

Connecticut LEA Reopening Template

Connecticut State Department of Education • June 29, 2020



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

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

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

Additional Details:

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

Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

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

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| Date of Submission: | 7/24/2020 |
| LEA Name: | Unified School District #1 |
| Reopening Plan Point of Contact: | Maria Pirro Simmons |
| Contact Email: | Maria.pirro-simmons@ct.gov |
| Contact Phone: | 860-692-7536 |
| LEA COVID-19 Health and Safety Compliance Liaison: | Veron Beaulieu |
| Liaison Email: | Veron.beaulieu@ct.gov |

If schools plan to iterate and/or improve their plan as result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above.

This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan — *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together* may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.

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

| Priorities | School Plan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Fall Reopening Model</p> <ul style="list-style-type: none"> LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps. | <p>On Tuesday, September 8th, all students in Unified School District #1 will return to full time, in person learning. Each specific school will have detailed plans for reopening as each correctional facility varies in size, programming, staffing complements, movement capabilities, and specialized populations.</p> <p>Modified Plan: Reduced Enrollment A/B Schedule USD #1 will: Develop a reduced enrollment model pending a change in health and safety guidance that impedes the full return of students to school. A reduced A/B schedule will be enacted to minimize numbers of students in the school buildings on a given day and limit class sizes to support enhanced social distancing. This plan identifies A Day Students and B Day Students who alternate on A and B days. In this model, students will attend school onsite every other day with work being sent to the cottages for remote learning on distance days. In this model, students will receive in-person instruction on the days they are in school and participate in asynchronous learning on the days they are in their units.</p> <p>Reduced Enrollment Model (Hybrid) Weekly Schedule</p> <table border="1" data-bbox="541 857 1957 1198"> <thead> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>A Students (Onsite)</td> <td>B Students (Onsite)</td> <td>A Students (Onsite)</td> <td>B Students (Onsite)</td> <td>A Students (Onsite)</td> </tr> <tr> <td></td> <td>B Students (Distance)</td> <td>A Students (Distance)</td> <td>B Students (Distance)</td> <td>A Students (Distance)</td> <td>B Students (Distance)</td> </tr> <tr> <td>Week 2</td> <td>B Students (Onsite)</td> <td>A Students (Onsite)</td> <td>B Students (Onsite)</td> <td>A Students (Onsite)</td> <td>B Students (Onsite)</td> </tr> <tr> <td></td> <td>A Students (Distance)</td> <td>B Students (Distance)</td> <td>A Students (Distance)</td> <td>B Students (Distance)</td> <td>A Students (Distance)</td> </tr> </tbody> </table> <p>Should public health data require schools to suspend in person learning, USD #1 will return to the Remote/Connected Learning Model utilized when schools were closed in March.</p> <p>If this remote learning model is enacted, students will receive high quality and rigorous content aligned, individualized work via the remote learning model utilized during the regular school session.</p> <p>This model includes personalized contact from members of the students’ education team and weekly lessons and feedback.</p> | | Monday | Tuesday | Wednesday | Thursday | Friday | Week 1 | A Students (Onsite) | B Students (Onsite) | A Students (Onsite) | B Students (Onsite) | A Students (Onsite) | | B Students (Distance) | A Students (Distance) | B Students (Distance) | A Students (Distance) | B Students (Distance) | Week 2 | B Students (Onsite) | A Students (Onsite) | B Students (Onsite) | A Students (Onsite) | B Students (Onsite) | | A Students (Distance) | B Students (Distance) | A Students (Distance) | B Students (Distance) | A Students (Distance) |
| | Monday | Tuesday | Wednesday | Thursday | Friday | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | A Students (Onsite) | B Students (Onsite) | A Students (Onsite) | B Students (Onsite) | A Students (Onsite) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B Students (Distance) | A Students (Distance) | B Students (Distance) | A Students (Distance) | B Students (Distance) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 2 | B Students (Onsite) | A Students (Onsite) | B Students (Onsite) | A Students (Onsite) | B Students (Onsite) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A Students (Distance) | B Students (Distance) | A Students (Distance) | B Students (Distance) | A Students (Distance) | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Participate | |
| <ul style="list-style-type: none"> Plan for parents and students who may temporarily choose not to participate in the return to school. | <p>Students who temporarily do not participate in the in person learning model will receive high quality and rigorous content aligned, individualized work via the remote learning model utilized during the regular school session.</p> <p>This model includes personalized contact from members of the students' education team, and weekly lessons and feedback. Students will also receive weekly, in person contact from members of the education team.</p> <p>This in person contact will take place in the students' specific housing units.</p> <p>Due to cohorting, class sizes, staffing, and continuity of learning, students will remain in distance learning until the end of the semester/marking period for consistency of instruction.</p> |
| School Liaison, Communications Plans, and Data Collection | |

- Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).
- Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.
- Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols *prior to* reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.
- Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding

Veron Beaulieu, deputy superintendent of schools, has been identified as the district's Health and Safety Compliance Liaison. The school principal at each correctional facility/school has been designated as the site Health and Safety Compliance Liaison contact to engage with students, parents, faculty, staff, and custody administration to answer questions or concerns about health and safety. USD #1 will collaborate and confer with the medical custody administration teams at the facilities to answer questions about health and safety practices and protocols related to Covid-19.

When updated information is shared with USD #1, the information will be distributed to all stakeholders via email.

School principals will ensure information is distributed to school staff members at each school and custody administration. Information will be posted on the USD #1 website and the USD #1 Information Line, when necessary.

USD #1 will keep an updated list of the email addresses of parents and guardians of students in the district.

Information will be communicated to parents and guardians via email, and parents and guardians will have access to a facility based email address to submit questions and concerns.

Parents, guardians, and stakeholders will have access to the superintendent's and deputy superintendent's email and phone contact for questions and concerns.

Changes in policies, cancellation of classes or other changes and restrictions will be shared with stakeholders and the community on the district website.

Written information will be available in English and Spanish. Should additional translations be needed, USD #1 will identify the translations and ensure they are available.

We will be assessing the number of families who are choosing not to have their minor children attend in person learning to properly plan for resuming classes in the fall. We will also be assessing the number of adult students who are choosing not to attend in person learning in the fall. These students will participate in our distance learning model.

- policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.
- Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.
 - This should align with the forthcoming CSDE District Reopen Survey

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

| Operations Plan | School Plan |
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| <p>Facilities</p> <ul style="list-style-type: none"> Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. Consider having training days and days to practice new protocols with staff only prior to having students enter the building. Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start. | <p>When determining the classroom layout, require classroom configurations to maximize social distancing between student desks and workstations, achieving six feet when possible.</p> <p>Position desks/tables facing forward when possible</p> <p>Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction</p> <p>Reorganize teacher desks/teaching areas while being mindful of safety and security</p> <p>Explore plexiglass for teachers’ desks</p> <p>Schools will assess additional space that can be utilized for instruction.</p> <p>Collaborate with custody administration on allocation of additional space as needed</p> <p>Schools will examine the current classroom spacing configurations and space furniture as far apart as feasible. Excess furniture will be removed from the classroom.</p> <p>Distribute and communicate district protocols for school cleaning and sanitizing</p> <p>Increase the frequency of cleaning student and staff bathrooms and common areas throughout the day</p> <p>Communicate the established Connecticut Department of Correction cleaning, disinfecting, and sanitizing procedures</p> <p>Develop district cleaning, disinfecting, and sanitizing procedures for instructional materials including machinery in the CTE classrooms at the end</p> |

of each school day, consistent with CDC guidelines

School plans for disinfecting high touch surfaces will include door handles, handrails, sink handles, restroom surfaces, and instructional materials that cannot be assigned to a specific student.

Schools will develop cleaning protocols between usage for cleaning desks and classroom equipment that are used by more than one group using the Guidance from the CDC on Cleaning and Disinfecting Schools.

<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

Plan for disinfecting buildings in between uses in the following ways:

- 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, copy machines, computers, etc.

Schools will work with their custody team to ensure a plan for cleaning of instructional materials.

Distribute CDC guidance, signs and messages related to stopping the spread of the virus and ensure this information is accessible to all students

Stop the Spread signage will be posted in every classroom in English and Spanish.

Wash Your Hands signage will be visible in all restrooms and near sinks.

Schools will assign bathrooms available for student use.

Identify training needs and develop training prior to the first day of classes

Provide training on social distancing, cleaning protocols, and hygiene practices

School staff will receive training prior to the first day of school. Students will receive training prior to the first day of school if permissible.

Repeat training monthly until the end of the calendar year and beyond if needed

Schools will audit facility and internal traffic and gathering locations.

Schools will design school specific trainings for staff and students to support new space configurations.

Daily Operations

- Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is ***strongly encouraged*** for grades K-8, and ***encouraged where feasible*** for grades 9–12.
- Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs.

USD #1 currently has students grouped in cohorts.

Deep cleanings will be scheduled when students are not in session.

Child Nutrition

- Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.
- Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.
- Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.

Meals for students are provided by the Connecticut Department of Correction.

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| Operations Plan, continued | School Plan |
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| Transportation | |
| <p>Low Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. • Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. | <p>Students in USD #1 are housed on site. Transportation is not required.</p> |
| Health Practices and Protocols | School Plan |

- Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.
- Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing;
 - frequent hand washing and use of hand sanitizer;
 - use of face coverings that completely cover the nose and mouth;
 - respiratory and cough etiquette; and
 - enhanced cleaning/disinfection of surfaces.
- Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.

Communicate the established Connecticut Department of Correction expectations related to public health policies and protocols.

Collaborate with medical staff, physical education/health classes to ensure that students are educated and engaged in the new expectations specific to all public health policies and protocols. Time will be allocated at the beginning of the school year, as well as frequent reteaching, to review new policies and protocols.

Design and disseminate educational materials to schools focused on standard public health practices used to prevent the spread of viruses. These practices include, but are not limited to:

- social distancing;
- frequent hand washing and the use of hand sanitizer;
- use of face coverings that completely cover the nose and mouth;
- respiratory and cough etiquette; and
- enhanced cleaning/disinfection of surfaces.

Provide adequate supplies in school areas and classrooms, including soap, paper towels, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol, paper towels, tissues, disinfectant wipes, and cloth face coverings.

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| Health Practices and Protocols, continued | School Plan |
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| Reporting Illnesses and Addressing Vulnerable Populations | |
| <ul style="list-style-type: none"> • Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. • Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. • Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. • Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. | <p>USD #1 will collaborate and confer with the medical team and facility custody administration to answer questions about health and safety related to COVID-19.</p> <p>Communicate and enforce the established Connecticut Department of Correction protocols for reporting COVID-19 related symptoms</p> <p>Design and publish communication to remind students and staff to inform the school if they are sick with COVID-19 related symptoms and stay home, particularly if they have had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population</p> <p>Provide training for students and staff regarding responses to COVID-19 related symptoms</p> <p>Communicate this expectation and provide staff and students with reminders about the symptoms consistent with COVID-19 that support staying home/in their units</p> <p>Instruct staff and students to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms</p> <p>Students and staff will inform the school if they are sick with COVID-19 related symptoms or if they have had contact with someone diagnosed with COVID-19. The school will notify the medical unit, human resources, and the chain of command. The COVID-19 Health and Safety Compliance Liaison will maintain regular contact with department of correction medical department and facility custody leadership.</p> <p>Ensure school staff adhere to the Connecticut Department of Correction protocols for reporting COVID-19 positive cases and symptoms.</p> <p>Create a communication system where schools notify the district and the department of correction of reported cases of COVID-19 for students and staff</p> |

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| | <p>The school principals shall be the designated School Based Health and Safety Compliance Liaisons and will be responsible for communicating reported cases to the District Based COVID-19 Health and Safety Compliance Liaison.</p> <p>Review USD #1 attendance policies and provide opportunities for students to make up work and credit loss. Examine a revision of attendance policy as needed.</p> <p>Consult with human resources and legal to determine available accommodations for COVID-19 related staff absences</p> <p>Adhere to FERPA and HIPPA requirements</p> <p>Offer alternative work schedules where permissible</p> <p>Adhere to state and federal employment law and leave allowances</p> <p>Offer the Employee Assistance Program (EAP) to all staff members</p> |
| Social Distancing | |
| <ul style="list-style-type: none"> Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. | <p>Communicate to staff and students the importance of maintaining maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time</p> <p>Each school will plan for the number of people that can be in all school spaces based on maximizing reasonable social distancing prior to use by a classroom or group.</p> <p>Schools will collaborate with custody to design traffic patterns in the hallways to promote social distancing during movement and passing times. Strategies will include one-way traffic in hallways and staggered passing times.</p> <p>Schools will develop signage and passing protocols to limit staff interactions in common areas. Floor markings, traffic flow indicators, restrictions of shared communal use (office spaces, staff lounges, staff appliances, copy machines) are examples.</p> |
| Use of Face Coverings, Masks, and Face Shields | |

- Adopt policies requiring use of face coverings **for all students and staff when they are inside the school building, with certain exceptions listed below.**
 - For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, [per CDC guidance](#).
 - For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
- Be prepared to provide a mask to any student or staff member who does not have one.

Require the use of face coverings in accordance with CDC and Connecticut Department of Correction guidelines for all students and staff when they are inside the school building, with certain exceptions.

Face masks must cover the mouth and nose.

Face shields, while not required, may be worn by staff in addition to face masks.

Staff working with students who are not wearing face coverings due to one of the exceptions below and also cannot maintain social distancing will be provided increased personal protective equipment, including but not limited to medical grade masks and disposable gowns.

Exceptions for mask wearing:

- If students or staff are eating, drinking, engaged in physical activity, or outside, they are permitted to remove their masks but should make every effort to maintain social distancing.
- For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
- 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](#).

Staff members will receive guidance and training on proper use of PPE required for their role: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>.

USD #1 will communicate Connecticut Department of Correction and district expectations and enforcement strategies for face coverings to all students and staff.

- Parents and guardians will be informed of the requirement for all students to wear masks in school.
- Students not wearing a mask in an appropriate manner will be reminded by a staff member to wear their mask.
- Students without a mask will be provided one.
- To protect public health and safety, students who refuse or repeatedly exhibit non-compliant behavior will be counseled on the expectations

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| | <p>and requirements of wearing face coverings. Should the behavior persist, said students will be required to participate in the district's distance/remote learning program.</p> <p>Provide an allocation of masks at all schools that will be given to any student or staff member who does not have one</p> <p>Work with the Connecticut Department of Correction to ensure an adequate supply of PPE for staff and students</p> |
| <p>Health Monitoring Plan</p> | <p>School Plan</p> |
| <p>Planning and Distribution of Information</p> | |
| <ul style="list-style-type: none"> • Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. | <p>Create and implement a communication and notification system related to the symptoms for COVID-19 where schools notify the district and the department of correction of reported cases of COVID-19 for students and staff on a daily basis</p> <p>The school principals shall be the designated School Based Health and Safety Compliance Liaison and will be responsible for communicating reported cases to the District Based COVID-19 Health and Safety Compliance Liaison.</p> <p>Ensure school staff adhere to the Connecticut Department of Correction protocols for reporting COVID-19 positive cases and symptoms</p> <p>Collaborate with the Connecticut Department of Correction to follow screening protocols</p> |

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

| Containment Plan | School Plan |
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| <ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i> • Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> – Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. – Identification of a response team within the school and LEA with specific responsibilities. – Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. • Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. | <p>Collaborate with the Connecticut Department of Correction to identify an isolation room in each facility to accommodate students who exhibit symptoms consistent with COVID-19.</p> <p>Distribute Connecticut Department of Correction protocols on 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> <p>USD #1 is awaiting further guidance from CSDE based on the information that will be provided by the Connecticut Department of Public Health.</p> |
| Cancellation of Classes, Remote Learning, and Reopening Plans | School Plan |

- *The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.*
- Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.
- Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.
- Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.
- Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.

USD #1 is awaiting further guidance from CSDE based on the information that will be provided by the Connecticut Department of Public Health.

USD #1 will communicate and collaborate with the Connecticut Department of Correction daily in identifying and responding to facility phase changes that impact class cancellations.

Implement existing communication plan including clear policies for staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year

Should a shutdown occur, USD #1 will return to the remote learning model that has been in effect since March of 2020.

USD #1 will consult with CSDE should there be any anticipated school or district cancellations.

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

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| Cancellation of Classes, Remote Learning, and Reopening Plans, continued | School Plan |
| Future Planning for Remote Blended Learning | |
| <ul style="list-style-type: none"> • Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. <ul style="list-style-type: none"> – Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model. • Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. | <p>USD #1 is prepared to implement its distance learning plan should there be a cancellation of in-school classes.</p> <p>Feedback will continue to be gathered from families, students, teachers, and district and facility leaders on experiences with remote learning. This feedback will be incorporated into a revised remote learning plan.</p> <p>A district level action plan will be developed to support a swift transition to distance learning as needed.</p> <p>USD #1 will implement its existing plan for extended absences and communicate the plan with parents or guardians in the event of a second extended closure. We will use the aforementioned channels to communicate with parents, guardians, and stakeholders.</p> |
| Academics | School Plan |
| Special Education | |

- Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.
- Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.
- Do not make programming decisions based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.
- Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.

USD #1 will continue to implement 504/IEP requirements for identified students. We will follow all guidance from CSDE in the delivery of services for students with a 504 plan/IEP.

Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing

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, USD #1 will facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input.

Consider blended learning schedules if needed

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

| Academics, continued | School Plan |
|---|---|
| <p data-bbox="117 321 394 350">English Learners (ELs)</p> | <p data-bbox="940 375 1877 440">USD #1 will implement district systems to ensure all schools maintain all educational opportunities for EL students.</p> <p data-bbox="940 477 1902 574">Communication with parents and guardians that have limited proficiency in English will be in a language they understand as required by Title III of the Elementary and Secondary Education Act.</p> <p data-bbox="940 612 1877 677">Translations and interpretations will continue to be a district practice for communicating information with those with limited proficiency in English.</p> |

- Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue
- Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue.
- Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.
- Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language

needs represented in their annual meetings about their IEP.

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

| Family and Student Engagement | School Plan |
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| <p>Family Support and Communication</p> <ul style="list-style-type: none"> Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. | <p>USD #1 will comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.</p> <p>At the district and school level, USD #1 will prepare to provide families and stakeholders with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines.</p> <p>USD #1 will keep an updated list of the email addresses of parents and guardians of students in the district.</p> <p>Information will be communicated to parents and guardians via email, and parents and guardians will have access to a facility based email address to submit questions and concerns.</p> <p>Parents, guardians, and stakeholders will have access to the superintendent’s and deputy superintendent’s email and phone contact for questions and concerns.</p> <p>Changes in policies, cancellation of classes or other changes and restrictions will be shared with stakeholders and the community on the district website.</p> <p>Make reopen plans available on the USD #1 website and clearly identify the school liaisons.</p> |
| <p>Social-Emotional Learning (SEL) and Mental Health</p> | |

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| <ul style="list-style-type: none"> • Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. • Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. | <p>USD #1 will:</p> <p>Assess the social emotional needs of staff and students.</p> <p>Implement learning modules and curriculum that supports social emotional well being for students in all schools.</p> <p>Identify and engage populations of students that have been disengaged throughout the distance learning process.</p> <p>Enact support of school social workers, school psychologists, and other related staff to support SEL implementation.</p> <p>Support staff wellness with an emphasis on selfcare, EAP, and mindfulness.</p> <p>Schools will be open on August 14th for staff to transition to the school environment.</p> |
| <p>After-school Programming</p> | |
| <ul style="list-style-type: none"> • Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. • Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing. | <p>USD #1 does not have any after-school programming at this time.</p> |
| <p>Career And Technical Education</p> | <p>School Plan</p> |
| <ul style="list-style-type: none"> • Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. | <p>USD #1 will ensure staff has adequate cleaning supplies for vocational classrooms. The classrooms will be cleaned and ready to receive students before each new cohort of students arrive.</p> <p>The classrooms will be cleaned after each cohort of students leave.</p> <p>Shared equipment will be cleaned after every use.</p> <p>USD #1 will collaborate with the department of correction and facility administration to ensure workers are available for supervised cleaning.</p> |

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

| Staffing and Personnel | School Plan |
|---|--|
| <p>Certification and Personnel Planning</p> <ul style="list-style-type: none"> • Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. • Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. | <p>USD #1 will: Consult with human resources and legal to determine leave options.</p> <p>Comply with all EEOC guidance as it impacts staff members and their ability to return to work.</p> <p>Adhere to federal guidelines regarding leave and benefits.</p> <p>Develop a comprehensive staffing plan to match the needs of students and staff.</p> <p>Offer alternative work schedules where permissible.</p> <p>Adhere to state and federal employment law and leave allowances.</p> <p>Schools will develop contingency plans to address staff absenteeism.</p> <p>Requests to hire additional staff will be made as dictated by need and budget.</p> |
| <p>Professional Development</p> <ul style="list-style-type: none"> • Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data. | <p>USD #1</p> <p>Will 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.</p> <p>Plan ongoing trainings as changes occur in recommendations and public health data.</p> <p>Schools will implement building based professional development plans.</p> |

