killingworth Students, Families, Faculty, Staff and Community,

The historical public health crisis due to COVID-19 taking place in our world is challenging to individuals, families, medical health systems, the economy and to schools. School systems need to be planning for various scenarios dependent upon the containment and or spread of COVID-19. The RSD17 Reopening Committee has worked effectively and intensively to develop a plan which addresses:

- The health and safety of all members of our school district;
- Academic excellence for all students; and
- The social-emotional well-being of all members of our school district

Precise planning is occurring to ensure learning is highly engaging, meaningful, and representative of grade-level/course learning standards. A key focus for all grade levels will be social emotional well-being and community-building in the first weeks of school. It is important that all students feel a strong sense of belonging to school as we enter the new school year.

The current plan for the fall of 2020 is to safely bring back students to in-person school settings and to maximize learning and address our students' social and emotional needs. This document outlines multiple possibilities, with a focus first and foremost on getting our students back into our school buildings.

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

We will continue to communicate with you throughout the summer, once the school year begins, and as needed once we are underway. It is important that we all stay connected and informed.

Be well,

Holly Hageman, Superintendent of Schools

Table of Contents



Reopening Our Schools – Fall 2020	4
State of Connecticut Guidelines and Expectations	5
District Reopening Committee	6
RSD17 Priorities	7
Expectations for Students and Adults	8
Continuum for Learning	9
Fall 2020 Model for Learning	10
Alternate “Surge” Models for Learning	11
Curriculum, Instruction and Assessment	12-13
Academics Checklist	14-17
Monitoring COVID 19	18
COVID 19 Cases in School	19
Health & Wellness Checklist	20-27
Family and Student Engagement Checklist	28-29
School Liaison, Communication Plans, and Data Collection	29
Operations Checklist	30-32
Transportation & Checklist	33-34
Food Services & Checklist	35
Technology Checklist	36
Career and Technical Education	36
After School Programming Checklist	36

Reopening Our Schools – Fall 2020

In planning for the reopening of our schools, it has been essential to envision the safest environment and the highest quality instruction for the school community. Based on guidelines provided to school districts from the Connecticut State Department of Education, the **RSD17 schools are currently planning for a “full, safe, and appropriate” reopening in the fall of 2020.**

- A “full” reopening refers to the desire to have all students and all staff return in the fall for a full-length traditional day of school with necessary modifications given the pandemic.
- A “safe” reopening refers to adherence to expectations and guidelines from the State of Connecticut, the CDC, the local health officials and other sources that will be in place to ensure that the schools’ environments support learning during this time of COVID 19.
- An “appropriate” reopening refers to high standards of academic achievement along with social and emotional support that are expected to be in place for all schools and all students.

A central belief in reopening is that the children of Haddam-Killingworth need to be connected in person once again to our schools’ academics, activities, arts, and athletics led in person by their teachers, coaches, and mentors. As the schools reopen in the fall, the plan is to phase in all aspects of school life in the safest and most appropriate manner.

In order to reopen, the Superintendent of Schools and the RSD17 Board of Education have tasked the **District Reopening Committee** with the charge of reviewing all reopening guidelines from the State of Connecticut and developing expectations for our schools. This document “Reopening Our Schools” is available to the entire towns of Haddam and Killingworth including staff, parents, and community members for comment and input, as well.

RSD17 values the contributions and suggestions of parents, caregivers, families, and students in the decision-making process. Please email reopeningHKschools@rsd17.org with feedback, questions and/or concerns regarding school re-opening.

State of Connecticut Guidelines & Expectations

from ADAPT, ADVANCE, ACHIEVE: Connecticut’s Plan to Learn and Grow Together

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

Schools 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.

As Connecticut schools plan to reopen, the guidance and considerations are grounded in six guiding principles:

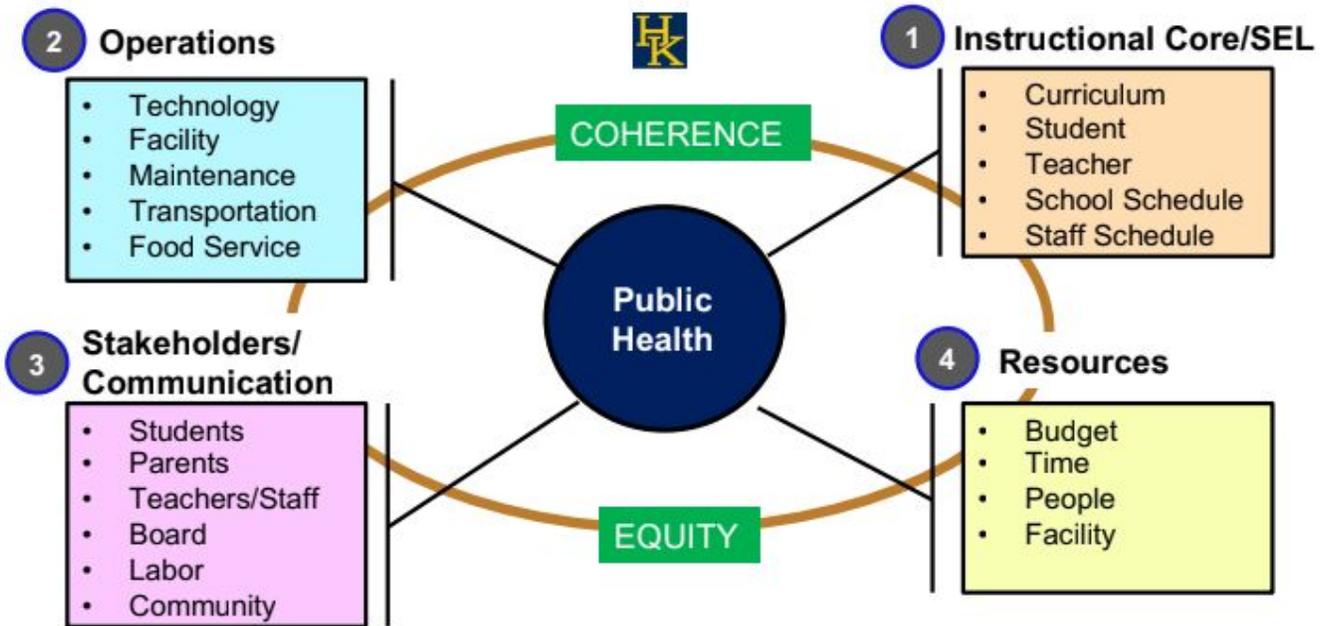
1. Safeguarding the health & safety of students and staff;
2. Allowing **all** students the opportunity to return into the classrooms **full time** starting in the fall;
3. Monitoring the school populations and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities who are emerging from this historic disruption;
5. Fostering strong two-way communication with partners such as families, educators and staff; and
6. Factoring into decisions about reopening the challenges to the physical safety and social-emotional well-being of our students when they are not in school

Main Operational Considerations

	<p>Cohorting: Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12.</p>		<p>Transportation: Local Educational Agencies (LEAs) should plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wear face coverings. Plans must be developed to activate increased social distancing protocols based upon community spread.</p>
	<p>Social Distancing and Facilities: Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time.</p>		<p>Face Coverings: All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions.</p>

District Reopening Committee Focus Areas

The District Reopening Committee will address each focus area below and then share with the schools to allow for specific planning by the building-level principals. Each school will be responsible for making sure the approved District Reopening Plan is implemented as part of each schools building’s reopening procedures.



District Reopening Committee Members:

<p>Dr. Holly Hageman Superintendent of Schools</p> <p>John Mercier Director of Operations</p> <p>Ann Andriani Director of Fiscal Operations</p> <p>Dr. Kris Lindsay-Stevens Director of Student Services</p> <p>Tonya Gorgone Student Services Coordinator</p> <p>Sharon Shettleworth Director of Food Services</p> <p>Lynne Flint Athletic Director</p>	<p>Brienne Whidden BES Principal</p> <p>Dennis Reed KES Principal</p> <p>Eric Larson HKIS Principal</p> <p>Dolores Bates HKMS Principal</p> <p>Donna Hayward HKHS Principal</p> <p>Adam Apicella HKHS Assistant Principal</p> <p>Jenn Beermuender Curriculum Coordinator</p> <p>Heather Rigatti Curriculum Coordinator</p>	<p>Pamela Hensel Administrative Assistant to the Superintendent</p> <p>Rob Albert Lead Maintenance</p> <p>Howie Burr HKHS Head Custodian</p> <p>Allen Sansalone HKMS Head Custodian</p> <p>Suzanne Sack Board of Education Chairperson</p> <p>Brenda Buzzi Board of Education, Haddam</p> <p>Nelson Rivera Board of Education, Killingworth</p>	<p>Joel D’Angelo Board of Education, Killingworth</p> <p>Robin Duffield HKMS teacher/HKEA President</p> <p>Wendy Adamczyk HKHS teacher/HKEA V.P</p> <p>Celeste Formica BES teacher/HKEA Rep</p> <p>Michele Ouellette HKIMS Lead Teacher for Student Life</p>
---	--	--	---

Compliance Liaison: The Superintendent of Schools has appointed Dr. Kris Lindsay-Stevens to serve as COVID-19 Health & Safety Compliance Liaison and COVID-19 Response Leader. The Liaison, along with the Superintendent of Schools, will:

- engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance.
- support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the local health district.

RSD17 Priorities

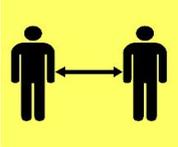
We have identified priority areas that must be in place to reopen, including: (1) the safety of the students and staff; (2) the development of appropriate educational opportunities; (3) the awareness of social and emotional well-being of students, families, and staff.

	<p>Safety of Students and Staff</p> <p>Our schools will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any potential cases or increased transmission of COVID 19.</p>
	<p>Development of Appropriate Educational Opportunities</p> <p>Our schools will reopen with instructional schedules and model options that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, may transition to different models.</p> <p>Using longitudinal and formative assessments to inform instruction, RSD 17 educators will build on the skills of our students to prepare them for the end of year grade-level assessments. We will use individual student information to identify shifts and changes in instruction to meet students' needs and implement intervention strategies.</p>
	<p>Awareness of Social and Emotional Well-Being</p> <p>Our schools will reopen knowing that the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. The pandemic has shown the importance of social/emotional well-being for all. In addition, there is a growing body of research proving that social/emotional learning (SEL) is fundamental to academic success.</p>

In addition to our own priorities, Connecticut schools are expected to follow the guidelines of the State Department of Education - ***Adapt, Advance Achieve: Connecticut's Plan to Learn and Grow Together***, published on June 29, 2020. The publication from the state has guidelines that may change prior to school reopening in the fall.

The document from the state is "intended to be a fluid document that will evolve based on the public health data trends as well as the understanding of the best way to mitigate spread. As we proceed toward the fall, we will continue to receive input from our educational partners, students, and families and will continue to work toward providing the best opportunities for our greatest resource—the students in the State of Connecticut."

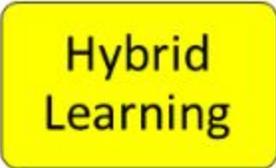
Expectations

	Student Expectations	Adult Expectations
	Stay home if you feel ill.	
	Students and adults must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.	
	Morning health check by parents required. In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.4 degrees Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.	Morning self-screening required. In order to prevent transmission among the school population, teachers, staff, and volunteers are instructed to self-screen before leaving for school. Check to ensure the temperature is below 100.4 degrees Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.
	Face coverings or masks required.	
	Students and adults must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to a physician-verified medical condition.	
	The school district will provide a cloth face mask for every student and adult. Families and staff can provide a face covering of their choice if preferred. Since cloth masks must be washed regularly, it is highly recommended students have an additional supply of face coverings or masks. Schools will have backup disposable masks available for students who forget them. The schools will also supply the necessary masks and PPE for staff.	
	"Mask Breaks" will be provided. Schools will develop procedures to address mask breaks throughout the day.	
	Students will be allowed to remove masks while eating, drinking, during PE, or when outside effectively practicing social distancing and any other possible mitigation strategies.	Teachers may remove masks while teaching so long as they are properly socially distancing or remaining static behind a physical barrier, while eating, drinking, or when outside effectively practicing social distancing and any other possible mitigation strategies
	Social distancing required.	
	Students and adults must maintain social distancing between individuals to reduce the transmission of the virus per the public health guidelines. Students and adults are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school.	
	Frequent hand washing or hand sanitizing expected.	
	Students and adults will engage in frequent hand washing and/or hand-sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.	
	Bus expectations Students will be expected to ride their assigned bus to and from school. Face coverings or masks must be in place prior to entering the bus and remain on throughout the ride.	

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

Continuum for Learning

RSD17 Schools are committed to In-Person Learning, meaning a full reopening, following all guidelines and expectations of the State and maintaining health standards in accordance with the local health district. However, if there is a surge of COVID 19, an increase of local cases, or the occurrence of in-school cases, the learning models may need to be adjusted as a result. Throughout the year, the RSD17 Schools will be prepared to adjust plans based on health indicators and guidance from state and local health officials (see chart below).

 <p style="text-align: center;">Fall 2020</p>	 <p style="text-align: center;">Alternate “Surge” Model</p>	 <p style="text-align: center;">Alternate “Surge” Model</p>
<p style="text-align: center;">Minimal/No Spread of Virus (or Virus Contained)</p>	<p style="text-align: center;">Moderate Spread of Virus (requires adjusted schedule)</p>	<p style="text-align: center;">High Spread of Virus (requires quarantine)</p>
<p style="text-align: center;">100% In School</p>	<p style="text-align: center;">approximately 50% in /out of school</p>	<p style="text-align: center;">0% in school / All Remote Learning</p>
<ul style="list-style-type: none"> ● Based on the current lower levels of transmission of COVID 19, all students return to school in person as part of a full reopening. ● Heightened health & safety protocols will be in place, which can be reduced or ramped up as appropriate. ● Schools operating up to 100% capacity, students/staff with underlying medical conditions may consider remote learning ● Buses up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders ● Face coverings/masks for students and staff while inside buildings ● Identification/isolation of sick students/staff ● Cohorting of students used, particularly in Grades K-8, restrictions on group activities ● Maximize spacing of seating as feasible ● Increased cleaning and sanitization protocols ● Extracurricular activities may be remote 	<ul style="list-style-type: none"> ● Based on a higher transmission level of COVID 19, student numbers in the school are reduced by approximately 50%. ● Schools operating at reduced capacity (approximately 50%). ● Students attend on A or B days. ● Remote learning takes place on days not in school. ● Buses at reduced capacity (approximately 50%), face coverings/masks in place during transit, controlled loading/unloading of riders, spaced seating ● Face coverings/masks for students and staff while inside buildings. ● Identification/isolation of sick students/staff ● Cohorting of students used, restrictions on congregating, staggered start/stop times ● Maximize spacing of seating up to six feet or more when feasible with reduced class sizes ● Specific and increased cleaning and sanitization protocols ● Extracurricular activities may be remote or suspended ● Sports may continue with restrictions 	<ul style="list-style-type: none"> ● Based on a widespread increase in transmission levels of COVID 19, learning takes place at home for all students as a result of school or district closure. ● Schools closed ● 100% remote learning ● Bus transportation suspended ● Extracurricular activities will be remote or suspended and sports will be suspended

Fall 2020 Model for Learning



IN PERSON LEARNING

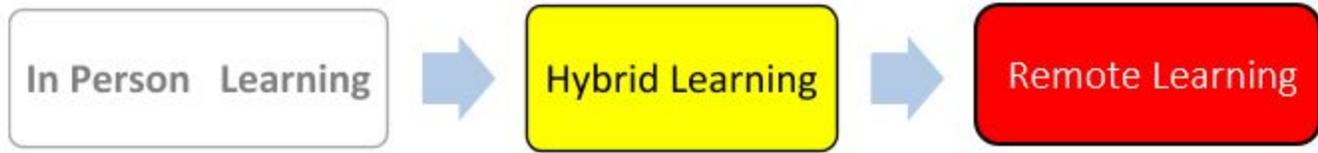
- **TRADITIONAL SCHEDULE with Health & Safety Expectations**
 - **All students learn at school.**
 - Students attend every day with all State requirements in place.
 - Classroom instructional activities and school logistics are planned to provide the safest environment.

- **REMOTE LEARNING**
 - **Some students learn at home due to medical concern, illness, quarantine, or other reasons *with support from the school.***
 - Students engage in Remote Learning with materials and support from the school.
 - Classroom learning and instructional activities are delivered by RSD17 teachers as a blend of synchronous and asynchronous learning.

In order to smoothly re-enter school and participate in the traditional in-person environment, it is required that students fully engage in the Remote Learning program provided by the school district. Students on this track can enter school at any point in time; the district asks that parents provide at least one week's notice of the intention to send their child to school.

- **HOME SCHOOLING**
 - **Some students learn at home due to medical concern or other reasons. (Parent withdraws the child from RSD17 public schools.)**
 - The parent chooses all instructional materials and is solely responsible for student learning.
 - Parents may choose to access The CT Learning Hub for ideas for instructional resources.
<https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub>

Alternate “Surge” Models for Learning



In recognition of uncertainty, we are prepared for different scenarios that may occur with little notice:

HYBRID LEARNING

- **REDUCED SCHOOL POPULATIONS**
 - As a result of a surge in COVID 19, smaller groups of students are returned to school (alternating schedules of approximately 50% of students).
 - If the State of Connecticut and/or local health officials place limits on student access to schools/buses due to a surge of COVID 19, this model will be used.
 - When students are not in school, learning at home will be facilitated remotely by the teachers.
- **A-B Days (Students attend in-person school on some days and learn remotely on other days)**

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A (approximately 50% of students) IN-SCHOOL	Student Group A (approximately 50% of students) IN-SCHOOL	All Students REMOTE learning	Student Group A (approximately 50% of students) REMOTE	Student Group A (approximately 50% of students) REMOTE
Student Group B (approximately 50% of students) REMOTE	Student Group B (approximately 50% of students) REMOTE		Student Group B (approximately 50% of students) IN-SCHOOL	Student Group B (approximately 50% of students) IN-SCHOOL

100% REMOTE LEARNING

- **Short Term Closure (2-5 days, 2 weeks, etc.) or Long Term Closure for all students**
- Teaching and learning takes place remotely for all students as a result of school or district closure.
- Classroom learning and instructional activities are shared through contact with RSD17 teachers.
- Remote learning will combine synchronous and asynchronous delivery of instruction provided by teachers.

Monday	Tuesday	Wednesday	Thursday	Friday
Remote Learning 100% of Students				

Curriculum, Instruction and Assessment

We are committed to a focus on health and safety, academic excellence and social-emotional well-being. Educators will establish strong relationships with students and families as the foundation for learning and plan for a healthy rhythm of connecting and wellness opportunities whether onsite or in remote learning. The following pages describe the planned action steps in curriculum, instruction and assessment.

Prior to the start of school:

- Prioritize the essential grade-level/course content that students must learn and develop year-long pacing calendars to sequence units of study.
- List the prerequisite knowledge for each grade-level/course content and review prerequisites right alongside grade-level content within each unit.
- Revise, resequence and add to the curriculum in hands-on areas such as science, tech education, foods, art, music, and physical education/wellness to align with the state guidelines.
- Develop a plan for the August professional development days to include:
 - Health and safety protocols
 - Social emotional learning and Advisory lessons
 - Computer devices and learning management systems (new Chromebooks, Google Classroom, See-Saw, etc...)
 - Software that will support teaching and continuous learning in all environments
 - Culturally relevant and responsive education
 - Updates on curriculum work (from summer)
 - Grade level/team collaboration and planning

In the first 2 weeks:

- Review longitudinal student data from district database and/or portfolios to gather baseline information instead of administering a separate assessments right at the start of the school year; use multiple measures
 - Benchmarks will remain the same as to keep expectations high and in line with our past practice
 - Determine strengths and weaknesses as determined by informal assessments
- Build community and address social-emotional needs; establish norms with new class(es) through engaging activities in-person and in virtual learning environments
- Plan the first unit of grade-level content to include review, plan for high engagement/probability of success.
- Provide both digital and paper/pencil or hands-on learning opportunities
- Meet regularly with teammates to build consistency and review the learning load on students
- Technology
 - Teach students how to use their new Chromebooks: log on, access apps, use tablet mode, take a picture, turn in, shut down, etc.
 - Teach students how to use their learning management system (SeeSaw PreK, K, 1 and Google Classroom 2-12) for communicating and accessing learning resources whether onsite or remote and standardize use within a grade or school to minimize confusion
 - Integrate a consistent and simplified set of related digital tools
 - Support learners in their ability to collaborate and communicate with digital tools

In the first month and beyond:

- Use diagnostic, benchmark, and screening assessments to identify strengths/next steps/students in need of intervention and enrichment
- Use formative assessment strategies to gather evidence of student learning and use feedback to design/facilitate instruction
- Follow RSD17 assessment calendar and pacing guides for common assessments and instructional sequence
- Deliver high quality face-to-face live (synchronous) and asynchronous instruction
 - Build in ways to differentiate and personalize to the needs and interests of students
 - Solidify foundational skills and knowledge by effectively addressing any learning loss from the spring
 - Ensure opportunities for practice with feedback
 - Provide small group instruction for students based on their needs
 - Group students in quadrants within the classroom space and partner remote learners with in-school learners to promote engagement, participation, and collaboration
 - Employ flexible delivery of instruction such as flipped classrooms, blended or self-paced learning
- Teachers will participate in on-going collaborative conversations around student growth and best practices.

If in Remote Teaching and Learning:

- Curriculum:
 - Continue to implement lessons aligned to priority standards across content areas
 - Tech Ed, Art, Music, Foods and PE - flex the sequence/materials/processes
- Instruction:
 - Share the planning of lessons with teachers of the same grade/course so that everyone has more time for instruction, feedback and making personal connections with students.
 - Plan for a blend of synchronous and asynchronous teaching scheduled across the week as well as consistent wellness breaks to support connectedness and wellbeing
 - Use video to explain assignments to support understanding and completion and articulate clear learning targets
 - Adhere to clear, simple and consistent school routines such as following a daily schedule for synchronous lessons, posting assignments, office hours, etc.
 - Science and tech ed labs - use teacher demonstrations or add virtual labs/simulations
- Assessment:
 - Utilize shorter, more frequent assessments
 - Include performance and project-based assessments
 - Utilize assessment data provided by software systems (Lexia, IReady, RazKids, Edulastic, Ed Puzzle, etc.) and analyze results to plan for instruction

Academic Checklist

The **Classroom Cohort Model** will be used predominantly in Grades K-8. A Cohort is a group of students and educators that stay together throughout the school day to help mitigate the risk of spreading the virus. It is still expected that students and individuals within the cohorts maintain as much physical distance as possible. The classroom cohort will spend as much of the day together as a group as possible with a single teacher or with teachers of different subject areas meeting the cohort in the cohort's assigned classroom(s).

Instruction

Instruction	
1	The instructional day and building schedules may be modified to meet the current health situation.
	Principals will review current instructional schedules in each school and make any modifications necessary to reopen and best meet the needs of students and staff members for a full return to school.
	Principals will be prepared to amend schedules as necessary due to increased transmission in the school and/or the community. The Alternate "Surge" Models will include: <ul style="list-style-type: none"> Hybrid Models, approximately 50% in-person/50% remote Student Cohorts on adjusted (A, B) schedules (for a moderate increase in transmission) Remote Learning (for a large increase in transmission)
	Principals and teachers will proactively plan and be prepared at all times throughout the year for an expedited shift to Remote Learning instruction during a required short period (2-5 days) and a longer period (2 weeks) of closure. A plan for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year will be developed.
	The Principals and technology department will proactively plan and be prepared at all times throughout the year for expedited technology access/support for a required period of Remote Learning including a short period (2-5 days) and a longer period (2 weeks) of closure.
	Curriculum Coordinators will consult and share resources for teaching in a Remote Learning environment that is both synchronous and asynchronous. Additional resources can be found in the Plan to Reimagine CT Classrooms for Continuous Learning and the CT Remote Learning Hub .
	The schools will evaluate and adapt any revised models of instruction throughout the year..
	The Superintendent of Schools will assess how to engage a full roster of staff in compliance 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.
2	Principals will group students in Classroom Cohorts in Grades K-8 as much as possible.
	Classroom cohorts will be established and use the same classroom(s) every day and for the most part utilize the same hallways, bathrooms, and other areas of the school as much as possible. Cohorts will be assigned a team of teachers and support personnel.
	Principals and teachers will restrict the mixing of cohorts for the start of the school year as much as possible.
	Specials/Applied Academics teachers will push into the cohort classroom as much as practical and applicable.
	Students in each cohort will have assigned seating in the cohort classroom(s) as much as possible.
	Students in each cohort will have assigned materials in the cohort classroom(s) as much as possible.
3	All learning experiences will be reviewed in order to ensure safe and appropriate instructional practices.
	Curriculum Coordinators will oversee all learning experiences and any curricular modifications in order to provide safe environments for students and teachers.
	Curriculum Coordinators will oversee all learning experiences and any curricular modifications in order to provide an appropriate, high standard of learning for students and teachers.

	Courses and activities that may involve risk to students and staff (singing, playing instruments, food production and consumption, etc.) will be approved in advance by the Curriculum Coordinators and the Superintendent of Schools.
	School assemblies, concerts, and other programs with a larger number of students will be strictly limited at the start of the school year and require approval of the Principals and the Superintendent of Schools. Decisions will be made based on the nature of the activity, ability to maintain proper distancing, and safety expectations.
	Field trips and off campus experiences will be strictly limited (not likely to occur) at the start of the school year and require approval of the Principals and the Superintendent of Schools. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged instead.
4	Building Principals and Literacy/Math Coaches will work with the Curriculum Coordinators to identify learning gaps to employ innovative ways to meet the needs of children.
	Diagnostic assessments will be used to identify specific areas where instruction or intervention may be needed to improve student learning.
	Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal.
	Teachers will use data from formative assessments immediately to adjust their instruction to promote students' progress towards learning goals.
	School teams will develop common diagnostic, formative, and summative assessment tools across the district/school for comparative analysis to identify specific targeted student learning needs.
	Principals will refine each school's multi-tiered system of support and include guidance for implementing Tier 1 strategies before offering Tier 2 interventions and when and how to offer Tier 2 and Tier 3 supports.
	District Administrators and Specialists will identify and plan for grade level/subject level/team improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process.
	The Student Services Coordinator and special education teachers will oversee appropriate accommodations for students and share innovative ways to meet unique student needs with teachers.
5	The Director of Student Services, Special Education Coordinator, Special Education teachers and School Counselors will oversee programming and transition back to school for all students with IEPs.
	The schools will oversee programming for the fall 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 the spring of 2020 closure, the 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.
	The schools will 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 remote learning schedules if needed.
	Programming decisions will not be 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.

	Student Services Coordinator, Special Education teachers and Guidance Counselors will communicate with families of students with a high level of need to develop transition plans to assist special populations and special education students in their return to the school building.
	The Student Services Coordinator and Reading Specialists will work with EL students ensuring the provision of a free and appropriate public education (FAPE).
6	The schools will base assessment practices for 20-21 on the Connecticut Department of Education model found in: <i>Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together.</i>

Sensible Assessment Practices in 2020–21 and Beyond

1. Summer 2020

★ Review Available Information
In lieu of a separate assessment, what can we already know about our students from existing data/information?*

Vertical Teams for Teachers, Interventionists, Instructional Specialists, and Related Service Providers

- What standards were taught in-person pre-COVID and during distance learning?
- How does the previous teacher describe the student’s strengths and weaknesses?
- How well did the student engage in distance learning?

Longitudinal Data (Non-Assessment)

- Early Indication Tool support level (Low-Medium-High), attendance, discipline, mobility, course failures, etc.

Longitudinal Data (Assessment)

- K-Inventory, Smarter Balanced, NGSS, Alt. Assessments, LAS Links, IAB, F-IAB, Fall/Winter Benchmark, IEP Progress Reports

★ Plan the First Unit and Support Professional Learning
The first unit should not only engage students but also ensure that students will have a high probability of success. Teachers will need professional learning on topics such as assessment/data literacy, formative assessment practices, differentiated instruction, learning progressions, blended learning approaches/tools.

*Students new to CT public schools will likely need a screening and/or overall assessment such as the ICA or a local benchmark assessment.

3. Rest of the School Year

★ Shift Fully to On-Grade Instruction with Scaffolds and Supports
If the first unit incorporates review, then the shift fully to on-grade instruction should occur within 2–3 weeks. Districts should identify prerequisite content for each instructional unit and the corresponding diagnostic assessment.

2. Start of the School Year

★ Build Community with New Class While Delivering the First Unit
Acknowledge and address social-emotional learning needs and family/health/trauma issues due to pandemic. Start with a unit that is engaging and has high probability of success. Review key prior grade content if necessary.

- Deliver differentiated instruction** by starting with engaging on-grade unit with high probability of success; review if necessary.
- Use formative assessment practices** to gauge impact and adjust instruction.
- Embed Tier 2 supports** in the classroom based on review of available information in the summer.

4. End

★ Administer End-of-Year Summative Assessment
Administer an on-grade summative assessment (which may be the state assessment for students in Grades 3–8 and 11) to evaluate overall achievement on state standards

7	The Curriculum Coordinators and/or Principals will oversee the safe implementation of Physical Education Art, and Music, Courses and extracurricular activities.
	All educational programming in PE, Art, and Music will be expected to adhere to all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education, physical activity and recess.
	Curriculum Coordinators and/or Principals will work with Teachers to plan for physical education, fine arts, and music curricula that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education activities to ensure the full inclusion by all students.

	PE will focus as much as possible on activities, fitness, exercises, and sports that are teacher-led but performed individually and focus on lifetime fitness, utilizing alternative environments, activities, and individual sports/activities.
	PE activities will assist as much as possible in the support of social-emotional learning.
	<p>Music and Art courses will strive to maintain current program of studies and course offerings, utilizing the following safety precautions:</p> <ul style="list-style-type: none"> ● Schedule large ensembles into smaller groups throughout the day. Shift curriculum focus to solo and small group work and create virtual performance experiences and assessments. ● Continue access to beginning instrumental music. Maintain small homogeneous groupings of instruments for lesson instruction. ● Focus on maximizing distancing per health guidelines for instruments that require blowing or for singing.. ● Provide art supplies to students/cohorts in a way that will minimize sharing and increase clearing protocols. ● Use on-line apps or platforms for student artwork (e.g., SeeSaw, Artsonia, Google Classroom, Flip Grid, SmartMusic, Sound Trap, museum collections, painting/drawing platforms), video displays (e.g., YouTube), and slides (e.g., Google Slides, PowerPoint). ● Consult the resources provided by the Connecticut Arts Administrators Association. For handling musical instruments, consult the National Association for Music Education's COVID-19 Instrument Cleaning Guidelines.

Monitoring COVID 19

RSD17 will follow a traditional schedule of school while monitoring the level of transmission of COVID-19 with the assistance of the State of Connecticut and the local health district. Ideally, the towns of Haddam and Killingworth will remain in the “green” level with little or no community transmission. School schedules and/or protocols may be adjusted if the state or community enters a “yellow” level with minimal or moderate community transmission. If there is a substantial surge in state or local cases, based on guidance from the State of Connecticut and/or the local health district, the school will likely revert to a Remote Learning Model.

		
LITTLE or NO COMMUNITY TRANSMISSION Minimal/No spread of Virus (or Virus Contained)	MINIMAL OR MODERATE COMMUNITY TRANSMISSION Moderate Spread of Virus (requires possible adjusted schedule and adjusted transportation)	SUBSTANTIAL COMMUNITY TRANSMISSION High Spread of Virus (requires quarantine)
Instruction is 100% in-person	Instruction is 100% in-person or possibly ~50/50% Hybrid	Instruction is 100% Remote Learning
Daily attendance rates monitored	Daily attendance rates monitored and shared with local health officials	Attendance for Remote Learning is monitored based on participation from home
Teaching and reinforcing of healthy hygiene	Concentrated reinforcement of healthy hygiene	Communication to home on healthy hygiene practices
Prevention measures in place	Heightened prevention measures in place	Strict prevention measures in place for essential personnel
Social distancing in place	Heightened social distancing in place with limitations in activities/events	Quarantine measures in place
Group gatherings/events limited; all events require approval	Group gatherings/events postponed	All group gatherings/events canceled
Remain prepared for Remote Learning while learning is in-person at school	Active Preparation for Remote Learning and/or short-term school dismissals resulting in possible Remote Learning	Continued engagement in remote Learning during extended school dismissals and/or closures for long periods
Cleaning and disinfecting in place	Intensified cleaning and sanitizing in place	Classroom and buildings sanitized and shut down
Regular communication with local health officials	Coordination of closure with local health officials	Order of closure from local health officials and/or Executive Order for closure from Governor’s Office

Note: All plans are subject to change/adjustments as appropriate.

COVID 19 Cases in School

**A confirmed case in the school building:
Assess risk with local health officials.
Plan for short (2-5 days) or longer (10 days) closure
to clean, disinfect, and contact trace
in consultation with the local health district.**

If a student, staff member, volunteer, or visitor has been present in school has a **confirmed diagnosis** of COVID-19, the School Nurse and the building Principal contact the Central Office and the Superintendent of Schools. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

The Superintendent of Schools notifies the local health officials immediately.

The local health district will assess risk of further transmission in the school.

Decisions are made concerning:

- CONTACT TRACING
- CLOSURE
- CLEANING
- CONTINUITY OF EDUCATION
- REOPENING OF SCHOOL

The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials. Board of Education members and town officials are notified of closure as well as the State Department of Education.

Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

All communications to the school community including staff and families are made through the Central Office.

During school closures, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

Health and Wellness Checklist

The health and safety of students and staff is the top priority in planning for the reopening. RSD17 will work in collaboration with local health officials, the Connecticut State Department of Education, and the Office of the Governor in planning for health and wellness procedures, as well as making decisions regarding the status of school.

Health Practices and Protocols	
1	Conditions for reopening have been confirmed by the State of Connecticut and/or local health officials.
	The State of Connecticut has lifted, adjusted, or removed any school closure or Executive Order allowing schools to physically reopen.
	Local health officials have determined that local conditions safely allow for schools to physically reopen.
2	Planning guidelines for reopening have been issued by the State of Connecticut and RSD17 plans have been developed and approved at the local level under the supervision of the Superintendent of Schools.
	The State of Connecticut and State Department of Education have issued guidelines on which school reopening plans are to be based with the document "Adapt, Advance, Achieve" on June 29, 2020.
	The RSD17 reopening plan, "Reopening Our Schools" will be reviewed by the RSD17 Board of Education.
3	The Director of Student Services and Director of Operations have confirmed that there is adequate protective equipment in place for reopening.
	There is protective equipment (including masks) for students in the classrooms and throughout the facilities. There is protective equipment (including masks and PPE) for staff appropriate for each classification or duty.
	There is a plan for an ongoing supply of protective equipment.
	There is a sufficient number of no-touch thermal scan thermometers for symptom screenings.
	There is sufficient PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
	There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut & DPH guidance.
	There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, disinfectant wipes and paper towels.
4	The Superintendent of Schools has established a procedure should there be COVID 19 cases in the schools or in the community that could possibly impact the schools.
	The Superintendent and Principals have updated the RSD17 Pandemic Response Plan that includes procedures for a case or cases of COVID-19. This procedure includes communication to the local health officials when a student, teacher, or staff member or a member of their household has tested positive for COVID-19 and has possibly exposed others at the school.
	The Principals and Director of Operations have procedures for an isolation room in the school for a length of time based on (1) a positive COVID-19 case or cases in the school and (2) the risk level within the school/community as determined by the local health district.
	The Superintendent of Schools has a procedure for the closure of schools for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by the local health officials.
	The Board of Education has granted the Superintendent the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees, or to respond to direction from the State of Connecticut and/or the local health districts.
	The Board of Education has granted the Superintendent the authority to limit access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.

	Under the supervision of Curriculum Coordinators, the schools are able to provide for a continuity of instruction / remote learning, if necessary.
	Under the supervision of the Director of Student Services, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.
	Under the supervision of the Director of Food Services and the Director of Fiscal Operations, the schools are able to provide for continuity of meal service, if necessary.
5	The Board of Education has authorized limited access and/or restricted access to the schools by the public.
	The Board of Education supports restricting access to the school buildings during the school day by nonessential visitors and minimal use of school buildings outside of school hours.
	Students, parents, caregivers, volunteers, and staff are excluded from school facilities if showing symptoms of COVID-19 or if a member of their household has tested positive for COVID-19.
	The district will develop plans to address when clubs, before-and after-school programs or other voluntary groups may be allowed to use school space. The plan will include ways to safely allow access for before-and after-school and childcare programs.
6	The district will offer options for students and staff.
	Consistent with the applicable laws and school policies, the district will offer options for school and work to staff and students with special healthcare needs (e.g., remote learning options, alternate or modified job responsibilities).
7	The Director of Student Services and Principals have organized a screening procedure for students at home and to the extent possible, at school.
	<u>Passive Screening</u> : Parents are instructed to screen students before leaving for school by checking to ensure temperatures below 100.4 degrees and to observe for symptoms consistent with COVID-19. Parents are asked to keep students at home if they are feeling sick, have any symptoms associated with COVID 19, or have had close contact with a person diagnosed with COVID-19.
	<u>Active Screening</u> : Schools will visually screen students as they enter school consistent with state and local health guidance, and any necessary follow-up temperature checks with no-touch thermometers (checking to ensure temperatures below 100.4 degrees). Students will be observed for illnesses including cough or respiratory distress. Students may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. NOTE: Screening procedures such as temperature checks for all children are not required at the point of entry to the school (due to the likelihood of potential false positive or false negative results). However, school staff will observe students throughout the day and refer students who may be symptomatic to the school nurse.
	Staff and families will be educated about when to stay home, including the resource How We Feel .
	In screening students who appear ill, only the nurse shall use a thermometer requiring a touch method (under the tongue or arm, forehead, etc). Caution will be taken by the nurse including wearing gloves, eye protection, and a mask.
	Students with a temperature greater than 100.4 degrees are not permitted in school. Students will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
	The school nurse will monitor screening information / data of students while complying with relevant privacy and health laws.
	The school nurse will monitor symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
	The Principals will oversee that entry to/exit from school as large groups are avoided. Students will proceed directly to classrooms or small group designated areas through multiple supervised points..

8	The Director of Student Services and Principals have organized a screening of staff at home and to the extent possible, at school.
	<u>Passive Screening:</u> Staff and regular approved volunteers are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.4 degrees and to observe for symptoms consistent with COVID-19. Staff and regular approved volunteers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19 , or have had close contact with a person diagnosed with COVID-19.
	The Equal Employment Opportunity Commission (EEOC) has provided guidance that confirms that, during a pandemic, it is permissible to ask employees if they are experiencing symptoms of the pandemic virus (such as fever, chills, cough, shortness of breath, or sore throat.) Employers must maintain all information about employee or student illness as a confidential medical record.
	<u>Active Screening:</u> Schools will screen staff and regular approved volunteers as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures below 100.4 degrees). Staff and regular approved volunteers will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. They must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough.
	Staff and regular approved volunteers with a temperature greater than 100.4 degrees are not permitted into the school. Staff and regular approved volunteers will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
	The school nurse will monitor screening information / data of staff and volunteers while complying with relevant privacy and health laws.
	The school nurse will monitor symptoms in staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
	The Principals will oversee procedures for all staff and regular approved volunteers to sanitize hands upon entering schools.
9	The Superintendent of Schools has developed a procedure for all schools for symptomatic students.
	Students who are symptomatic while entering school or become symptomatic during the school day will be separated from others right away by the school nurse.
	Students exhibiting symptoms will be required to continue to wear masks and wait in a supervised, designated isolation room through which others do not enter until students can be transported home. This room will accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. If more than one student is in the isolation area, physical distancing will be maintained. For the purposes of contact tracing, schools should log all persons who entered the room. The individual supervising the room must be equipped with proper PPE.
	The school nurse will have a plan for triaging students in the health office, recognizing that not all symptoms are COVID-19 related.
	The school nurse will advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation. <ul style="list-style-type: none"> ● https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html. ● Students will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
	If a student has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal contact the Central Office and the Superintendent of Schools notifies the local health officials immediately. In addition, the Superintendent will be notified by school personnel that a student is

	confirmed to be sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).
	Each school has a response team coordinated by the Principal with designated responsibilities including monitoring of attendance, symptoms, and screening; communications to families; overseeing cleaning procedures; and responding to suspected confirmed cases.
	The district will initiate recommended CDC cleaning procedures following a confirmed COVID-19 case. Review CDC guidance to ensure compliance with most up to date information regarding containment.
	The schools have developed a consistent policy for dismissal of students who exhibit symptoms of COVID-19 and must be dismissed from school.
10	The Superintendent of Schools has developed a uniform procedure for all schools for symptomatic staff and volunteers.
	Adults who are symptomatic while entering school or become symptomatic during the school day will be sent home and advised to seek medical care.
	The school nurse will advise adults not to return until they have met CDC criteria to discontinue home isolation. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html . <ul style="list-style-type: none"> Staff and regular volunteers will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
	There will be no COVID-19 testing of staff and volunteers at school. Local testing site information will be shared with staff. The schools' nursing offices will monitor testing results of staff and volunteers, complying with relevant privacy and health laws.
	If a staff member or volunteer has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal contact the Central Office and the Superintendent of Schools notifies the local health officials immediately. In addition, the Superintendent will be notified by school personnel that a staff member or a volunteer is suspected of being sick, maintaining confidentiality in accordance with privacy expectations and the Americans with Disabilities Act (ADA).
11	Outside visitors and groups will have very limited or no access to schools during the school day.
	Access to the buildings by visitors/parents will be limited and only for specific educational purposes.
	Non-essential volunteers and visitors, and activities held in the school such as assemblies or larger gatherings, will be limited.
	<u>Passive Screening:</u> Visitors/parents with prior approval to enter the building are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.4 degrees and to observe for symptoms consistent COVID-19. Visitors/parents are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
	<u>Active Screening:</u> Schools will screen visitors/parents with prior approval to enter the building as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures below 100.4 degrees). Visitors/parents will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
	Each school's Main Office will maintain a log for those visitors allowed into the building. The log will include name, contact phone number, and arrival/departure time of each individual.
	Principals and office staff will organize parent pick up / drop off of students, which will be modified at each building. The use of a face mask will be required of all parents who are picking up or dropping off students during the school day and required to enter the school office in the process. Pick up in the afternoon will be modified to ensure that parents have limited or no access to the interior of the school building.
	The Superintendent of Schools will review all requests for use of the schools – before and after school. There will be limited access to outside organizations' use of school sites and schools' resources after school.

	The Central Office and Superintendent of Schools will ensure that external community organizations (including those that sponsor before- or after-school childcare) that are allowed use of the facilities also follow the school's health and safety plans, as well as the expectations of local health officials.
	There are procedures at each school site developed by Principals and the custodial staff for accepting deliveries in a safe manner.

Wellness	
1	The Director of Student Services and School Nurses will oversee high standards of hygiene (hand washing / sanitizing) and training for all in each school.
	Schools will ensure, in accordance with CDC guidance, that hand washing/sanitizing includes: <ul style="list-style-type: none"> ● Opportunities for students and staff to meet hand washing/sanitizing frequency guidance. ● Sufficient access to handwashing and sanitizer stations. ● The availability of fragrance-free hand sanitizer (with a minimum of 60 percent alcohol). ● Children under age nine use hand sanitizer under adult supervision.
	The Director of Student Services in collaboration with School Nurses will identify the training needs of staff related to health and safety protocols and work with the Curriculum Coordinators who will oversee such training prior to the first day of classes.
	The Director of Student Services will plan in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Principals will ensure access for all students and staff, as well as for family members who are interested.
	Training will be provided to substitutes or others who may enter the school outside of the first day or typical calendar start.
	The Director of Student Services will designate, in addition to the School Nurses, an additional 1 to 2 people in each school to assist with training as needed. 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 as changes occur in recommendations and public health data.
	Principals and teachers will review guidance/training and post signage on proper handwashing techniques with students, including the following: <ul style="list-style-type: none"> ● Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. ● Staff and students should dry hands thoroughly. ● Wash/sanitize hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
	Principals and Teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one's mouth/nose/eyes).
	Principals will assess the best approach to communicating wellness information for each age group, and plan to set aside time at the beginning of the school year, as well as scheduling frequent reminders, to review the new policies and protocols. These practices include, but are not limited to: <ul style="list-style-type: none"> ● social distancing, ● use of face coverings that completely cover the nose and mouth, ● respiratory and cough etiquette, and ● enhanced cleaning/disinfection of surfaces.

2	All school employees will assist in the expectation from the State of Connecticut that face coverings /masks are in place during the school day by all.
	The following communication will appear in school email and on the website: <i>“For the safety of all students and all staff, the State of Connecticut guidelines for returning to schools and RSD17 Board of Education policy require that all students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus.”</i>
	The only exceptions for face coverings or masks are as follows: <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. Doctor’s notes are required.
	For students, face coverings/masks may be removed while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing. Exceptions may also be necessary for certain special education students or other special populations. In such cases, other PPE/mitigation strategies will be employed.
	District will provide students and staff with at least one cloth mask.
	Schools will have backup disposable masks available for students who forget them.
	Principals will establish times for “Mask Breaks” that will be provided during the school day. Breaks will occur when students can practice social distancing and/or when they are outside.
	Staff members and volunteers will wear masks that completely cover the nose and mouth inside the schools and will be assigned all necessary PPE as required for their role.
	For teachers and staff, face coverings/masks may be removed while teaching if the following conditions are in place: Enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking, or when outside and effectively practicing social distancing.
	Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).
	Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns.
	Schools will have backup disposable masks available for staff members who forget them.
	Staff members will receive guidance/training on proper use of PPE required for their role: https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html .
	School Nurses and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves
	Front office and food service employees will be provided face coverings or masks and disposable gloves.
	Custodial staff will be provided equipment and PPE for cleaning and disinfecting: (1) For regular surface cleaning, gloves appropriate for all cleaning and disinfecting will be provided. (2) Classified staff engaged in deep cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
	Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.
	Information will be given to staff, students and, parents on proper use, removal, and washing of face coverings. https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html
3	All school employees will assist in the expectation that Physical Distancing / Social distancing is maintained as much as possible.

	The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines.
	Principals will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission.
	Each school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium) based on maintaining reasonable social distancing prior to use by a classroom or group.
	Even with social distancing expectations in the classroom, school spaces, hallways, students and staff members will wear face coverings / masks in school and on the bus.
	To the extent possible, schools will create cohorts to minimize the mixing of student groups throughout the day. Consistent cohorts will minimize cross-contamination of student groups.
	Schools will have plans to minimize movement of students and staff as much as possible and reduce the amount of students and staff that move at the same time.
	Traffic patterns in hallways will be designed to promote social distancing during passing times. Strategies will include staggered passing times or one-way traffic in hallways.
	Classroom seating shall be assigned to students. Shared seating in reading nooks, group centers, and other areas will not be allowed.
	Individual plastic desk shields may be employed in certain learning spaces if needed.
	Backpacks will be used to discourage the use of lockers as much as possible.
4	The Superintendent of Schools will oversee school activities/athletics, which will be allowed in a limited capacity on a case by case basis.
	The school district will follow all CIAC (Connecticut Interscholastic Athletic Conference) and State of Connecticut guidelines for middle school and high school sports.
	After school clubs, activities, and events will be approved in advance by the Superintendent of Schools. Approval will be based on the ability to meet the safety expectations of students/staff members involved.
	Recess time and use of playgrounds will be supervised and scheduled to ensure physical distancing. Recess time will be adjusted for specific classroom and/or cohorts. At this time, playscapes and similar equipment will not be in use due to the challenge of sanitizing equipment between cohort use.
	Curriculum Coordinators and/or Principals will work with the Physical Education Teachers in adapting curriculum and activities to be in line with guidance found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i> . (p36) In general, activities will be limited to those that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
	Curriculum Coordinators and/or Principals will work with the Art and Music Teachers in adapting curriculum and activities to be in line with guidance found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i> . (p37)
	Courses and activities that may involve any potential risk to students and staff will be approved in advance by the Curriculum Coordinators and the Superintendent of Schools.
5	The Director of Student Services and School Nurses will oversee and monitor changes and updates to the State of Connecticut Requirements for Immunizations and Health Assessments
	Immunizations: Guidance from the Department of Public Health was issued dated June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations.
	Health Assessments: Guidance from the CSDE was issued dated June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school.

If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID 19:

	The schools will determine the student and staff capacity of classrooms and school spaces based on state of local guidelines limiting existing class groups/sizes in every classroom.
	The classrooms will be arranged in a manner that minimizes face-to-face contact and increases the space between desks and/or providing barriers between children at tables. Desks/tables will be separated and turned to face in the same direction.
	Other spaces in the building may be used for instructional activities to allow for appropriate distancing including gyms, cafeterias, libraries, larger rooms, outdoors.
	The schools may need to limit the number of students present in classrooms and/or limit the number of students physically reporting to each day based on guidelines issued from the State of Connecticut.
	The <u>school schedule</u> may be adjusted to meet the needs of social distancing (in classrooms) based on adjusted guidelines issued from the State of Connecticut. <ul style="list-style-type: none">● If student numbers are to be limited, the schedule will result in A-B day (alternating days) for students.● Adjusted State Guidelines may result in an extended period of Remote Learning by all students.

Family and Student Engagement Checklist

While much uncertainty surrounds how and when school will reopen, we know that social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people’s academic, social, emotional, and life outcomes. School leaders will need to bring together administrators, teachers, school staff, families, youth, and community partners to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

From “Leveraging the Power of Social and Emotional Learning” (casel.org)

Family Support and Communication	
1	Communicate with families
	Schools will comply with all state and federal engagement requirements during COVID-19 pandemic. Schools will provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes but is not limited to school protocols related to health and safety guidelines. Principals will continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. Reopening plans will be available on the district website with the school liaison clearly identified.

Social/Emotional Learning	
1	The District Reopening Committee members of the SEL subcommittee will work with School Counselors to ensure the inclusion of Social/Emotional Learning (SEL) to benefit the entire school community.
	The district will develop a detailed plan to re-engage all students, staff and families. The district will particularly identify strategies to identify and engage populations and specific students that have been disengaged.
	The district will prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.
	Consider planning for experiences that ensure that the schools place adult and student wellness first to establish a positive, safe, and supportive learning environment such as: <ul style="list-style-type: none"> ● Provide a period of time for students to acclimate back to school. ● Focus on the whole child and use this period to reestablish routines and relationships. ● Intensify communication efforts with all families and at the same time provide additional supports for students who are struggling or at risk. ● Plan for SEL that is integrated into academic content through building essential self-management skills, resilience, and connections. ● Develop programming designed to help children and adults in the school community to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
	Consult the available resources on SEL <ul style="list-style-type: none"> ● the Collaborative for Academic, Social, and Emotional Learning (CASEL) publication, Leveraging the Power of SEL as You Prepare to Reopen and Renew your School Community. ● COVID-19 Resources for Families and Educators. ● Review and incorporate the Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework as it represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness to achieve academic success and social/emotional learning.

2	Coordinate SEL activities prior to the reopening.
	Communicate to the school community that SEL is foundational to the holistic success of the school community and a necessary aspect of a highly functioning school community
	Revisit the data and anecdotal notes collected in the spring (2020) about the support needed by the students during prior remote learning to plan for future instruction.
	Provide professional development as available prior to the start of school. Share resources on SEL, including the Collaborative for Academic, Social, and Emotional Learning (CASEL) publication, “Leveraging the Power of SEL”
3	Integrate SEL activities into the reopening process.
	Intentionally build structures that promote supportive adult-student relationships and a sense of belonging.
	Consider how staff can coordinate to check in regularly with small groups of students and families; and how counselors, social workers, school psychologists, and nurses can connect with students and families.
	<p>Integrate SEL activities such as:</p> <ul style="list-style-type: none"> ● Create ideas on alternative ways to communicate feelings given that wearing masks may alter the understandings of how individuals are feeling. ● Create ideas for positively communicating the need for physical distancing in the classroom as children naturally hug, touch, etc. when playing. ● Create ideas for ways to assist students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability. ● Support movement to ensure children are expending adequate energy. As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Assist staff in building in transition activities that allow for movement. ● Engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world. Include discussions that will elevate racial consciousness as students were not present together in school during recent events in the U.S.

School Liaison, Communication Plans, and Data Collection Checklist

1	The Superintendent of Schools will oversee communications regarding planning and reopening.
	Families, staff, and the community will receive frequent updates (typically weekly or biweekly, as needed) via email and the district website during the school year directly from the Superintendent of Schools regarding the most up-to-date policies and protocols related to all considerations and aspects of this plan and future COVID-19 planning.
	Changes to planning, changes in the status of the schools’ schedules, and any school closures will be communicated directly from the Superintendents or her designee to the school community.
	The Superintendent will gather information via survey from families prior to reopening to properly plan for resuming classes in the fall. Families, staff and community can email feedback, questions and/or concerns regarding school reopening to reopeningHKSchools@rsd17.org .
	Each school’s Principal will be the school community’s contact about health and safety. Questions and concerns will be brought to the District COVID-19Health and Safety Compliance Liaison.

Operations Checklist

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

Facilities	
1	The Director of Operations and School Administrators will ensure that schools meet <u>high cleanliness standards</u> prior to reopening and maintain a high level of cleanliness during the school year.
	The Director of Operations will oversee the reopening for each school building that specifically addresses high standards of cleanliness for all classrooms, bathrooms, hallways, and offices in the school.
	The Director of Operations and School Administrators will communicate cleaning and hygiene protocols as recommended by the State of Connecticut and the CDC to staff and families.
	Building plans for disinfecting frequently touched surfaces will include: <ul style="list-style-type: none"> ● Door handles ● Handrails ● Water bottle filling stations and water bubblers ● Sink handles ● Restroom surfaces ● Instructional materials that cannot be supplied to a specific student
	Buildings will have a plan for disinfecting the following between uses: <ul style="list-style-type: none"> ● Desks that are shared during the day ● Tables that are used throughout the day ● Chairs that are shared during the day ● Classroom/office items, such as phones, headsets, copy machines , etc.
	Schools will work to enable no-touch usage of items such as doors, trashcans, and bathroom fixtures, where possible. (Where no touch technologies are not available, prop open doors in accordance with fire and safety codes, and remove trash lids.)
	Schools will maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Where possible, schools will turn off and avoid use of hand dryers.
	Schools will place a trash can and paper towel roll by the bathroom door to allow students and staff to use it in order to prevent the touching of the door handle with hands.
	Permanent playground fixtures and equipment will not be used as per CDC. Principals will work with teachers to assess ways to minimize exposure from smaller outside equipment, including but not limited to ensuring only the cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting smaller outside equipment after each group of students' use.
	Bathrooms should be sanitized at least twice a day. Where possible, schools will consider designating separate bathrooms for different classes or establishing shifts for classes to use the bathroom (and thus avoid mixing of classes).
	The Director of Operations will use products that are approved for the State of Connecticut that are labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
	Cleaning logs will be used in each building to track cleaning frequency of areas including bathrooms.
	The Director of Operations will ensure that the schools comply with DPH guidelines including: <ul style="list-style-type: none"> ● Guidance for Cleaning and Disinfecting of Schools during COVID-19 ● Return to Service Guidance for Building Water Systems
	The Director of Operations and Lead of Facilities will ensure that the school air handling systems are

	<p>configured by state guidelines to the extent capable.</p> <ul style="list-style-type: none"> ● Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems
2	The Director of Operations and School Administrators will ensure that schools meet <u>distancing expectations</u> by adjusting the set up in all classrooms.
	<p>The Director of Operations will oversee a reopening plan for each building that specifically addresses social distancing for all classrooms, bathrooms, hallways, and offices in the school.</p> <ul style="list-style-type: none"> ● Maximize social distancing between student workstations, achieving 6 feet if feasible when determining the classroom layout. Desks should face in the same direction (rather than facing each other) or students should sit on only one side of tables, spaced apart. ● Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.
	Where schools have different entrances, Principals will utilize multiple entry points to reduce clusters of students from gathering. Consider a similar design for assignment of restrooms, classrooms, and outside space where it is possible to restrict primary use to a single cohort or a consistent group of cohorts.
	<ul style="list-style-type: none"> ● Develop planned walking routes with directionality to avoid 2-way traffic where possible. Floor markings throughout classrooms and the school may be included to illustrate social/physical distancing. ● If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be considered as an option. ● Ensure the classroom cohort will have access to hand-washing stations and hand sanitizer dispensers.
	The Superintendent of Schools, the building Principal, and the Director of Operations will do a walkthrough of all buildings prior to reopening to review distancing expectations as well as conducting a review of reopening plans specific to each building.
	The Health & Safety Compliance Liaison, Director of Operations and Principals will work together to ensure that classroom furniture besides desks is adjusted to create the maximum amount of space between students. Classroom bookcases, reading nooks, storage cabinets will be removed/repositioned to create the maximum amount of space between students.
	The Director of Operations and Principals will work together to ensure that a dedicated medical isolation room has been identified in every school building.
3	School Administrators will ensure that schools restrict the shared use of materials.
	Principals will work to ensure that staff minimize the need to have multiple students sharing high touch materials to the extent possible. These materials include, but are not limited to books, manipulatives, computers, calculators, writing utensils, and art supplies). Teachers will ensure that there is a procedure for disinfecting any electronic devices, toys, books, and other games or learning aids that may need to be shared during the same school day.
	When shared space is used by multiple cohorts of high school students disinfecting of materials will occur in between the times when cohorts of groups of high school students use the furnishings/materials.
	Any shared seating in reading nooks, group centers, and other areas will not be allowed. Items that cannot be cleaned and sanitized (such as shared stuffed animals in classrooms) will not be allowed in classrooms.
4	The Director of Operations will ensure that hand washing and sanitizing stations will be readily available.
	The school will 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.
5	The Health & Safety Compliance Liaison, the Director of Operations and School Administrators will oversee a rapid response plan for suspected or confirmed cases of COVID 19.
	<p>Each building will have a plan 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.</p> <ul style="list-style-type: none"> ● Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case.

- Review [CDC guidance](#) to ensure compliance with most up-to-date information on containment.

Operations

1	The Director of Student Services will oversee staff training on the physical protection of the school community.
	<p>The schools will provide required staff training on the following health and safety protocols as part of the reopening prior to the start of school:</p> <ul style="list-style-type: none"> ● Physical distancing of staff and students ● Symptom screening, including temperature checks ● Proper use of protective equipment ● The correct use of cloth face coverings / masks ● Cough and sneeze etiquette ● Keeping one’s hands away from one’s face ● Frequent hand washing and proper technique ● Confidentiality around health recording and reporting ● Cleaning and disinfecting protocols
	<p>The school will provide in-person or online training for students and make it available to families who are interested that includes:</p> <ul style="list-style-type: none"> ● Physical distancing of staff and students ● Symptom screening, including temperature checks ● Proper use of protective equipment ● The correct use of cloth face coverings / masks ● Cough and sneeze etiquette ● Keeping one’s hands away from one’s face ● Frequent hand washing and proper technique
	Repeat staff and student training during the first months that school reopens, and as needed.
	The school will provide training to substitutes or other approved adults who access the school.
2	Signage will be posted in school that is highly visible as well as being accessible for all.
	<p>The Director of Operations and Principals will work together to ensure the distribution of information and regular communication about the actions school communities can take to <u>stop the spread</u>. Signs will be posted in highly visible locations (e.g., school entrances, staff areas, and restrooms) that <u>promote everyday protective measures</u> and provide instruction related to <u>properly washing hands</u> and <u>properly wearing a cloth face coverings or masks</u>. Signs will be accessible for students with disabilities and in languages appropriate for the school population. https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html</p>
3	Compliance Liaison and Director of Operations will react quickly to changing conditions.
	<p>The Compliance Liaison and Director of Operations will ensure options to increase or relax restrictions are available throughout the school year to respond effectively to changes in public health data. This requires compartmentalized solutions that can be deployed or recalled in a timely and organized way.</p>

Transportation

RSD17 Schools are committed to providing safe transportation to all students when following an In Person or Hybrid model, following all guidelines and expectations of the State and maintaining health standards in accordance with local health officials. However, if there is a surge of COVID 19, an increase of local cases, or the occurrence of in-school cases, the models may need to be adjusted as a result. Throughout the year, the RSD17 Schools will be prepared to adjust plans based on health indicators and guidance from state and local health officials (see chart below).

 <p>CONNECTICUT SAFE STATUS Vaccine available or effective treatments for COVID-19</p>	 <p>CONNECTICUT LOW STATUS Low transmission risk in the community of COVID-19</p>	 <p>CONNECTICUT MODERATE STATUS Moderate or more severe spread of COVID-19</p>
<p>Full Capacity on Bus Bus transportation can operate with no restrictions</p>	<p>Up to Full Capacity on Bus Bus transportation can operate up to full status with face coverings / mask requirements and loading and unloading restrictions</p>	<p>Limited Capacity on Bus Bus transportation can operate with seating and spacing restrictions, face coverings / mask requirements, and loading and unloading restrictions.</p> <p>Reduced Number of Students and seating based on strict social distancing guidelines</p>

This is the status for the beginning of school.

Transportation Checklist

1	<p>Transportation status will be determined by the State of Connecticut and/or DPH.</p>
	<p>In the “low status” currently determined to be the status of Connecticut:</p> <ul style="list-style-type: none"> • Student passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The passenger’s face covering must be in place 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. This will reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.
	<p>If the state determines that we are in a “moderate status” :</p> <ul style="list-style-type: none"> • Student passenger density will be significantly reduced because schools will be employing a hybrid model of learning (A-B days) when in this status. • Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. • Passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The rider’s face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. • Students 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. This will reduce the number of people passengers pass by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.

2	Transportation to and from school.
	District will survey to find out which students will be driven by parents at the start of the school year.
	Principals will plan vehicle flow and logistics, particularly if there are more families electing to transport.
	Principals will develop arrival/departure procedures that limit unnecessary entrance of parents and guardians into the building. Each school will allow for minimal contact of parents with school personnel and students while dropping off and/or picking up students during the day.
3	Proper hygiene habits will be practiced on the bus.
	Parents of students in younger grades will be asked to assist in social distancing at bus stops and during pick-up and drop-off.
	Parents of students in younger grades will be asked to secure masks on students at bus stops prior to students entering the bus.
	Students will be required to wear a face covering or mask that completely covers the nose and mouth and keep it on during the entire bus ride.
	Seating arrangements will be adjusted on buses to prevent students from passing one another while loading/unloading as much as possible. <ul style="list-style-type: none"> • First students to load on bus sit in back, filling seats toward the front of bus • Students in front unload first • Loading process at school based on route to promote limited passing in aisles • Assigned seats will be arranged for students
4	Bus drivers will follow the expectations for school employees regarding health and screening.
	Passive Screening: Drivers are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.4 degrees and to observe for symptoms outlined by public health officials. Drivers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
	Drivers with a temperature greater than 100.4 degrees are not permitted to drive. Drivers will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
	All drivers will sanitize their hands upon entering buses.
	Bus Drivers must wear face masks. These must always be worn when children are in the bus.

If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID 19:

	The number of students on each bus may be adjusted.
	The schools will limit the number of students on buses based on guidelines issued from the State of Connecticut. Seating options include: <ul style="list-style-type: none"> • Seat one student to a bench on both sides of the bus. • Seat one student to a bench on both sides of the bus, skipping every other row. • Seat one student to a bench, alternating rows on each side, creating a zigzag pattern on the bus.
	Bus populations may be adjusted as follows: <ul style="list-style-type: none"> • 70 students per bus • 48 students per bus – 50% more secondary bus runs; 100% more elementary bus runs • 24 students per bus – 100% more secondary bus runs; 150% more elementary bus runs • 12 students per bus – 150% more secondary bus runs; 200% more elementary bus runs In each of these scenarios there is a tremendous impact on classes with students arriving/departing at different times.
	The <u>school schedule</u> may be adjusted to meet the needs of social distancing (on buses) based on guidelines issued from the State of Connecticut. <ul style="list-style-type: none"> • If numbers are limited the schedule may result in A-B day scheduling for students. • Adjusted State Guidelines may result in an extended period of remote Learning by all students.

Food Services Checklist

The district is committed to continuing to provide meals to students and families in all learning models. The list below provides details about how that will happen in accordance with health and safety regulations.

1	The Director of Food Services will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition.
	The Director of Food Services will actively promote and determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.
	The Director of Food Services will comply with the U.S. Department of Agriculture’s (USDA) regulations and policies (and any changes occurring) for school meals and milk including the meal pattern requirements.
	The Director of Food Services will ensure that the schools claim meals/ milk provided to eligible students using accurate counting and claiming methods.
	The Director of Food Services will proactively plan and be prepared at all times throughout the year for expedited meal access during including a short period (2-5 days) and a longer period (2 weeks) of closure.
	The Director of Food Services will oversee PPE for food service operations such as masks, gloves, physical barriers in serving areas, etc.
2	Food service in each school will be designed to promote social distancing.
	The Director of Food Services working with Principals will determine the appropriate meal distribution method (Cafeteria Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.
	Each school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options. Meals service communications will communicate social distancing requirements and include any additional school options as follows: <ul style="list-style-type: none"> ● additional lunch waves to separate classroom cohorts; ● staggering cafeteria use throughout the late morning/early afternoon; ● increasing the number of meal service access points; ● serving meals in cafeteria and then returning to classrooms or alternate locations; ● serving meals in classrooms and alternate locations;
	School cafeteria and meal service plans will be adjusted based on level of concern of transmission.
	There will be no “share tables” or self-service buffets for food and condiments.
	Physical barriers, such as sneeze guards and partitions, at point of sale and other areas will be installed where maintaining physical distance of 6 feet is difficult.
	If meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning will be in place.

Technology Checklist

Heading into 2020-2021 the district is implementing a one-to-one Chromebook/laptop model where every student will have their own device, ensuring that we can adapt smoothly to the various schooling scenarios which may occur depending upon the containment/spread of the virus. All students will be expected to bring their district-provided device to school fully charged each day to reduce sharing of technology equipment. K-5 students will likely keep their devices at school (unless participating in the temporary remote option or if we are in a hybrid or fully remote operation).

Technology	
1	Access to technology will be 1-to-1 for students in Grades K-12.
	All students in Grades K-5 will have their own computer devices in school.
	Grades 6-12 will be offered 24/7 access during the school year.
2	Grades K-5 will become “Mobile on the Moment.”
	The Technology Staff will plan for students to take home technology for a possible closure of short duration or longer duration.

Career and Technical Education Checklist

Technical Education	
1	Follow established workplace industry standards as well as public health protocols.
	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"> • Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. • Include a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle. • Include a process for collection, sanitation, and logging of equipment and tools.

After-school Programming Checklist

1	Follow requirements, even after-school.
	The district will develop procedures to address when clubs, before-and after-school programs or other voluntary groups may be allowed to use school space. The plan will include ways to safely allow access for before-and after-school and childcare programs.
	After-school programming will follow the requirements outlined in this document, as applicable.

Please note that all plans and items included in this document are subject to change based on requirements and/or advice from the Governor or Connecticut, the Connecticut State Department of Education and the local health officials.