



**2022-2023**



# SPS

## Safe Return to In-Person Instruction and Continuity of Services Plan

## **Stamford Public Schools (SPS) Safe Return to In-Person Instruction and Continuity of Services Plan**

Health and Safety will continue to be at the forefront of our decision-making in Stamford. While COVID-19 transmission remains low, we will continue to monitor and respond accordingly.



### **Health and Safety Strategies**

#### **COVID-19 Checklist**

To ensure the health and safety of all who work in or attend our schools, all families and staff members are asked to continue to review the [COVID-19 Checklist](#) and self-assess when not feeling well.

**Note: The following section will be updated as new information is available.**

#### **Updated Mask Requirement**

Mask wearing is recommended, based on one's personal level of risk, in all SPS buildings.

#### **Mask Enforcement**

As noted above, the Stamford Health Department will recommend masks based on one's personal level of risk for staff and students. It should be clear, however, that the expectations to wear or not to wear a mask must be encouraged and enforced at home with families. Our staff will not play a role in enforcing these decisions. Furthermore, all members of our school community should respect each other's choices on this matter.

#### **School Nurse's Office**

As per best practice of infection prevention in school health offices, students may be instructed to put on a mask when they enter the school nurse's office.

#### **School Based Health Centers**

Masks are required in School Based Health Centers as per the Department of Public Health Commissioner's order regarding licensed healthcare facilities.

## **Illness**

Please continue to report positive COVID-19 test results to the school nurse or administrator and follow [CDC recommendations for isolation and quarantine](#), including getting tested if you are exposed to COVID-19 or have symptoms of COVID-19.

## **Hand Washing**

Good hand hygiene continues to serve as a key mitigating strategy in combating COVID-19. Hand sanitizer will be available at all sites, both in classrooms and in common areas. Students and staff will be encouraged to wash hands for at least 20 seconds regularly throughout the day, or use hand sanitizer. Good hand hygiene will be emphasized before and after outdoor activities.

## **Connecticut State Department of Education (CSDE) and Department of Public Health (DPH) guidelines for Testing for Students and Staff**

**SELF-TEST KITS** will be available to all school districts free of charge to all Connecticut schools, childcare programs, and youth camps to distribute to their students, staff, and service providers (e.g., bus drivers, specialized instruction providers, etc.). The State of Connecticut has ordered approximately 2.5 million self-test kits (5 million individual tests) for distribution to school districts and early childhood education programs.

**TEST-MASK-GO** is an optional strategy designed to increase the number of days of in-person learning and care available to children, both to improve the social/emotional/physical wellbeing of students, staff, and their families and to enhance learning recovery. The fall and spring allergy seasons combined with New England winters present a challenge for schools, childcare, and youth camp facilities that were advised in previous years to exclude individuals from in-person attendance if they had any of a long list of symptoms associated with COVID-19. Schools, child care programs, and camp operators choosing to utilize a Test-Mask-Go strategy can give children and staff with mild respiratory disease symptoms (e.g., infrequent cough, congestion, runny nose, sore throat, etc.) the option to continue participating in-person provided:

- they are fever-free ( $< 100^{\circ}\text{F}$ ) and feel well enough to participate,
- they do not live with anyone who has had COVID-19 in the past 2 weeks,
- they can wear a mask consistently and correctly (if facility operators require them to do so), and
- they test negative for COVID-19 prior to reporting in-person on every day they have symptoms, as well as one final test in the morning their symptoms have completely resolved.

Individuals who have any respiratory disease symptoms should not use the Test-Mask-Go strategy if:

- they have a fever ( $\geq 100^{\circ}\text{F}$ ) or feel feverish (they should not report in-person until their fever has resolved for at least 24 hours without the use of medication)

- they live with a person who recently tested positive for COVID-19 (within the past 2 weeks)

Instead, these individuals should stay home until their symptoms resolve and test for COVID-19. Anyone testing positive for COVID-19 should complete isolation according to the CDC Q/I Calculator. School, childcare, or youth camp administrators or health staff who have questions regarding Test-Mask-Go should contact [DPH.EPI@ct.gov](mailto:DPH.EPI@ct.gov).

Please click on this [link](#) for more information.

### **Students in Isolation or Quarantine (as required by the Department of Health)**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>

Students, teachers, and staff who test positive for COVID-19 and **never develop symptoms** should isolate for at least 5 days. Day 0 is the day of the positive viral test (based on the date of testing) and day 1 is the first full day after the specimen was collected for the positive test.

- If they continue to have no symptoms, they can end isolation after at least 5 days.
- They should continue to wear a [well-fitting mask](#) around others at home and in public until day 10 (day 6 through day 10). If they are unable to wear a mask when around others, they should continue to isolate for 10 days.
- Avoid people who are [immunocompromised or at high risk for severe disease](#), and nursing homes and other high-risk settings, until after at least 10 days.
- If they develop [symptoms](#) after testing positive, the 5-day isolation period should start over. Day 0 is the first day of symptoms. Follow the recommendations above for [ending isolation for people who had COVID-19 and had symptoms](#).
- Please visit CDC's [COVID-19 isolation](#) page for more specific guidance on isolation outside of the K-12 setting.

People who have COVID-19 and have or had [symptoms](#) **should isolate for at least 5 days**. To calculate the 5-day isolation period, day 0 is the first day of symptoms. Day 1 is the first full day after their symptoms developed.

- They can end isolation after 5 full days if they are fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved (loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation).
- They should continue to wear a [well-fitting mask](#) around others at home and in public for 5 additional days (day 6 through day 10) after the end of their 5-day isolation period. If they are unable to wear a mask when around others, they should continue to isolate for 10 days.
- Avoid people who are [immunocompromised or at high risk for severe disease](#), and nursing homes and other high-risk settings, until after at least 10 days.
- If they continue to have fever or other symptoms have not improved after 5 days of isolation, they should wait to end isolation until they are fever-free for 24 hours without the use of fever-reducing medication and their other symptoms have improved. They

should continue to wear a well-fitting mask and contact their healthcare provider with questions.

- Please visit CDC's [COVID-19 isolation](#) page for more specific guidance on isolation outside of the K-12 setting.

**For more information, please click the following [link](#)**

## **Travel Guidance**

Connecticut residents and travelers to Connecticut should follow [travel-related guidance from the Centers for Disease Control and Prevention \(CDC\)](#) and DPH. Mandates and requirements are not currently in place in Connecticut.

Prior to traveling outside of your local community, consider that travel increases your chance of getting and spreading COVID-19.

Travelers should review [CDC's travel guidance](#) when planning travel outside of their local community. Know your [travel risk](#). Do not travel if you are sick, are considered [infectious after testing positive for COVID-19](#), or [should be quarantined due to exposure](#) to a person with COVID-19.

## **Vaccination**

DPH describes vaccination as an important mitigating strategy and encourages families to consider vaccination for all family members more than 6 months of age. For more information on vaccination go to <https://www.cdc.gov/vaccines/covid-19/planning/children.html>. For more information on booster doses for children [https://www.cdc.gov/coronavirus/2019-ncov/vaccines/booster-shot.html?s\\_cid=11737:cdc%20booster%20guidelines:sem.ga:p:RG:GM:gen:PTN:FY22](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/booster-shot.html?s_cid=11737:cdc%20booster%20guidelines:sem.ga:p:RG:GM:gen:PTN:FY22)

For locations of vaccine clinics, go to the [COVID-19 Vaccination Information](#) page of the city website for more information.



## **Facilities**

SPS will continue to create a safe and healthy learning environment for students and staff.

- Implement a cleaning and sanitizing protocol for during the day and evening.
- Post health and safety signage, and provide training.
- Comply with State COVID-19 Guidelines for Ventilation.

## **Ventilation**

SPS is following the recommendations of DPH and CSDE for preventative maintenance of HVAC systems across the district.



## **Teaching and Learning**

### **Attendance**

Teachers will mark students **Present** or **Absent** based on their physical presence in the classroom.

### **Families/Visitors**

There continues to be no restrictions to visitors or employees who need to access SPS Central Office in order to process paperwork, to attend meetings with school officials, or who want to attend a meeting of the Board of Education or other public meetings being held at the Central Office.

Parents and guardians are still encouraged to arrange conference calls or use other electronic means to conduct conferences and meetings about a student's educational program. Parent and community volunteer visits shall be coordinated at the building level.

**Please note that all visitors are required to follow building checking-in protocol via the Raptor visitor management system at the front door or in the main office.**

### **Field Trips**

Field Trips are allowable as an extension to educational learning for all grade levels.

## **Instructional Expectations**

Staff will continue to use Google Classroom and the entire G-Suite platform to support instruction and communication.

### **Students with Disabilities and 504 Plans:**

- Planning and Placement Teams (PPTs) and Section 504 teams must continue to make individualized placement and programming determinations based on students' unique needs. PPTs must continue to offer a continuum of alternative placements for students with disabilities, including the general education classroom, the resource room or self-contained classroom, instruction in hospitals or other institutions, and instruction in the home.
- For medically fragile students that require instruction in the home, PPTs and Section 504 teams must follow the homebound instruction process.

## **Sports and Other Extracurricular Activities**

High school athletics will follow the guidance from the CIAC, DPH, and the City of Stamford Department of Health for fall, winter and spring athletics. The higher the vaccination rate on a team, the higher the likelihood of that team to be able to keep practicing, maintain their current schedule, and complete their season. This guidance extends to curricular and extracurricular activities, including interscholastic athletics.

### **CIAC Sports COVID-19 Guidance**

- Quarantine, Contacts, Isolation – Student-athletes and coaches should follow their school district's quarantine, isolation, and contacts policy and procedure for all students. DPH's document states, "Anyone testing positive for COVID-19 should complete isolation according to the CDC Q/I Calculator."
- Return-to-Play after COVID-19 Infection – The CIAC recommends that student-athletes who have tested positive for COVID-19 follow return-to-play guidelines established by medical professionals. Currently, the CIAC recognizes the joint guidance issued by the American Medical Society for Sports Medicine (AMSSM) and the National Federation of High Schools (NFHS) and the guidance issued by the American Academy of Pediatrics (AAP) as medically reviewed and established guidelines.

## **Vocal Music, Instrumental Music and Band**

No restrictions are required at this time.

### **Lockers**

The use of lockers is permitted.



## **Parent Meetings**

Parent meetings and conferences, including PPT and 504 meetings, may be held virtually or in-person.

## **Recess and PE**

Students should spend time outdoors, as much as possible for recess and PE. Hand-hygiene protocols before and after continue to be recommended and will be in place at all sites.

## **Small Group Instruction for Literacy and Math**

- Teachers should provide instruction in small groups to offer differentiated instruction based on teacher quantitative and qualitative data.
- Technology can be utilized for small group instruction.
- Students are permitted to participate in group projects and to share materials.



## **Family Community and Engagement**

SPS will engage with our students, families and communities and foster opportunities for regular two-way communication.

- Host Student and Parent Pop-Up Webinars on important topics provided by input from students and families
- Encourage all to abide by mitigating risk practices at home and in the community.
- Make information available to parents and families in multiple languages when possible.
- Utilize communication tools that provide opportunities for two-way communication between students, staff and families.
- Develop a system for students to share their voice through student advisory and leadership opportunities.
- Collaborate with community partners to provide resources and support to students and families



## **Social Emotional Learning and Mental Health Supports**

### **Social Emotional Learning (SEL) Supports**

SPS has set a goal to strengthen adult SEL competencies and capacity by designing and implementing effective SEL professional development (PD) opportunities for school and district staff as well as families. All schools are also working to strengthen and improve their school climate through evidenced based SEL programs and practices.

### **Nutrition**

#### **Meal Service and Lunch**

The Stamford Public Schools (SPS) qualifies for Community Eligibility Provision (CEP); all students will have access to free lunches and breakfasts. No restrictions are required at this time.

## ESSER Requirements

**As a part of the ESSER funding requirements school districts are required to include ESSER Public Comment and Feedback as well as overview of draft budget information as part of the Return to School Plan.**

**The following are the focus as outlined by the CSDE...**

### **State-Level Priorities Revisited: *Reimagining Schools to Transform Students' Lives***

While all of the existing State-Level Priorities shaping the school community's work over the past year remain important, some have evolved. For American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER), CSDE revisited the State-Level Priorities to reflect the collective call to think boldly and create transformative programs for the students of Connecticut.

**Learning Acceleration, Academic Renewal, and Student Enrichment:** Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic support and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

**Family and Community Connections:** The complex issues brought about by the pandemic have made it clear that the success of schools, families and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but also will strengthen families and stabilize communities.

**Social, Emotional, and Mental Health of the Students and of our School Staff:** The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional and mental health supports to restore and successfully re-engage our school communities.

**Strategic Use of Technology, Staff Development, and the Digital Divide:** Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment, balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff and families to maximize student outcomes.

**Building Safe and Healthy Schools:** Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

**Commitment to Equity:** It is our collective responsibility to fulfill the priorities outlined on the following pages through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted.

### ESSER Public Comment and Feedback Opportunities

<b>Meeting</b>	<b>Date</b>	<b>Stakeholders</b>
Listening Sessions	<b>May 17, 2021</b>	Teachers and Staff
Listening Sessions	<b>May 17, 2021</b>	Parents/ Community
Spanish Speaking Listening Sessions	<b>May 27, 2021</b>	Parents/ Community
District Leadership Team	<b>June 17, 2021</b>	Administrators and Administrative Interns
Principal Meeting	<b>June 17, 2021</b>	Principals
Farmer's Market Tables	<b>June-October 2021</b>	Community
Operations BOE meeting	<b>June 22, 2021</b>	BOE members
Long-Term Facilities	<b>Saturday, June 12, 2021 Monday, June 14, 2021 Monday, June 21, 2021 Thursday, June 24, 2021 Saturday, June 26, 2021 Monday, June 28, 2021</b>	Representatives BOF, BOR, Planning Board, and Operations BOE
Email Submissions	<b>Recurring</b>	All-
CORE Committee Meeting	<b>May 24, 2021 June 7 and 21, 2021</b>	Representative from SPS Community (e.g. teachers, parents, community partners, administrators, staff, health professional, and elected officials)
Survey	<b>June 28- August 6</b>	Families
Student Voice	<b>2 sessions per month</b>	Students

## ARP ESSER III Funding

### ESSER/ARP Overview

Grant Name	ESSER I	CRF (Coronavirus Relief Fund)	ESSER II	ESSER III (ARP)
Awarded Date	3/2020	9/2020	2/2021	5/2021
Funds Available Through	9/2022	12/2020	9/2023	9/2024
Amount	\$2,739,520	\$5,357,085	\$14,547,611	\$32,694,812
Use of Funds	PPE, specialized cleaning supplies, part-time custodians, distance learning software (Lexia, Google Suite), WiFi HotSpots/Data, Security Workers	PPE, specialized cleaning supplies, distance learning software, custodial O/T, HVAC repairs, bus sanitizing, Special Education evaluations, coverage for quarantined teachers	Parent Facilitators, Tech Specialists, Restorative Support Facilitators, Classroom Teachers, PPE, Summer School, Capital TBD	Recovery Academy, Acceleration Coaches, SEL Programs, Summer School Enrichment, Capital Projects (HVAC Piping/Automation/Ventilation), Year 3 of Tech Specialists, Parent Facilitators, Restorative Support Facilitators
Funds Used 2020-21	\$333,353	\$5,357,085	\$0	\$0
Funds Used 2021-22 (Estimated)	\$2,406,167	\$0	\$7,708,452	\$8,868,986
Budget 2022-23	\$0	\$0	\$6,839,159	\$13,146,683
Projected Funds Available 2023-24	\$0	\$0	\$0	\$10,679,143

# ESSER/ARP Overview (Cont.)

<i>SUM of Amount</i>	<i>Category</i>			
<i>Year</i>	<i>Capital</i>	<i>One-Time</i>	<i>Operating Offset</i>	<i>Grand Total</i>
2020-21	\$955,003	\$3,826,046	\$909,389	\$5,690,438
2021-22	\$174,863	\$10,669,848	\$7,248,849	\$18,093,560
2022-23	\$11,827,281	\$2,713,147	\$5,977,970	\$20,518,398
2023-24	\$5,995,723	\$799,585	\$4,241,324	\$11,036,632
<b>Grand Total</b>	<b>\$18,952,870</b>	<b>\$18,008,626</b>	<b>\$18,377,532</b>	<b>\$55,339,028</b>

<b>Examples</b>	<b>Capital</b>	<b>One-Time</b>	<b>Operating Offset</b>
	HVAC Work Fall 2020/Spring 2022	Acceleration Coaches	Parent Facilitators
	Projects TBD :	PPE/Cleaning Supplies	Technology Integration Support Specialists
	Toquam HVAC Piping	Recovery Academy	Restorative Support Facilitators
	SHS HVAC Automation/Ventilation	Summer School 2021	Security Workers
	Stark HVAC Automation/Ventilation	Staff COVID "Bonus"	Kindergarten Paras
	Davenport HVAC Automation/Ventilation	COVID Teacher Coverage	HS Contingencies
	Newfield Space Increase		
	Northeast Space Increase		
	HVAC TBD		

# ESSER/ARP Positions 2021-22

Position Description	FTE	Estimated Cost 2022-23	Original Funding Source	Current Funding Source	Proposed Funding Source 2022-23
Security Workers (Reinstated Due to COVID)	12	\$858,000	ESSER I	ESSER I	Operating
Parent Facilitators	23	\$1,207,500	ESSER II	ESSER II	Operating/ESSER II
TISS	21	\$2,912,541	ESSER II	ESSER II	ESSER II
Elementary Teachers (Smaller Class Sizes)	5	\$446,250	ESSER II	ESSER II	ESSER II
Restorative Support Facilitators	7	\$735,000	ESSER II	ESSER II	ESSER II
BCBA	1	\$97,850	ESSER II	Alliance	Alliance
Technology Coordinator	1	\$181,772	ESSER II	Alliance	Alliance
SRBI TOSA	1	\$106,595	ESSER II	Alliance	Alliance
EL/PD TOSA	1	\$106,595	ESSER II	Alliance	Alliance
Humanities TOSA	1	\$106,595	ESSER II	PSD	PSD
STEM TOSA	1	\$106,595	ESSER II	Alliance	Alliance
HS Contingencies	6	\$535,500	ESSER II	ESSER II	Operating
Acceleration Coaches	7	\$840,482	ARP/ESSER III	ARP/ESSER III	ARP/ESSER III
Kindergarten Paras	13	\$642,720	ARP/ESSER III	ARP/ESSER III	ARP/ESSER III
<b>Sum</b>	<b>100</b>	<b>\$8,883,994</b>			