Reopening Region 10 Schools

Regional School District No. 10 · Harwinton & Burlington, CT

A Message from the Superintendent of Schools

The *Reopening Region 10* Districtwide Plan is the product of a wide range of state, local, and regional guidelines and has been generated with the input of diverse cross section of the Region 10 community, including teachers, parents, school administrators, Board of Education members, our First Selectmen and our Regional Health Directors. The districtwide Reopening Steering Committee, various working groups, and administration have established reopening criteria with the following guiding principles in mind:

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

Based on these guiding principles, working groups focused on the following key areas:
- Health and Safety
- Communication and Coordination
- Operations: Facilities, Supplies and PPE, Transportation, Child Nutrition and Student Meals
- Technology
- Social and Emotional Wellbeing
- Teaching and Learning
- Student Services

The Connecticut State Department of Education released the [Connecticut School Reopening Plan](#) (Adapt, Advance, Achieve, Connecticut's Plan to Learn and Grow Together) which provided school districts with guidelines and requirements for the development of plans to reopen schools for the 2020-2021 school year. Every school district's plan must include details for three reopening models: In-Person, Hybrid/Blended and Distance Learning. The State Guidelines include five mandated strategies to mitigate risks in schools:
- Face coverings/masks
- Regular hand washing
- Maximizing social distancing
- Cohorting Students as much as possible K-8
- Sanitizing/Cleaning Schools

Our planning for reopening the Region 10 Schools is closely aligned to the CT School Reopening Plan as well as the American Academy of Pediatrics Guidelines for opening schools. While the guidance put forth in this document is the most accurate at the time of planning, it is likely that a change in guidance will affect reopening plans.

In support of our goals to operationalize the Region 10 Reopening plan, the Board of Education met on July 13th to adjust the 2020-21 school calendar allowing for five days of professional learning, trainings related to our reopening, and planning/preparation/collaboration opportunities. Region 10 is committed to the continued safety of our students and staff, as well as providing high-quality education for all.

Best regards,
Howard J. Thiery

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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 outlined in this document 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
5. historic disruption
6. Fostering strong two-way communication with partners such as families, educators and staff
7. Factoring into decisions about reopening the challenges to the physical safety and social-emotional wellbeing of our students when they are not in school

Main Operational Considerations

Cohorting	Social Distancing and Facilities	Transportation	Face Coverings
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.	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.	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.	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 including when teachers are providing instruction.

State of Connecticut Guidelines & Expectations

The directive from the Governor and Commissioner of Department of Education requires that all school districts develop plans for three scenarios for fall of 2020:

- A plan to provide for in-school instruction for all students on a full-time basis, unless a family voluntarily opts into temporary remote learning
- A plan to provide both in-person and remote learning support options (hybrid) accessing instruction and curriculum online resulting in limited student population on school premises at any given time
- A plan for total remote learning to provide a strategy for the potential of future cancellation of school or a certain class requiring all students to access instruction and curriculum online for a period of time

The state has provided three operational guideposts based on community infection rates: LOW Level, MODERATE Level, and HIGH Level. Careful analysis of public health data will drive the final determination regarding which models school will implement when reopening for the 2020-2021 school year. We anticipate additional communications on this topic from the Office of the Governor and Dept. of Education related to the most appropriate model to adopt during August.

LOW

- Schools operating up to 100% capacity, students/staff with underlying medical conditions should consider restrictions and blended/remote learning
- Buses up to full capacity with bus monitors recommended, facial coverings in place during transit, controlled loading/unloading of riders
- Face coverings for students and staff while inside school buildings
- Identification/isolation of sick students/staff
- Cohorting of students encouraged, particularly in younger grades, restrictions on congregating
- Maximize spacing of seating up to six feet when feasible
- Increased cleaning and sanitization protocols

MODERATE

- Schools operating at reduced capacity, with more reliance on hybrid model, blended/remote learning, prioritize access to school building for students who need the more learning support, including but not limited to those receiving special education, PK, or limited access due to choices or connectivity issues
- Buses at reduced capacity with bus monitors strongly recommended, facial coverings in place during transit, controlled loading/unloading of riders, spaced seating between unrelated riders
- Face coverings for students and staff while inside school buildings
- Maximize spacing of seating up to six feet or more when feasible with reduced class sizes
- Identification/isolation of sick students/staff
- Cohorting of students, restrictions on congregating, staggered start/stop times and hallway transit
- Indoor extracurricular activities should be suspended, sports and other outdoor activities should consider restrictions on activities
- Increased cleaning and sanitization protocols

HIGH

- Schools closed, 100% remote learning, bus transportation suspended, extracurricular activities, including sports, should be suspended

Health and Safety

Medical Professional

The Superintendent will ensure that a nurse or other medical professional is available to each school in their district to manage positive and suspected cases, including overseeing testing and tracing.

Health and Social Distancing Strategies

A minimum of 3-6 feet of social distancing will be maintained whenever possible. Time will be set aside at the beginning of the school year to ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. Formal reviews and reminders will occur daily/weekly at the school and classroom level.

All Students and staff will be taught and/or reminded 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
- enhanced cleaning/disinfection of surfaces

The District 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. The District will be prepared to 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.

Schools will limit face-to-face encounters by designating foot-traffic patterns, such as one-way hallways and staircases, and by designating entrance-only and exit-only doors, when feasible. Schools will plan for times when social distancing may be particularly difficult, including but not limited to:

Accommodating students with special health care needs or disabilities whose learning (e.g., direct instruction) or other needs (e.g., assisting with toileting or ambulation) may require closer proximity and/or direct contact.

Conducting health assessments or screenings when there is a suspicion that symptoms exist or there was exposure (e.g., the school nurse listening to lung sounds).

Schools will provide copious signage around schools reminding students of best practices for health and safety including social distancing, mask wearing and hygiene.

Physical Space and Schedule Set-Up

Consistent with the CDC and American Academy of Pediatrics guidelines, group size in classrooms and spaces within the school should apply social distancing guidelines as well as age/developmental considerations whenever possible. Desks should be set up in rows rather than clusters and spaced so as to assure a 3-foot distance between seated students.
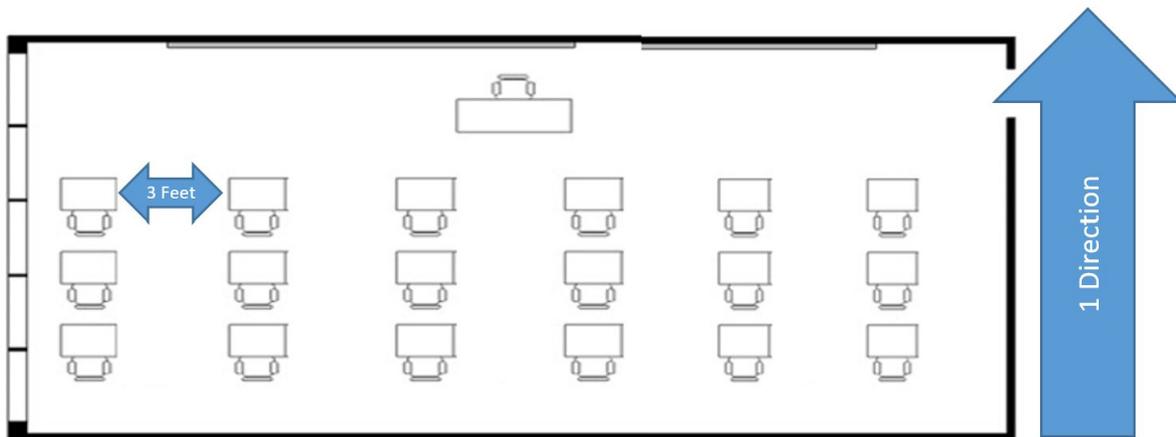
Tables should be avoided when possible. Where tables are used students should be seated to maintain 3-foot distance and avoid being seated directly across and facing another student.

Schools will limit face-to-face encounters by designating foot-traffic patterns, such as one-way hallways and staircases, and by designating entrance-only and exit-only doors, when feasible.

- Schools will install markings on floors to illustrate foot-traffic expectations where applicable.
- Schools will stagger passing times in hall by changing schedules around periods to decrease the number of students passing at the same time.
- Schools will stagger recess times for each class/cohort to limit the number of students at recess.
- Plexiglass shielding will be installed at all outward public facing common areas desks such as secretaries, security etc.
- Access points such as sliding windows will be installed where possible to allow for parents and the public to drop off items so that visitors do not need to enter the building for that purpose.

Using Cohorts
A "cohort" is a group or team of students and educators with consistent members that stay together throughout the school day.

The purpose of cohorting is to limit the number of students who are exposed to or may be diagnosed with COVID-19 if there is community transmission in a school. Maintaining stable cohorts helps to mitigate the risk of spreading COVID-19 and assists in contract tracing should a Covid positive case occur in the school community.

Cohorting strategies will be employed in schools where possible to limit the amount of student interaction and risk of cross infection and to facilitate contact tracing should a COVID case occur in the school community.

Due to the instructional models at the various schools:
- Strong Cohort Strategies will be employed at the Elementary Schools
- Moderate Cohort Strategies will be employed at the Middle School
- Cohorting at the High School will likely be minimal due to the nature of High School scheduling. Student schedules and passing times will take cohort principles into account by clustering students, using phased passing times and otherwise finding ways to limit the mixing of students to the extent it is possible.

Health Guidance – Symptoms, Testing and Containment

Staying at Home

Staff and Students (or parents of students) must perform a self-assessment every day prior to coming to school. This assessment must include a check for temperature and symptoms of COVID such as: cough, shortness of breath, fatigue, head-ache, new loss of taste or smell, or congestion.

The District will communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds consistent with state guidance requiring students or staff to stay home.

Students and staff must inform the school if they are sick with symptoms related to COVID-19 or if they had a known contact with someone diagnosed with COVID-19. Students and staff must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough.

All schools will identify an "isolation room" (other than the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. Students should remain supervised in the isolation room. 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.

COVID Positive and COVID "Possible" cases will be reported to the school nurse who shall report these cases to the District Nursing Supervisor. Case occurrences will also be reported to the building Principal and Superintendent.

COVID: Positive and Possible → Report to: School Nurse → Report to: District Nursing Supervisor → Report Case Occurences to: Building Principal & Superintendent → Superintendent Notifies Regional Health Officials

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 the Federal Educational Rights and Privacy Act (FERPA) and the Americans with Disabilities Act (ADA). The Superintendent of Schools notifies the Regional Health Officials immediately. The Regional Health District will assess risk of further transmission in the school.

Decisions are made in coordination with the Regional Health Director and State Department of Education regarding:
- **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 (Regional Health District).

Board of Education members and town officials are notified of closure as well as the State Department of Education. All communications to the school community including staff and families are made through the Central Office. During school dismissals, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

Recommended CDC Cleaning Procedures will be implemented following a confirmed COVID-19 case.

Use of Face Coverings, Masks, and Face Shields

Face Covering
A cloth, paper, or disposable face covering that covers the nose and mouth; may or may not be medical grade

Face Shield
A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face

Clear Plastic Barrier
A clear plastic or solid surface that can be cleaned and sanitized often

All staff, students, faculty and visitors will be required to wear a cloth or paper mask that covers their nose and mouth. The mask should fit appropriately so that it does not require chronic adjustments.

Health and Safety

For anyone who has a medical reason making it unsafe to wear a face covering, masks will not be required.

Teachers may remove masks while instructing provided they are 6 feet away from students.

Schools will:
- **provide a mask to any student or staff member who does not have one**
- **teach and reinforce use of masks/face coverings**
- **remind individuals not to touch the face covering and to wash their hands frequently**
- **develop a consistent practice to address mask breaks throughout the day**

The guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, include:
- For students, while eating, drinking, during Physical Education or when students are outside at recess or within a designated mask break time period and location
- Exceptions may also be necessary for certain special education students or other special populations
- Exceptions for students during specific instruction that may require a teacher to observe the students face/mouth/jaw movements or actions
- For teachers and staff, while teaching so long as they are more than six feet away from students or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigants
- Schools will assess when face shields may be appropriate. Face shields alone are not a sufficient alternative to the wearing of face masks, but rather both should be worn for additional protection. Educate staff on the fact that face shields protect the eyes, nose, and mouth from contamination from respiratory droplets, along with masks or respirators.
- When medically appropriate, nurses should substitute use of metered dose inhalers and spacers for students with respiratory issues
- If aerosol-generating procedures cannot be avoided, address the need for additional protocols, including but not limited to use of face shields and increased protective equipment by staff (such as school nurses) who are involved in these type of procedures, such as provision of oxygen via high- flow nasal cannula, nebulizer treatments, and open suctioning
- 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)

If medically required or where services provided pursuant to an Individualized Education Program (IEP) would require it, including but not limited to for speech and language services, evaluations, language acquisition activities, etc., students and/or staff may wear face shields and clear masks, or remove masks when face coverings/masks are not appropriate for the activity. Any other possible mitigating strategy should be implemented in these cases, including but not limited to maximum social distancing.

Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing should be provided increased protective equipment, including but not limited to:

speech and language services, evaluations, language acquisition activities, etc., students and/or staff may wear face shields and clear masks, or remove masks when face coverings/ masks are not appropriate for the activity. Any other possible mitigating strategy should be implemented in these cases, including but not limited to maximum social distancing.

Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing should be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns. In cases where close contact between educators and students is highly likely (such as when interacting with certain students with disabilities who cannot socially distance), schools must provide educators with enhanced PPE such as N95 masks, face shields and gowns (N95 masks should only be used if they have been properly fitted).

Materials Sharing

Schools will develop protocols and practices to minimize the need to have multiple students sharing high touch materials to the extent possible. These materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies. Schools will clean, disinfect, or sanitize materials at the end of each school day as needed and appropriate.

Bus Transportation

Providing student transportation to schools is an important legal mandate that requires ensuring that all students have access to education at school.

Transportation Practices will align to the following:
- Safe Status (Vaccine or Treatment in affect)
    - Bus Transportation operated with no Restrictions
- Low Community Transmission Risk
    - Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions
- Moderate Community Transmission Risk
    - Bus Transportation can operate with seating and spacing restrictions, mask requirements and loading and unloading restriction

When possible, bus windows should be kept open to maximize ventilation. All students must wear masks on the bus at all times unless they have been granted an exemption for a medical reason that makes it unsafe to wear a mask. The District will provide back-up masks if students do not have face coverings when boarding the bus or van. In the event that a student can't wear a mask the student will be seated in the front rows of the bus and least 6 feet away from everyone in his/her own seat with windows open when possible. In the event that a student refuses to wear a mask on the bus the student will be seated in the front rows of the bus and least 6 feet away from everyone in his/her own seat with windows open when possible. The student will report to the Principal upon arriving at school.

Health and Safety

All students must wear masks on the bus at all times unless they have been granted an exemption for a medical reason that makes it unsafe to wear a mask. The District will provide back-up masks if students do not have face coverings when boarding the bus or van. In the event that a student can't wear a mask the student will be seated in the front rows of the bus and least 6 feet away from everyone in his/her own seat with windows open when possible.

In the event that a student refuses to wear a mask on the bus the student will be seated in the front rows of the bus and least 6 feet away from everyone in his/her own seat with windows open when possible. The student will report to the Principal upon arriving at school. Students will not be refused bus service for failure to wear a mask.

Schools will develop and implement plans for loading and unloading buses so as to maintain appropriate safe distancing. The District will develop clear expectations for drivers and bus monitors related to face coverings and other safety measures. Students will not be allowed to change seats during the route.

Buses will be cleaned and sanitized consistent with CDC guidelines for all vehicles and keep associated logs.

Promoting Health and Hygiene Practices

School administrators, under the supervision of the Superintendent, will communicate cleaning and hygiene protocols as recommended by the CDC. These protocols will be adhered to by all school staff and participants.

Signs on how to "Stop the Spread" should be posted in all school buildings in easily seen locations.

All areas of operations must be cleaned, disinfected and/or sanitized, as per CDC guidelines.

Door handles, desks, and other high contact areas should be given special attention.

Cleaning logs should be kept to ensure and track cleaning compliance.

Reinforce to staff and children, regular hand washing with soap and water for at least 20 seconds should be done.

Alcohol-based hand sanitizer should be provided at every school entrance and in every classroom.

Health and Safety

Bathroom Protocols

Schools will develop practices to limit the number of students in the bathrooms at any one time. Schools will review the school floorplan and consider ahead of time the best way to use, assign, and access bathrooms.

- Identify at least one separate bathroom near the isolation room, preferably single stall, which would be used in conjunction with any individual who began experiencing symptoms while at school
- Plan and communicate ways to maximize social distancing in multi-stall shared bathrooms
- Assess ways specific bathrooms should be assigned to student cohorts, if possible
- Schools will increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines. Set up policies and protocols for bathroom use to minimize contact with surfaces
- Optimize ventilation and fresh air intake
- When consistent with fire code, privacy considerations, and health and safety requirements, consider propping doors open
- Place a trashcan and paper towel roll by the bathroom door to allow students and staff to use in order to prevent from touching the handle with their hands
- Install touch-free single-use paper towel dispensers, garbage bins, faucets, urinals, and toilets if possible
- Schools will discourage storage of any personal items within the bathroom (including staff bathrooms)

Visitors to Schools

The District will establish consistent policies to address when outside 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.

Schools will limit nonessential volunteers and visitors to schools. Schools will develop a clear policy defining essential building access for parents, such as for PPT meetings, or consider virtual meetings when possible.

Visitors to schools should call ahead to notify the school of their intention to visit the school and the purpose of the visit. Schools will develop clear and consistent procedures to assist visitors while minimizing the actual entry of visitors to the school where possible.

Communication and Coordination

Communication and Coordination with Critical Stakeholders

Board of Education	Town Leadership	Professional Faculty, Staff & Administration	Parents

Reopening Planning will include representatives from the Board of Education, Town Leadership, Professional Faculty, Staff and Administration and Parents. The Health and Safety aspects of the reopening plan will be reviewed by the Regional Health Directors prior to completion. The Reopening Plan will be presented to the Board of Education for Approval prior to final dissemination.

The School Board and Superintendent will communicate with local elected state representatives in relation to the needs of the District for state financial and material support needed to implement the District reopening plan.

Regular updates about planning will be shared with the professional and parent community, Board of Education and Town Leadership.

The Reopening Plan will be shared with the community in early August. An internal operational document has also been created to assist faculty and staff in operationalizing the district plan at the building and classroom level.

Communication Guidelines

Weekly communication will be shared with staff and families concerning the status of school.

Regular communication will be shared with staff and families concerning the status of school's reopening efforts and continuing safety efforts throughout the summer prior to opening and as well as status updates after the opening school.

The Region 10 Public Schools website, student messenger newsletters, social media, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Regional Health District as materials become available.

Information will be made available to parents and community members should one of the school buildings be designated or participates as a testing or vaccination site.

When needed the community will be updated about information concerning transitioning between the Learning Models: Schools Fully Open, Blended Learning and Distance Learning. As needed information will be shared on length of Blended/Distance Learning and procedures for school reopening.

Communication and Coordination

Students who are absent from school will be called to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care.

Close communication will be maintained with absent staff members to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care.

Provide information and education to staff, students and families regarding COVID and Flu, individual prevention measures, and various community/school plans and updates.
A confirmed case in the school building results in immediate communication with local health officials resulting in a determination of a need length of closure.

Communication will be immediate to all staff and families, as well as to local and state officials that a school or the school district is closing for a time period to be determined.

Procedures for closure and reopening are shared with staff and parents.

All questions regarding COVID policies and practices will be referred to the appropriate building administrator. Where there is lack of clarity or confusion about any COVID related issue questions will be referred to the District COVID Compliance Officer.

Protocol and Communication Regarding a Positive COVID Case in the School Community

- 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 ADA
- The Superintendent of Schools notifies the Regional Health Officials immediately
- The Regional Health District will assess risk of further transmission in the school
- **Decisions are made concerning in coordination with Regional Health Director and State Department of Education regarding:**
  - **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 (Regional Health District). Board of Education members and town officials are notified of closure as well as the State Department of Education.
All communications to the school community including staff and families are made through the Central Office.
During school dismissals, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

General Facilities Standards

The Facilities Director will:

- Oversee the standards of cleanliness in all buildings
- Ensure that all water and ventilation systems are safe to use after a prolonged shutdown. Routine maintenance as it relates to the water supply and ventilation system will be scheduled
- Follow the DPH guidance on return to service for Building Water Systems
- Follow the DPH guidance on operations of ventilation systems
- Follow approved State of CT procedures by using solutions labeled to be effective against emerging viral pathogens, and follow label directions for dilulation rates and contact times
- Review floor plans, consider space and perform any facility maintenance required
- Develop a protocol for opening or not opening windows to ensure proper ventilation at all times
- Monitor and Adjust fresh air intakes as needed
- Hang signage in high traffic areas, bathrooms and sinks reminding staff and students of hand washing procedures and stopping the spread. Make signs accessible for languages and disabilities
- Maintain water and ventilation systems at all times
- Communicate to all staff and families on cleaning and hygiene protocols
- Work with teachers and administrators to minimize exposure to playground and PE equipment usage
- All team cohorts should use the palyround and PE equipment at the same time, and student must wash hands or sanitize hands before and after use
- Communicate that students and staff should limit if not completely avoid bringing in items from home
- Recommend that staff move to students as much as possible limiting the number of students passing each other in hallways

Facilities Staff will:

- Receive training on cleaning and disinfecting and proper use of cleaning and disinfecting products
- Follow a checklist for cleaning and disinfecting daily/nightly
- Remove remove lids from trash cans
- Prop open doors that can be propped open while maintaining fire code and privacy
- Turn off all hand dryers, use disposable towels
- Placed hand towels and trash cans by bathroom doors to prevent staff and students from handling door handles whenever possible
- Clean frequently-touched surfaces throughout the day
- Sanitize bathrooms at least twice a day: Once at midday, and once after the building is unoccupied Bathrooms will be assigned by cohort whenever possible
- Disinfect high-touch surfaces such as:
    - Door handles
    - Hand rails
    - Drinking fountains
    - Sink handles
    - Restroom surfaces
    - Shared instructional materials
    - Playground equipment
- Change HVAC filters prior to the first day of school

Physical Space and Distancing Setup

- Spacing of desks/tables should be separated much as possible, achieving 6 feet when feasible, otherwise a 3 foot distancing will be used per the American Academy of Pediatrics

- Desks should face in the same direction or students should sit on only one side of a table, spaced apart

- Maximize space between the teacher and student minimum 6 feet. The teachers desk and space should be marked 6 feet from any student contact

- Students will have assigned seating

- No carpets, fabric chairs, stuffed animals etc. in the classroom (K-12)

- No sharing of equipment or materials when possible (K-12)

- Frequent cleaning

- Frequent handwashing

- All common areas in classrooms will be removed. Bookcases, reading nooks, storage cabinets etc will be removed/repositioned to maximize class space (K-12)

- Signs will be posted in all classrooms to remind students of health and safety guidelines

- Schools will limit face-to-face encounters by designating foot-traffic patterns, such as one-way hallways and staircases, and by designating entrance-only and exit-only doors, when feasible

- Schools will install markings on floors to illustrate foot-traffic expectations where applicable

- Schools will stagger passing times in hall by changing schedules around periods to decrease the number of students passing at the same time

- Schools will stagger recess times for each class/cohort to limit the number of students at recess

- The Principal and Facilities Director will dedicate a room as an isolation room in each building

- Shields will be installed in high traffic office areas and security desks

- Windows and space will be created to allow for parents to drop off items left at home

- Administration will do a walk through prior to the opening of school to confirm all district plan procedures have been adhered to

Operations

Visitors

Visitors will not be permitted into school facilities unless required by law, or otherwise determined by the district to be essential to the safe and functional operation of the school. Have a clear policy defining essential building access for parents, such as for PPT meetings, or consider virtual meetings when possible.

The District will establish consistent policies to address when outside 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.

Schools will develop clear and consistent procedures to assist visitors while minimizing the actual entry of visitors to the school where possible.

Promoting Health Hygiene Practices, and Cleaning & Disinfection

School administrators, under the supervision of the Superintendent, will communicate cleaning and hygiene protocols as recommended by the CDC. These protocols will be adhered to by all school staff and participants.

Face masks will be worn by all staff and students and anyone entering the building. Two cloth face masks will be provided to all staff. A supply of disposable masks for those who forget or break a mask will be in each building.

Signs on how to "Stop the Spread" should be posted in all school buildings in easily seen locations.

All areas of operations must be cleaned, disinfected and/or sanitized, as per CDC guidelines. Door handles, desks, and other high contact areas should be given special attention. Cleaning logs should be kept to ensure and track cleaning compliance along with a cleaning and disinfecting schedule for hours of occupancy.

Regular hand washing with soap and water for at least 20 seconds should be reinforced to staff and children. Alcohol-based hand sanitizer should be provided at every school entrance and in every classroom.

Cleaning, Disinfecting, and Hygiene

An in-person or video training that covers social distancing, cleaning protocols, and hygiene practices must be provided to and attended by all students and staff.

Prior to the start of school, spaces unoccupied for seven (7) or more days need only routine cleaning and not disinfecting. After school opens: routine cleaning, outdoor benches, tables, railings and playground equipment.

Develop a schedule and checklist for a cleaning and disinfecting plan for all school buildings.

After school opens: routine cleaning, outdoor benches, tables, railings and playground equipment. Do not spray disinfectants on these surfaces. Indoor items or areas not touched or used frequently, floors, walls, windows, carpeting, light fixtures and air vents.

Cleaning, Disinfecting, and Hygiene (continued)

- Remove soft or porous materials from all areas (carpets, upholstered chairs soft equipment etc) to the greatest extent possible (K-12)
- Bathrooms are to be cleaned and disinfected twice daily
- Procure appropriate cleaning and disinfecting products.
- Train custodial staff on cleaning and disinfecting
- Custodial staff schedules will need to be adjusted to ensure all cleaning and disinfecting schedules are met.
- Inventory of cleaning and disinfecting products
- Place orders on a regular schedule to be sure all products are on hand

Detailed Bathroom Protocols

- Comply with DPH guidance for cleaning and disinfecting of schools during Covid-19 Multi-stall bathrooms should only be used by those who feel well. A separate bathroom should be designated for any student that becomes ill
- Assign specific bathrooms by zone (If there are multiple bathrooms available) and students should only use their assigned bathroom
- Determine bathroom occupancy by the number of persons that are able to use the facility while maintaining 6 feet social distance, therefore, will vary based on size and layout of each bathroom
- Develop school practices to limit the number of students in the bathrooms at any one time
- No personal items should be stored within the bathroom
- Minimize time in the bathroom
- When consistent with fire code, privacy considerations and health and safety requirements, consider propping doors open
- Place trashcan and paper towel roll by the bathroom door to allow students and staff to use in order to prevent from touching the door handle with hands
- Optimize ventilation and fresh air intake
- Bathroom passes should be paper/disposable passes not to be reused

Bathroom Cleaning Practices

Bathrooms should be fully cleaned and disinfected twice a day. Follow CDC disinfecting and cleaning protocols. Additionally, ensure that you:
- Know how to use disinfectants correctly. READ THE LABEL to determine the appropriate application procedure, dilution contact/"dwell" time (time needed for disinfectant to work as indicated), and personal protective equipment (PPE)
- Clean surfaces before use. Disinfectants cannot penetrate the dirt barrier
- Use of green products is permissible. Green products are certified by an independent third party. The CT Green Cleaning law requires such certification
- Conduct disinfection in the absence of children or periods of lowest occupancy
- Use the least amount of disinfectant as recommended

Bathroom Cleaning Practices (continued)

If bleach is used:
- Treat as toxic. Open a new bottle every month as bleach loses its effectiveness when stored
- Make dilution daily. Use only on surfaces that need to be disinfected
- Limit spraying onto surfaces. Use a pump bottle or spray onto a cloth and wipe
- Bleach solution should be left on the surface for 2 minutes or allowed to air dry. If the area or item is going to be used right away, rinse

In addition to full cleaning and disinfection twice daily, high-touch surfaces should be addressed throughout the day. These surfaces include: soap and paper towel dispensers, doors within toilet stalls, and toilet handles.

Signs should be placed reminding students and staff to wash hands before and after using the restroom. Use disposable towels in lieu of hand dryers, turn off hand dryers. A bathroom cleaning checklist will be followed when cleaning bathrooms. Bathrooms will be cleaned once at midday and once after the schools are unoccupied at a minimum.

Operations

Supplies Procurement

- Create a centralized location for all PPE inventory
- A distribution system for PPE will be created
- Establish protocols for reordering PPE inventory, ensuring on hand quantities are always sufficient
- Use SERC as a large procurement holder in addition to our existing vendors.
- Keep track of expiration dates if applicable
- Apply for FEMA reimbursement
- **On-hand PPE will consist of the following:**
    - **Disposable Face Masks**
    - **Face Shields**
    - **Gowns**
    - **Hand Sanitizer**
    - **Thermometers**
    - **Gloves**
    - **Portable Shields (limited supply)**

Personal Protection

All staff, students, faculty and visitors will be required to wear a cloth or paper mask that covers their nose and mouth. The mask should fit appropriately so that it does not require chronic adjustments.
- All students must wear masks at all times unless they have been granted an exemption for a medical reason that makes it unsafe to wear a mask
- Teachers may remove masks while instructing provided they are 6 feet away from students

The school will provide a mask to any student or staff member who does not have one.

Schools will teach and reinforce use of masks/face coverings.

Schools will develop a consistent practice to address mask breaks throughout the day.

The guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, include:
- For students, while eating, drinking, during Physical Education or when students are outside at recess or within a designated mask break time period and location. Exceptions may also be necessary for certain special education students or other special populations.
- Exceptions for students during specific instruction that may require a teacher to observe the students face/mouth/jaw movements or actions.
- For teachers and staff, while teaching so long as they are properly socially distancing or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigants.

Personal Protection (continued)

Schools will assess when face shields may be appropriate. Face shields alone are not a sufficient alternative to the wearing of face masks, but rather both should be worn for additional protection. Educate staff on the fact that face shields protect the eyes, nose, and mouth from contamination from respiratory droplets, along with masks or respirators.

- When medically appropriate, nurses should substitute use of metered dose inhalers and spacers for students with respiratory issues

- If aerosol-generating procedures cannot be avoided, address the need for additional protocols, including but not limited to use of face shields and increased protective equipment by staff (such as school nurses) who are involved in these type of procedures, such as provision of oxygen via high- flow nasal cannula, nebulizer treatments, and open suctioning

- 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)

If medically required or where services provided pursuant to an Individualized Education Program (IEP) would require it, including but not limited to for speech and language services, evaluations, language acquisition activities, etc., students and/or staff may wear face shields and clear masks, or remove masks when face coverings/masks are not appropriate for the activity. Any other possible mitigating strategy should be implemented in these cases, including but not limited to maximum social distancing.

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

In cases where close contact between educators and students is highly likely (such as when interacting with certain students with disabilities who cannot socially distance), schools must provide educators with enhanced PPE such as N95 masks, face shields and gowns.

Bus Transportation

Safe Status
Bus transportation can operate with no restrictions.

Low Status
Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions.

Moderate Status
Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions.

from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together, page 15.

Safe Status: Vaccine available or effective treatment for COVID-19: full capacity on bus. Bus transportation can operate with no restrictions.

Low Status: bus transportation can operate up to full status with face coverings/mask requirements and loading and unloading restrictions.

Moderate Status: more severe spread of COVID-19. Limited capacity on bus. Bus transportation can operate with seating and spacing restrictions, face coverings/mask requirements, and loading and unloading restrictions. Reduced number of students and seating based on strict social distancing guidelines.

- All students must wear masks on the bus at all times unless they have been granted an exemption for a medical reason that makes it unsafe to wear a mask

- In the event that a student can't wear a mask the student will be seated in the front rows of the bus and least 6 feet away from everyone in his/her own seat with windows open when possible.

- In the event that a student refuses to wear a mask on the bus the student will be seated in the front rows of the bus and least 6 feet away from everyone in his/her own seat with windows open when possible. The student will report to the Principal upon arriving at school. Students will not be refused bus service for failure to wear a mask.

- The District can accommodate one permanent Monday through Friday pick-up and drop-off schedule for each child provided it is along established bus routes, there will be no exceptions

- There will be no late bus offered. This will be reassessed in January.

Bus Transportation (continued)

Students:

- will load the bus in the afternoons and sit by grade level, highest grade to lowest grade, back to front. The older students will load first
- will not be allowed to change seats during the route
- must face forward at all times
- follow social distancing at all bus stops

Principals:

- will develop and implement plans for loading and unloading buses as to maintain appropriate safe distancing; Additional time may be needed

District and/or Bus Company:

- will adhere to State guidelines at all times
- will provide back-up masks if students do not have face coverings when boarding the bus or van
- will develop clear expectations for drivers and bus monitors related to face coverings and other safety measures. Bus drivers will follow the same health protocols as district employees.
- will be clean and sanitiz buses consistent with CDC guidelines for all vehicles, and keep associated logs
- will provide additional training relating to cleaning, masks and social distancing.

Parent / Guardian Transportation

- A survey will be conducted to find out which students will be driven to school at the start of the school year.
- Principals will determine if a staggered drop off and pick up time will be needed for parent transport
- The Principals, Facility Director and School Resource Officer will plan vehicle flow and logistics for bus and parent pick up and drop off
- Principals will develop arrival and departure procedures that limit unnecessary entrance for parents/guardians into the building. There should be minimal if not no contact with parents/guardians with school personnel and students while dropping off and/or picking up students during the day. No visitors are allowed in the schools unless for legal obligated reasons.

Operations

Region 10's Food Service departments will distribute meals as grab-n-go. There will be limited meal choices daily with a la carte items available on a limited basis. The Facilities Director will oversee cleaning of all cafeterias between cohorts/lunch waves.

Lunches will be available for those students choosing not to attend school and there will be a limited window for lunch pick up.

School cafeteria and meal service plans will be adjusted based on level of concern of transmission.

The Director of Nutrition Services will:
- actively promote and determine edibility for and make available free and reduced-priced meals and snacks and free milk to all eligible students
- comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal plan requirements
- ensure that the schools claim meals/milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced priced meals serviced and claimed for reimbursement must have adequate documentation on file to support the claim
- make available an alternative water supply in lieu of water fountains
- will schedule training for all cafeteria staff on safety protocols, cleaning and disinfecting and sanitation for kitchens, cafeterias and serveries
- oversee PPE for food service operations such as masks, gloves and other protective equipment

Schools will arrange for breakfast and lunch waves according to cohort, social distancing and spacing guidelines.
- If more than one cohort is in the lunchroom at one time, groups must remain separated from each other by a recommended distance of at least 14 feet.
- Additional Lunch waves or the extension of current lunch waves may be needed.
- If additional space is needed, Harwinton Consolidated will use the multi-purpose room, Lake Garda School will use the music room, Har-Bur will use the gym and Lewis Mills will use the senior courtyard for additional seating following all guidelines.
- Breakfast will served as a grab-n-go at the high school level adhering to all social distancing guidelines.
- At the middle and elementary schools, breakfast will be delivered to the classrooms prior to students arriving to school.
- Staff and students will wear masks unless consuming food.
- The cash registers will have a physical barrier separating the employee and student.

Students will:

- follow socially distancing in the cafeterias, facing forward, all serveries will be one way in and one way out, traffic flow will be indicated by markings on the floor and six feet distancing
- be provided with a bar code to pay for meals and not need to use pin codes or exchange cash
- wear masks unless consuming food

Parents will:

- be responsible for online ordering of breakfast and lunch one week in advance
- make payments on accounts for meals online or via check at least one week in advance of meal purchases

Technology

Lewis Mills High School

The High School will continue its full engagement with Microsoft Office 365 and Teams as the learning management platform and set of digital resources. All grades will continue 1:1 Personalized Learning Device (PLD) laptop device usage. All grades will now be standardized on a single device model (Lenovo 300e).

Har-Bur Middle School

Each child will be assigned a PLD at all grade levels 5-8. PLDs at Har-Bur Middle School will be distributed and cared for in the same manner as the High School. Students will be responsible for transporting devices to and from school daily and responsible for maintaining an adequate charge. Devices will be distributed immediately at the start of school in the fall. Microsoft Teams will continue to be the primary delivery vehicle for assignments, collaboration and communication.

Elementary Schools

PLDs at the Elementary Schools will be stored on carts when not in use and distributed by the primary classroom teachers. Devices will stay in school unless the district moves to a Hybrid or Full Distance Learning scenario as dictated by State guidelines. Elementary School PLDs will be distributed starting in early September, starting with grade 4 and working backwards into the lower grades as each grade is distributed. Grades K-1 will have their devices pre-logged in so that they only need to enter their password on an ongoing basis.

SeeSaw will continue to be the primary communication tool at all elementary grade levels during Hybrid and Distance Learning models.

Microsoft Teams will be the formal Learning Management platform for grades 2-4
- Professional Learning on Microsoft Teams will need to be provided for grade 2-4 teachers
- Computer literacy courses will need to focus early on device orientation, logging in, and bookmarks of frequently used applications
- Grade 2 computer literacy will need to focus heavily on Teams
- Classroom teachers of grades 3-4 will need to assist students with the Teams transition

Shared Technology Resources Districtwide

Parents should provide headphones or earbuds for their students. The district will provide dedicated headphones where needed in cases where a student is not able to provide them and where headphones are required for instruction or testing.

General purpose open labs (elementary schools mostly) and media center computers should not be used, as students will need to use their PLDs.

Students will not have access to directly print. Digital submission of assignment should be emphasized at all grade levels where it is feasible and appropriate.

Technology

Universal Password Schema

The working group and Director of Technology are in support of a universal password change at all grade levels to rsd10[LUNCH_PIN]. This comports with what other districts are doing, improves technology department support, teacher support, and parent clarity on passwords should they need to facilitate computer access. This change would occur by mid-August and would be communicated to students, parents, and teachers/staff prior to the change.

Highly Specialized High-Performance Computer Labs

Computer labs for highly specialized high-performance applications where PLDs are not suitable (e.g. drafting, digital design, photo editing, video editing, etc.) may use these lab locations if users follow these procedures:

- Students will need to be spaced 3 feet apart, they will need to use disinfecting wipes (wipe down computer upon entry and exit) and use hand sanitizer upon entry and exit
- Due to space limitations, numbers in these classes may need to be reduced to maintain distancing
- No congregating around computers: one student to one computer

Technology Department Support Planning

Elementary: teachers will put in tickets for student computer issues, do not send students down to IT offices, IT staff will come to classroom when students are not in the room, or teacher can bring the computer to the IT tech.

Secondary: We are working on logistics for students to get some in person help, designated areas from MS and HS (a kiosk area with Plexiglass possibly to the potential of extended face-to-face interaction). Teacher and students should put in tickets, and we will attempt as much remote support as possible. Technology support will take place in classrooms at times when students are not in the room, and technicians will avoid passing times to move throughout the buildings.

Teachers need back up plans in the event that they encounter technology issues.

The Technology Department will develop a parent / student support portal in SharePoint similar to that developed as the Staff Technology Support Center.

Professional Learning Planning

For PL sessions offered by our Technology Integration Specialist, we ask that they be recorded and archived for future viewing. We recommend that the Technology Integration Specialist, Director of Technology and Associate Director make themselves available for co-teaching Microsoft Teams to grades 2-4.

We recommend progressive PL for grade 2 computer literacy courses so that over the long term (post-pandemic response), grade 2 students transition to assignment completion using Teams.

Social and Emotional Wellbeing

Schools will:

- Prioritize the emotional wellbeing of our students and staff in the opening days of school. Specific focus will be on trauma and responses to trauma, a sense of community, and a welcoming environment

- Designate and allow students and staff opportunities to reflect on the impact of the pandemic as it relates to themselves, their families, and communities in developmentally appropriate ways

- Slowly move into academics

- Attempt to resume normal school operations where possible, with the transparency and recognition that many things about school will also be different

- Embed social emotional learning, strategies and supports throughout the school day that focus on self-regulation, self-awareness, expressing and managing emotions, and showing empathy toward others

- Develop a system to identify and address student social-emotional-behavioral needs at the universal classroom level, and Tiers II and III

- Develop an assessment plan and timeline for determining cognitive and social/emotional functioning of students by means of universal screeners, informal teacher assessments, and/or writing samples

- Provide opportunities for staff to assess their own social emotional needs frequently and seek supports if needed.

- Support staff communication with families to be frequent and purposeful

- Provide for periodic non-academic activities where time is focused on fun/community building activities with a social-emotional lens, with a break from academics

- Ensure staff are available and visible, ready to assist students with opening day routines, traffic patterns, location of classrooms, etc.

- Allow staff to reacclimate, be given time and space to reconnect

- Integrate social emotional learning daily as explicit time but also where the curriculum allows (i.e. characters in a book, transitioning between activities, etc)

- Develop and deploy videos for students and parents to welcome them back to school

- Designate morning time to provide first level of emotional support and check ins with students

- Develop and deploy weekly social emotional learning content for students in a hybrid or distance learning model

- Identify opportunities for whole-group social emotional learning lessons

Teaching and Learning

Schools Open: In-Person Learning (Model A)

Schools will:

- In-person instruction will include all the health and safety measures prescribed in the aforementioned Health and Safety components.

- Create teaching and learning expectations for In-Person, Hybrid, and Distance Learning models for all students

- Plan for re-establishing a learning community for students upon re-entry for all three possible models, inclusive of activities to support the social and emotional well-being of students and the "new normal" around routines and transitions that support health and safety

- Provide Cohorting structures and schedules for In-Person and Hybrid models to the greatest extent possible in each building

- Develop protocols to minimize the need to have multiple students sharing high touch materials to the greatest extent possible

- Develop a Distance Learning program to be provided to students who are unable to attend the In-Person model

- Develop an assessment plan and timeline for determining cognitive and social/emotional functioning of students by means of universal screeners, informal teacher assessments, and/or writing samples

- Design tiered intervention strategies with progress monitoring benchmarks that can be implemented in all three learning models

- Develop a prioritized sequence and progression of learning goals and academic standards for a truncated school year and/or subsequent school closure

- Continue to provide differentiated instructional strategies in the general education classroom to support the needs of English Language Learners and students with disabilities

- Develop and maintain ongoing communication with families of ELs regarding all three learning models, create procedures for supporting translation and interpretation for families with limited English proficiency regarding the return to school in any of the three models, and maintain the development of students' home and/or native language

- Provide guidance and support regarding best curriculum practices (curriculum compression, mastery-based learning, high-impact activities, project- and skill-based assignments)

- Create guidelines and expectations around the use of, and practice with, instructional technology (websites,
- platforms, applications) for effective use in all three learning models

- Create structures within all three models for the review of lesson design and delivery to ensure the universal standard is being met for all students

Develop grading, learner feedback practices, and ongoing assessments aligned with priority learning goals and standards

Create consistent content or grade-level communications for parents and guardians, who will be our partners in all three learning models

Use the revised 2020-2021 school calendar to provide additional Professional Learning and planning opportunities for certified and non-certified staff in the areas of:

- Health, safety and risk mitigation practices and procedures for all staff and students

- Community-building efforts, social and emotional health/wellbeing, and trauma-informed practices to support students and staff

- Strategies to engage class and school communities prior to the start of school

- Planning the first units of study

- High impact, high engagement remote teaching and learning strategies

- General Education differentiated strategies to support the needs of English Language Learners and students with disabilities

- Creation and management of schedules and Cohorting structures for In-Person and Hybrid models

- Data analysis of existing student performance data to determine student readiness to re-engage in learning

- Instructional Technology, device and Microsoft application tutorials

- Parent involvement/engagement/communication strategies

Additional Guidance and Considerations:

- Review existing class placements and class rosters for any appropriate changes based on student need

- Resource to support the data analysis to inform instruction by the numbers and beyond the numbers can be found in the Connecticut State Department of Education (CSDE) Sensible Assessment Practices, which can be found on page 31 of Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together.

Teaching and Learning

Schools will:

- Blended/Hybrid learning will include all all components of the In-Person Model when students are on campus.

- Develop a Blended/Hybrid Learning model that supports consistency and equity across grade levels, classrooms and courses for all students

- Implement an A/B Alternating schedule K – 12 with students attending in-person on one day and at home with asynchronous assignments on the alternating day

- Develop a publicly posted school/grade/course schedule with clear in-person and asynchronous engagement times for students at the elementary, middle and high school levels

- Create structures within the Blended/Hybrid model and schedule to support students in need of Tier II supports

- Create structures within the Blended/Hybrid model and schedule to support students in need of special education and related services supports

- Create structures within the Blended/Hybrid model and schedule to support students' social-emotional health and wellbeing

- Create structures within the Blended/Hybrid model for the review of lesson design and delivery to ensure the universal standard is being met

- Provide Cohorting structures and schedules for Blended/Hybrid models to the greatest extent possible in each building

- Develop protocols to minimize the need to have multiple students sharing high touch materials to the greatest extent possible

- Develop a Distance Learning program to be provided to students who are unable to attend the In-Person model

- Develop clearly communicated engagement and participation expectations for students and families

- Prioritize essential, high-leverage learning goals and standards by grade-level and content that integrate multiple disciplines and skills and maximize the in-person instructional time

- Develop reasonable assignment, grading, learner feedback, and reporting practices, with ongoing assessments aligned with priority learning goals and standards; including a coordinated distribution of assignments and predictability of workload for students

- Develop a communication plan of these essential learnings and reporting practices to the parent community

- Continue to provide differentiated instructional strategies in the general education classroom to support the needs of English Language Learners and students with disabilities

- Develop and maintain ongoing communication with families of English Language Learners regarding all three learning models, create procedures for supporting translation and interpretation for families with limited English proficiency regarding the return to school in any of the three models, and maintain the development of students' home and/or native language

- Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the Blended/Hybrid instructional delivery model for all students

- Determine and distribute the approved list instructional technology platforms with Student Data Privacy agreements

- Prioritize and provide ongoing professional learning opportunities in response to faculty need in areas of, but not limited to, curriculum compacting and prioritized assessments, asynchronous engagement strategies, technology supports, Social-Emotional wellbeing, parent engagement practices, and collaboration in a remote world

- Communicate to parents and stakeholders the conditions that will determine the enactment of the Blended/Hybrid learning model

Scheduling:

Lewis S. Mills High School

The following sample schedule is built upon the idea that approximately ½ of our students would attend each day. The split would be based upon an alphabetical division with about 350 students attending on "A" day and the other 350 attending on "B" days. These days would alternate A/B/A/B/A/B etc… as long as this schedule was being used.

Time	Period	Potential Sample Schedule
7:25 – 8:05	1	English 9
8:10 – 8:50	2	Wellness 9
8:55 – 9:35	3	Modern Global Studies 9
9:40 – 10:20	4	Foundations of Art
10:25 – 11:45 (Includes Lunches)	5	Integrated Earth and Space Science
11:50 – 12:30	6	Study Hall
12:35 – 1:15	7	Geometry
1:20 – 2:00	8	French III

- On the day students were not scheduled in the building, they would be given work from each of their classes to complete on their "non-building" day. The expectation is that this work is completed in order to be ready for their next "in-building" day.
- The expectation would be that the work should take them from approximately 8 AM – 2 PM with time for breaks and lunch.
- Please keep in mind that since teachers will be teaching the other half of their students, they will not be immediately available for student questions on "off-building" days. Every effort will be made to respond to emails as quickly as possible.
- Students with special educations supports will have their normally scheduled "Academic Lab" every time they are in the building. There is the potential that their teacher will be able to support them during this same time on their "off-building" days as well depending on the number of students scheduled for that lab.
- LSM students should not plan to work at all (for example at Dunkin Donuts or a grocery store) during school hours.
- Once a final decision about sports is made by CIAC, we would communicate with families about how students could return for practice on their "non-building" day.

Har-Bur Middle School

Alternating A/B Daily Schedule with 50% of students split alphabetically attending on-campus instruction every other day. While one cohort is in school following their normal in school schedule the other cohort is working from home.

In-School Synchronous Learning
Students follow their normal 2020-2021 schedule • Regular school day hours (8:05-2:48) • 44-minute classes • Alternating Unified Arts and Music classes in Grades 5 and 6 • Alternating World Language and Wellness classes in Grades 5 and 6 • Alternating Band and Chorus classes in Grades 7 and 8
Out of School Asynchronous Learning
During asynchronous time at home, students are working on a task that should take no more than 30 minutes per class. Tasks may: • Practice/review or apply learning from previous class • Introduce a focus for the next class • Independent or small group project-based assignments • Collaborating with other students Support staff and specialized faculty can offer synchronous opportunities 30 minutes of independent reading

Elementary Schools

If Region 10 schools transition to a blended learning model we will have about ½ of the students in attendance each day. The split would be based upon an alphabetical division. These days would alternate A/B/A/B on a rolling schedule for as long at this blended model is enacted. Please note, these schedules are subject to change.

In-School /Synchronous Learning	Out-of-School / At Home Asynchronous Learning *
Students will follow their regular 2020-2021 schedule • Regular school day hours (9:05 – 3:35) • Classroom and Special Area class schedules may be modified	Students will work on core content area tasks/assignments assigned by their teachers. Tasks may include: • Independent reading • Application of new learning (practice) • Project-based assignments • Connecting electronically with peers on group tasks (upper elem. grades)

* Please keep in mind that since teachers will be teaching half of their students, they will not be immediately available for student questions on "off building" days. Student questions will be addressed by teachers when students return to school the next day.

Sample schedule:

Group	M	T	W	TH	F	M	T	W	TH	F
A	in school	at home	in school	at home	in school	at home	in school	at home	in school	at home
B	at home	in school	at home	in school	at home	in school	at home	in school	at home	in school

Teaching and Learning

- Develop a Distance Learning model that supports consistency and equity across grade levels, classrooms and courses for all students

- Implement an A/B Alternating schedule K - 12

- Develop a publicly posted school/grade/course schedule with clear synchronous and asynchronous engagement times for students at the elementary, middle and high school levels

- Support a robust, frequent, and universally applied synchronous instructional plan for all students

- Create structures within the Distance Learning model and schedule to support students in need of Tier II supports

- Create structures within the Distance Learning model and schedule to support students in need of special education and related services supports

- Create structures within the Distance Learning model and schedule to support students' social-emotional health and wellbeing

- Create structures within the Distance Learning model for the review of lesson design and delivery to ensure the universal standard is being met

- Develop clearly communicated engagement and participation expectations for students and families

- Prioritize essential, high-leverage learning goals and standards by grade-level and content that integrate multiple disciplines and skills

- Continue to provide differentiated instructional strategies in the general education classroom to support the needs of English Language Learners and students with disabilities

- Develop and maintain ongoing communication with families of English Language Learners regarding all three learning models, create procedures for supporting translation and interpretation for families with limited English proficiency regarding the return to school in any of the three models, and maintain the development of students' home and/or native language

- Develop reasonable assignment, grading, learner feedback, and reporting practices, with ongoing assessments aligned with priority learning goals and standards; including a coordinated distribution of assignments and predictability of workload for students

- Develop a communication plan of these essential learnings and reporting practices to the parent community

- Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the Distance Learning instructional delivery model for all students

- Provide recommendations and expectations for best practices and use of instructional technology for remote learning and synchronous instruction

- Determine and distribute the approved list instructional technology platforms with Student Data Privacy agreements

- Prioritize and provide ongoing professional learning opportunities in response to faculty need in areas of, but not limited to, curriculum compacting and prioritized assessments, best practices for online instruction, synchronous engagement strategies, technology supports, differentiated instruction, Social-Emotional wellbeing, parent engagement practices, and collaboration in a remote world

- Communicate to parents and stakeholders the conditions that will determine the transition to a full Distance Learning plan

- Determine which online resources will be used at new cost to the teaching and learning budget for the 2020-2021 school year and secure subscriptions in time for staff and student use

Lewis S. Mills High School

If Region 10 moves to full Distance Learning, we will be following a much more "synchronous" schedule than we did last spring. Here is an outline of that schedule:

Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:00	Period 1 Class	Period 5 Class		Period 1 Class	Period 5 Class
10:15 – 11:15	Period 2 Class	Period 6 Class	See Guidance Below	Period 2 Class	Period 6 Class
Lunch Break					
11:45 – 12:45	Period 3 Class	Period 7 Class		Period 3 Class	Period 7 Class
1:00 – 2:00	Period 4 Class	Period 8 Class		Period 4 Class	Period 8 Class

- During all of these scheduled times, classes will be happening "live" and students will be expected to attend on Mondays, Tuesdays, Thursdays, and Fridays. This includes all "Academic Labs" and "Learning Labs" but will not include scheduled study halls.
- Attendance will be taken by teachers during all of the "live" classes.

- It is expected that all assigned work must be completed before the next scheduled meeting of that class unless otherwise indicated by the teacher.
- Wednesday will be used for scheduled teacher "office hours" to provide extra help. We will also use Wednesdays to schedule our SEL supports by homeroom. We are also hoping to have a scheduled club and activity block on Wednesdays so students can stay connected to at least some of our extracurricular offerings.
- We are expecting that sports will not run if we have moved to full distance learning.

Har-Bur Middle School

Sample Middle School Distance Learning Schedule:

	A Day (Monday)	A Day (Thursday)	Wednesday	B Day (Tuesday)	B Day (Friday)
9:00-10:00	Core Class	Core Class	• Homeroom/Team Meetings • Office Hours for Individual and Small Group Meetings • Special Education Teacher and student check in times • School counselors' check-in with students (those with 504 plans and others on their caseload) • Numeracy and Literacy Intervention times	Core Class	Core Class
10:15-11:15	Core Class	Core Class		Core Class	Core Class
11:30-12:30	Core Class	Core Class		Core Class	Core Class
12:45-1:45	Specials Class 1	Specials Class 2		Specials Class 3	Specials Class 4

This schedule is subject to change before final implementation.

Elementary Schools

Morning Meeting
- 15 to 30 minutes, depending on the grade level
- Overview of the learning/assignments for the day
- SEL/Second Step
- Opportunities to build/maintain classroom community
- Can include Number Corner (if NC is not included in the Math block)

Reading, Writing and Math Instructional Blocks
- Include mini-lesson followed by small group and independent work
- Teachers will provide instruction and feedback to each child their class in at least one small group each day (groups would typically be 3-5 students)

Science and Social Studies
- Lessons will be shared through videos posted on Seesaw and/or Teams
- Students will be provided with project-based assignments that can be done on Wednesday

Elementary Schools (continued)

Monday	Tuesday	Wednesday	Thursday	Friday

See Schedule Below	See Schedule Below	• Class Meetings at 9:00 (see notes below)
		• Students will work Science/Social Studies and other assignments based on feedback given by teacher
		• All teachers will hold Office Hours for:
		  ○ Parent Meetings
		  ○ Individual and small-group support and/or instruction
		• Special education teacher and student check-in times
		• Numeracy and Literacy Intervention
		• School Psych and Social Worker check-in with students/families
			See Schedule Below	See Schedule Below

Kindergarten*	Grade 1*	Grade 2	Grade 3	Grade 4
9:00 Morning Meeting	9:00 – 9:30 Special Area Classes	9:00 Morning Meeting	9:00 Morning Meeting	9:00 Morning Meeting
9:15 – 9:30 Phonics	9:30 – 9:45 Morning Meeting	9:15 – 9:30 Phonics	9:30 – 10:15 Math Block	9:30 – 10:00 Writing Workshop
9:30 – 9:45 Motor Break	9:45 – 10:00 Phonics	9:30 – 10:00 Special Area Classes		
9:45 – 10:30 Reading Workshop	10:00 – 10:15 Motor Break	10:00 – 10:45 Reading Workshop	10:15 – 10:30 Motor Break	10:00 Motor Break
10:30 – 10:40 Motor Break	10:15-11:30 Reading Workshop	10:45 – 11:00 Motor Break	10:30 – 11:00 Special Area Classes	10:15 – 11:00 Reading Workshop
10:45 – 11:15 Writing Workshop	11:15 – 11:30 Motor Break	11:00 – 11:30 Math Block	11:00 – 11:45 Reading Workshop	11:00 – 11:45 Math Block
11:30 – 12:00 Special Area Classes	12:00 – 1:00 Lunch and Motor Break	12:00 – 1:00 Lunch and Motor Break	12:00 – 1:00 Lunch and Motor Break	12:00 – 1:00 Lunch and Motor Break
12:00 – 1:00 Lunch and Motor Break	1:00 – 1:30 Math Block	1:00 – 1:30 Writing Workshop	1:00 – 1:30 Writing Workshop	1:00 – 1:30 Special Area Classes
1:00 – 1:30 Math Block				

* the schedule for kindergarten and first grade may be adjusted based on students' developmental needs at that time of the year

Teaching and Learning

Schools will:

- Create Professional Learning opportunities during the summer months for faculty and staff, which assist with preparation for the 2020-2021 school year

- Provide opportunities for faculty, staff and parents to participate in multiple phases of the Teaching and Learning Reopening planning spring and summer 2020

- Utilize the Professional Learning days prior to schools' reopening to support faculty and staff in the areas of:
    - Health, safety and risk mitigation practices and procedures for all staff and students
    - Community-building efforts, social and emotional health/wellbeing, and trauma-informed practices to support students and staff
    - Strategies to engage class and school communities prior to the start of school
    - Planning the first units of study
    - General Education differentiated strategies to support the needs of English Language Learners and Special Education students
    - High impact, high engagement remote teaching and learning strategies
    - Creation and management of schedules and Cohorting structures for In-Person and Hybrid models
    - Data analysis of existing student performance data to determine student readiness to re-engage in learning Instructional Technology, device, and Microsoft application tutorials
    - Parent involvement/engagement/communication strategies

- Involve the Professional Development & Evaluation Committee (PEDC) to make recommendations about professional learning throughout the 2020-2021 school year, resources, and supports for paraeducators, teacher, and administrators

- Consistently communicate with the community about teaching and learning plans, rationales, expectations, adjustments, and provide opportunities to educate and train the school community about the integration of teaching and learning with health and safety

- Create consistently scheduled collaboration opportunities, either in-person or virtually, to prepare in advance for all three learning models

- Provide online training opportunities/modules/tutorials for families on device use and access to school platforms

- Create opportunities for parents and guardians to provide feedback and include this feedback in planning and preparation for all three learning models

Schools will:

Follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess.

Develop plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.

Physical Education

- Plan for regular cleaning and disinfecting of all indoor and outdoor facilities, playscapes, and equipment between use by students

- Provide physical education through a combination of in-classroom instruction and activities tailored according to available spaces, restrictions on gatherings, and use of shared equipment

- Provide professional development guidance and opportunity for revising curriculum and instruction to align with necessary modifications due to changes in the instructional space, blended learning, and alternative physical fitness activities

- Focus on activities, fitness, exercises, and sports that are teacher-led but performed individually and focused on lifetime fitness, utilizing alternative environments, land- based activities, and individual sports/activities

- Support social-emotional learning through classroom instruction and utilizing appropriate games and activities

- Match the instructional design to the available space via the use of stations, marked off areas, and staggered participation to ensure separation and distancing between students during activities

- Reorganize and reprioritize the sequence of units to provide content and learning opportunities that can be delivered outdoors in appropriate weather and other content delivered later in the year through a blended approach in homerooms or online

- Continue to support health and hygiene measures despite the loss of locker room use.

- Allow students to use personal water bottles and provide water bottles as needed because of the loss of water fountain use and guard against sharing water bottles

- Incorporate additional opportunities for movement in and/or out of the classroom

Arts and Music Education

- Consult the resources provided by the [Connecticut Arts Administrators Association](#).

- Consult the [National Association for Music Education's COVID-19 Instrument Cleaning Guidelines](#).

- Provide sufficient instructional time to support health and safety considerations as well as standards-based curriculum, student learning expectations, and district goals within each of the three learning models

- Provide sufficient instructional time for newly implemented restrictions on material use, teacher distribution, individual storage and allowance for proper cleaning of materials

- **If offered**, maintain proper distancing of at least 12 feet when students are singing or performing wind instruments and focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments.

- Schedule large ensembles into smaller groups throughout the day. Shift curriculum focus to solo and small ensemble work. Shift from a concert format to a recital format. Create virtual performance experiences and assessments.

- Maintain small homogeneous groupings of instruments for lesson instruction

- Provide individual art supply kits for each student, or plan for increased sanitization between all use.

- Include appropriate access to instructional technology, software and devices as options for multiple art mediums at home at home

- Use online apps or platforms for the display and promotion of student work

Student Services

Schools will:

- Refer to the Teaching and Learning requirements as students with disabilities are general education students first

- Apply Region 10 reopening plans to all students, including those with IEPs and 504 plans. In situations where students with disabilities are unable to access Region 10's reopening plans for all students, the student's team will work toward an alternative plan for that student

- Deliver special education and related services equitable to the instructional context that applies to all students

- Make decision about student's needs based on their severity and nature, not based on a disability category. As such, alternative protocols and procedures, may be required

- Consider flexible models of delivering instruction while adhering to the IEP or 504 plan as close as possible. Federal laws and guidance recognize flexibility in delivering services to students with disabilities during this time. Distance learning can be considered

- Prioritize 504 and IEP services and goals/objectives by high leverage skills or those that can be serviced in the general education cohort within all three learning models (Full return to school, hybrid, and full distance learning)

- Implement the Connecticut Office of Early Childhood reopening guidelines for our preschool programs while also implementing IEPs to the greatest extent possible

- Mitigate all attempts to prevent cross-contamination of students in a building as much as possible by keeping students in their general education cohorts

- Develop schedules for special education and related service providers to go into classrooms to provide services wherever possible

- As no visitors will be allowed into buildings, planning and placement team meetings or parent meetings will be virtual

- Allocate time to implement safety protocols such as disinfecting between student sessions, hand sanitizing, and keeping an orderly environment

- Ensure students who access the community adhere to school safety protocols while in school or on district-provided transportation, then will follow community/job site expectations in those locations

- Designate specific days for evaluations, PPTs, and 504 meetings to take place

- Develop and communicate with families, school, and districtwide staff a set schedule of days for PPTs and 504 meetings

- Work with districtwide staff who travel between buildings to develop a set schedule to remain in one building per day, in consideration of PPT and 504 meeting needs

- Develop and schedule and plans for paraprofessionals to deliver supports across all three learning models

- Ensure compliance with IEP or 504 amendments in lieu of PPT or 504 meetings where appropriate

- Develop protocols for the use of Student Support Centers or alternative spaces

- Develop individualized plans for students with complex medical needs

High Risk Educators

Schools will:

- Allow additional time for high risk staff to take additional safety precautions when working with students that place them at risk

- Provide enhanced PPE

- Evaluate space requirements for treatment rooms to ensure adequate space for treatment

- Develop and share a schedule to coordinate between high risk staff and classroom teachers

- Designate days for district wide staff to be in one building per day, taking evaluations, PPT and 504 meeting schedules into consideration

- Allow for teletherapy services to be delivered in all three learning models

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