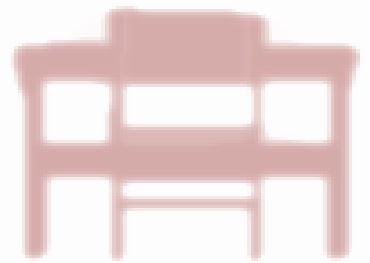
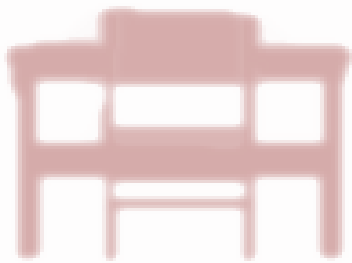


# REOPENING OUR SCHOOLS



## COOPERATIVE EDUCATIONAL SERVICES

Based on Guidelines from the Connecticut State Department of Education

Fall 2020

# Reopening Our Schools



## A Message from the Executive Director

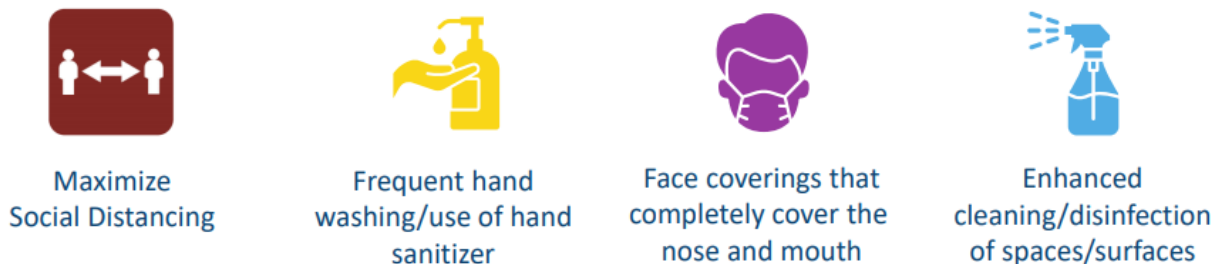
Preparing for the opening of schools is a unique challenge in that the conditions for which we are preparing are truly changing on a daily basis. At this moment in time, we are certain of one thing – safeguarding the health and safety of students and staff is our utmost priority.

As we serve many Connecticut school districts, we will be making every attempt to coordinate reopening efforts with our member school districts and other partners as we establish *our reopening plan*. A detailed template for a reopening plan was distributed by the CT Department of Education (CSDE) - [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#). The guidance issues a clear directive that planning for full in-person, hybrid, and remote learning, implemented based on the rate of spread of the infection in the community, shall be included in every district plan,:



The current guidance indicates that the first option is full reopening. "[School districts] 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."

In order to create an environment that promotes the health and safety of staff and students, *and* provides the essential opportunity for face-to-face instruction, this plan emphasizes these recommended infection mitigation strategies:



At a time like this, I am sure that all of us are looking for *some* certainty. Unfortunately, certainty and clear answers are very difficult to achieve when the conditions essentially change on a daily basis. The challenge is to create a plan *today* that will be based on unknown conditions in the future. As a participant on a number of statewide and regional reopening advisory groups, I can assure you of two things - (1) the problem is affecting every school and school district, and (2) teams of caring, thoughtful people are working continuously to create and revise plans as conditions change.

Your patience and flexibility will be essential as we get closer and closer to the start of the 2020-2021 school year. I thank you in advance.

Sincerely,

Dr. Charles Dumais, Executive Director

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# Reopening Our Schools – Fall of 2020



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

---

A “full” reopening refers to the desire to have all students and all staff return in the fall for a full-length traditional day of school with necessary modifications given the pandemic.

A “safe” reopening refers to adherence to expectations and guidelines from the State of Connecticut, the CDC, the local health officials (Bridgeport and Trumbull Health Districts), and other sources that will be in place to ensure that the schools’ environments support learning during this time of COVID 19.

An “appropriate” reopening refers to high standards of academic achievement along with social and emotional support that are expected to be in place for all schools and all students.





A central belief in reopening is that the children of C.E.S. need to be connected in person once again to our schools’ academics, activities, physical education and arts, led in person by their teachers, support staff, and mentors. As the schools reopen in the fall, the plan is to phase in all aspects of school life in the safest and most appropriate manner.

In order to reopen, the Executive Director and the C.E.S. Representative Council have charged the **C.E.S. Reopening Committee** with the task of reviewing all reopening guidelines from the State of Connecticut and developing expectations for the schools to plan for the fall of 2020. This document “Reopening Our Schools” is available to the entire C.E.S. community including staff, parents, and community members for comment and input, as well.

As C.E.S. values the contributions and suggestion of parents, caregivers, families, and students in the decision-making process, they will continue to play an active role in the reopening process in order to build trust and credibility for the plans that are to be implemented. Parents and community members are invited to give regular feedback and suggestions concerning the plans to reopen and the phase in all aspects of school life.

# Cooperative Educational Services Priorities

C.E.S. has identified priority areas that must be in place to reopen, including: (1) the safety of the students and staff; (2) the development of appropriate educational opportunities; (3) the awareness of social and emotional well-being of students, families, and staff; and (4) the expectation that all children will achieve at the expected grade level by June 2021.

|   |  |
|---|--|
|    | <p><b>Safety of Students and Staff</b></p> <p>Our schools will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any potential cases or increased transmission of COVID 19.</p>   |
|    | <p><b>Development of Appropriate Educational Opportunities</b></p> <p>Our schools will reopen with instructional schedules and model options that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, may transition to different models.</p>   |
|   | <p><b>Awareness of Social and Emotional Well-Being</b></p> <p>Our schools will reopen knowing that the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. The pandemic has shown the importance of social/emotional well-being for all. In addition, there is a growing body of research proving that social/emotional learning (SEL) is fundamental to academic success.</p> |
|  | <p><b>Achievement at Expected Grade Level by June</b></p> <p>Our schools will consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments in order to inform instruction and gauge student learning. We will work to analyze individual student data to identify shifts and changes in instruction to meet students' needs and implement intervention strategies.</p>                                    |

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

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

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

## Main Operational Considerations

|   |  |   |   |
|---|--|---|---|
|  | <b>Cohorting:</b><br>Emphasize <b>grouping students by the same class/group of students and teacher</b> (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. |  | <b>Transportation:</b><br>Local Educational Agencies (LEAs) should <b>plan for buses to operate close to capacity</b> with heightened health and safety protocols, including <b>requiring all students and operators wear face coverings</b> . Plans must be developed to activate increased social distancing protocols based upon community spread. |
|  | <b>Social Distancing and Facilities:</b><br>Review building space and <b>reconfigure available classroom space</b> , such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time.  |  | <b>Face Coverings:</b><br><b>All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth</b> when inside the school building, except for certain exceptions including when teachers are providing instruction.  |

# Keeping Our Schools Open

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

**C.E.S. will rely on the cooperation of families, students, and staff members to reopen and stay open on a traditional schedule.**

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




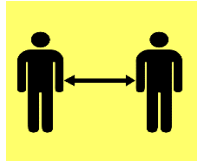

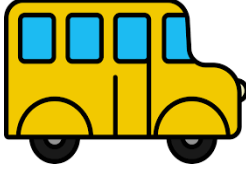
There is a clear consensus from both education and medical groups that we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While distance learning has provided the best possible alternative during school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive the school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning.

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

**With adherence to the State of Connecticut's comprehensive set of critical health and safety requirements along with the C.E.S. commitment to a safe and appropriate education, we can bring our students, staff, and families safely back to school...*and keep them in school!***




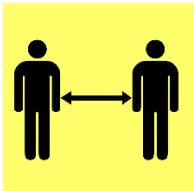



# C.E.S. Student Expectations

|   |  |
|---|--|
|    | <p><b>Stay home if feeling ill.</b><br/>Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p>   |
|    | <p><b>Morning health check by parents required.</b><br/>In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below <b>100.0 degrees</b> Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials. If your child is ill you need to notify the school main office.</p>   |
|    | <p><b>Face coverings or masks required.</b><br/>Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. <b>Parents will be responsible for providing students with face coverings or masks.</b> Schools will have backup disposable masks available for students who forget them.</p> <p>* The Connecticut State Department of Education has issued guidelines for the fall reopening of schools in Connecticut. The following considerations are recommended while developing your district/program level reopening plans to address students with high needs. The impact of the pandemic on this student population is significant. Therefore:</p> <ul style="list-style-type: none"> <li>Some students may not be able to wear protective face masks, practice social distancing, or abide by other CDC or SDE guidelines based on their identified disability.</li> </ul> |
|  | <p><b>Social distancing required.</b><br/>Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials will not be allowed.</p>   |
|  | <p><b>Frequent hand washing or hand sanitizing expected.</b><br/>Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>   |
|  | <p><b>Students may not change buses.</b><br/>Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus.</p> <p><b><i>Parents are strongly urged to drive their children to and from school each day.</i></b></p>   |



## C.E.S. Adult Expectations

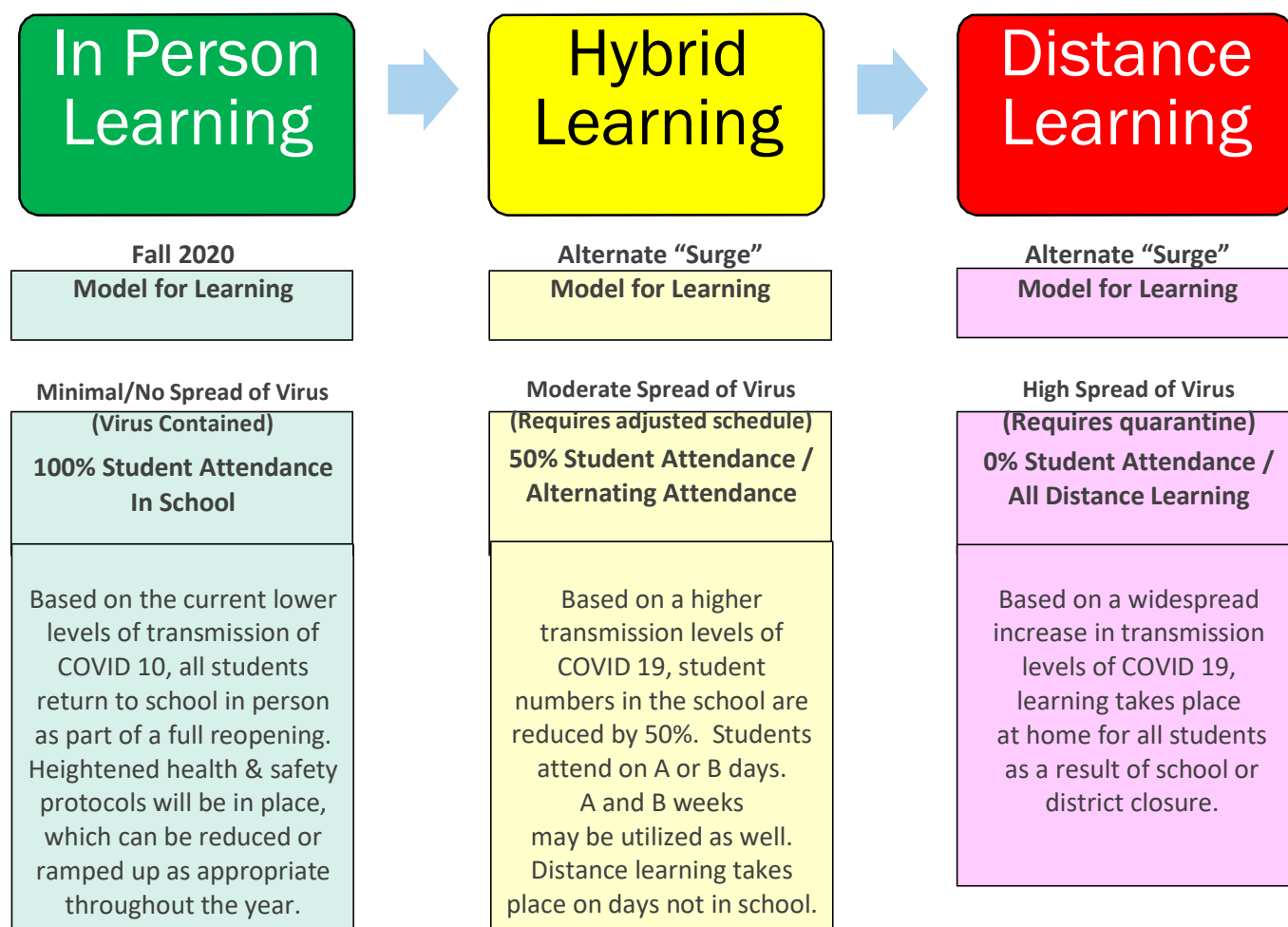
|   |   |
|---|---|
|    | <p><b>Stay home if feeling ill.</b></p> <p>Teachers, staff, and volunteers must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p>  |
|    | <p><b>Morning self-screening required.</b></p> <p>In order to prevent transmission among the school population, teachers, staff, and volunteers are instructed to self-screen before leaving for school. Check to ensure temperature is below <b>100.0 degrees</b> Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials. If you have a temperature or feel ill, please notify the school or program main office.</p>  |
|    | <p><b>Face coverings or masks required.</b></p> <p>Teachers, staff, and volunteers must wear face coverings or masks that completely cover the nose and mouth while inside the school, with exceptions only for those for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Teachers will be allowed to remove masks during direct instruction with permission and greater social distancing. Schools will have backup disposable masks available for teachers, staff, and volunteers.</p> |
|  | <p><b>Social distancing required.</b></p> <p>Teachers, staff, and volunteers must maintain social distancing to the greatest extent possible.</p>   |
|  | <p><b>Frequent hand washing or hand sanitizing expected.</b></p> <p>Teachers, staff, and volunteers and staff must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>  |

# Continuum for Learning



Cooperative Educational Services are committed to **In-Person Learning**, meaning a full reopening, following all guidelines and expectations of the State and maintaining health standards in accordance with the Bridgeport and Trumbull Health districts. However, if there is surge of COVID 19, an increase of local cases, or the occurrence of in-school cases, the learning models may need to be adjusted as a result. Learning models that include Hybrid Learning and/or Distance Learning will only be utilized by C.E.S. if required by the State of Connecticut or either Health District.

## C.E.S. Learning Continuum:



When our students return to school with our In-Person Learning Model, C.E.S. will do everything possible to make the school experience similar to what it has been in the past. While some aspects of school will fundamentally look different when students and staff first return this fall, our goal will be to achieve a sense of normalcy over the course of the school year as the situation allows and safety concerns are alleviated.

Throughout the year, C.E.S. will be prepared to adjust plans based on health indicators and guidance from state and local health officials (see chart below).

In Person Learning



Hybrid Learning



Distance Learning

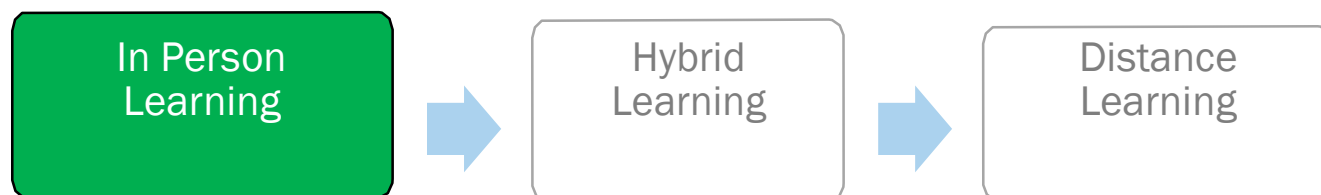
| Minimal/No Spread of Virus<br>(or Virus Contained)<br>100% Student Attendance<br>In School  | Moderate Spread of Virus<br>(requires adjusted schedule)<br>50% Student Attendance /<br>Alternating Attendance   | High Spread of Virus<br>(requires quarantine)<br>0% Student Attendance /<br>All Distance Learning |
|---|--|---|
| <p>Schools operating up to 100% capacity, students/staff with underlying medical conditions may consider remote learning</p> <p>Buses up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders</p> <p>Face coverings/masks for students and staff while inside school buildings</p> <p>Identification/isolation of sick students/staff</p> <p>Cohorting of students used, particularly in Grades K-8, restrictions on group activities</p> <p>Maximize spacing of seating as feasible</p> <p>Increased cleaning and sanitization protocols</p> | <p>Schools operating at reduced capacity (50%), with reliance on hybrid model of A-B day</p> <p>Buses at reduced capacity (50%), face coverings/masks in place during transit, controlled loading/unloading of riders, spaced seating for riders</p> <p>Face coverings/masks for students and staff while inside school buildings</p> <p>Identification/isolation of sick students/staff</p> <p>Cohorting of students used, restrictions on congregating, staggered start/stop times</p> <p>Maximize spacing of seating up to six feet or more when feasible with reduced class sizes</p> <p>Specific and increased cleaning and sanitization protocols</p> <p>Indoor extracurricular activities suspended</p> | <p>Schools closed, 100% distance learning</p> <p>Bus transportation suspended</p>                 |

See accompanying charts on Monitoring COVID 19 and Pandemic Planning in this guide.

The State of Connecticut is expecting all schools to have **all students**, in all districts, return to schoolhouses for full-time instruction at the beginning of the 2020–2021 school year. At the same time, school districts must be prepared to modify planning to support a partial reopening or to allow for scaling back even further to a full closure at a future date if the public health data changes.

Priorities and requirements identified in **Adapt, Advance Achieve: Connecticut's Plan to Learn and Grow Together** serve as the basis for Cooperative Educational Services - "Reopening our Schools" planning guide.

# Fall 2020 C.E.S. Model for Learning



The in-person model of learning that will be in place for the reopening of the schools is described below:

## **IN PERSON LEARNING**

**Schedule with Health & Safety Expectations – All students attend every day.**

| Monday   | Tuesday | Wednesday | Thursday | Friday |
|--|---------|-----------|----------|--------|
| Students and teachers attend every day with all State guidelines and expectations in place.<br>Classroom learning and instructional activities are adjusted to provide the safest environment. |         |           |          |        |

**\* REMOTE LEARNING PARALLEL TRACK – Some students learn at home due to medical concern, illness, quarantine, or other reasons *with support from the school*.**

Students with health concerns, illness, or quarantine order will participate in a **Remote Learning Parallel Track** in which the student learns at home **with parent support in place**. This track aids in a return to school at the appropriate point after illness, quarantine, or when families decide to re-enter. In order to smoothly re-enter school after an extended time out and begin participating in the traditional schedule, it is strongly encouraged for students and parents engage in Remote Learning provided or some other plan approved by the Principal of the school. The State of Connecticut has designed a Remote Learning Hub (<https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub>) for students who do not return right away. Students on this track will be allowed to enter school at any point in time.

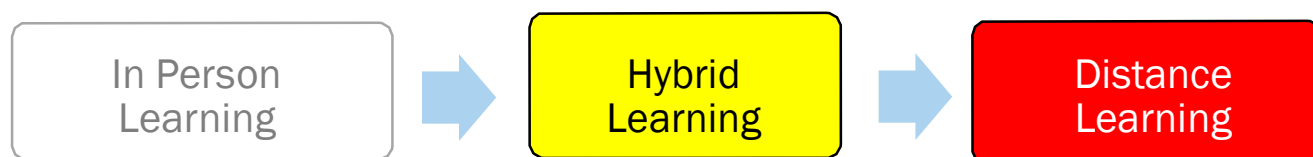
| Monday  | Tuesday | Wednesday | Thursday | Friday |
|---|---------|-----------|----------|--------|
| Students and parents engage in Remote Learning with materials and support from the school.<br>Classroom learning and instructional activities are supplemented through contact with the State's remote hub. |         |           |          |        |

**\* HOME SCHOOLING – Some students learn at home due to medical concern or other reasons *with no support from the school*.**

Students with extended medical concerns or other reasons may participate in **Home Schooling**, in which the parent chooses all instructional materials and is solely responsible for student learning. This model is appropriate for families who do not wish to continue with computer-based learning at home or those who do not feel the Remote Learning model provided by the State of Connecticut to be an appropriate model for their child. This model does not necessarily prepare students for a return to school without possible gaps in learning. Parents who wish to keep their students out of school for an extended portion of the year or the entire year may consider this model.

| Monday  | Tuesday | Wednesday | Thursday | Friday |
|---|---------|-----------|----------|--------|
| Students and parents engage in learning with no materials or support from the school.<br>Classroom learning and instructional activities are developed by the parent. |         |           |          |        |

## Alternate “Surge” Models for Learning



In recognition of uncertainty, C.E.S. are prepared for different scenarios:

**HYBRID LEARNING** **REDUCED SCHOOL POPULATIONS – As a result of surge in COVID 19, smaller groups of students are returned to school (alternating of 50% of students).**

Alternate school schedules that could be used if the State of Connecticut and/or local health officials place limits on student access to schools/busses due to surge of COVID 19 are listed below. When students are not in school, they are working at home with materials provided from the teacher and school.

**A-B Days (Students go to school on alternate days)**

| Monday   | Tuesday  | Wednesday   | Thursday   | Friday   |
|--|--|---|--|--|
| <b>Student Group A<br/>50% of Students<br/>in school</b> | <b>Student Group B<br/>50% of Students<br/>in school</b> | <b>A &amp; B Groups<br/>Distance<br/>Learning with<br/>Teachers</b> | <b>Student Group A<br/>50% of Students<br/>in school</b> | <b>Student Group B<br/>50% of Students<br/>in school</b> |

\*C.E.S. Special Education Programs may not use a hybrid model based on the small class sizes and the importance of these students’ attending in-person school.




**DISTANCE LEARNING** **Short Term Closure (2-5 days, 2 weeks, etc.) or Long Term Closure**

Students and parents engage in Distance Learning with materials and support from the school. Classroom learning and instructional activities are shared through contact with Teacher. This is the Distance Learning model from the spring of 2020 with a blend of synchronous and asynchronous learning.

| Monday  | Tuesday                                       | Wednesday                                     | Thursday                                      | Friday  |
|---|---|---|---|---|
| <b>Distance Learning<br/>100% of Students</b> | <b>Distance Learning<br/>100% of Students</b> | <b>Distance Learning<br/>100% of Students</b> | <b>Distance Learning<br/>100% of Students</b> | <b>Distance Learning<br/>100% of Students</b> |

# Monitoring COVID 19

C.E.S. will follow a traditional schedule of school while monitoring the level of transmission of COVID-19 with the assistance of the Bridgeport and Trumbull Health Districts. Ideally, both Bridgeport and Trumbull will remain in the “green” level with little or no community transmission. School schedules and/or protocols may be adjusted if the community enters a “yellow” level with minimal or moderate community transmission. If there is a substantial surge in local cases, based on guidance from the State of Connecticut and/or the authorized Health District, the schools will likely revert to a Distance Learning Model similar in nature to the spring of 2020.

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

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



# COVID 19 Cases in School



## IN SCHOOL TRANSMISSION

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 Associate Executive Director (COVID-19 District Liaison) and the Executive Director. In addition, the same process will be enacted by school personnel if a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

The Executive Director notifies the local health officials (Bridgeport or Trumbull Health District) immediately. The Health District will assess risk of further transmission in the school.

Decisions are made concerning:

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

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

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

All communications to the school community including staff and families are made through the Central Office. During school closures, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

### **A confirmed case in the school building:**

**Assess risk with local health officials.**

**Plan for short (2-5 days) or longer (10 days) closure to clean,  
disinfect, and contract trace.**

**in consultation with the local Health District.**





The purpose of this section of the document, “**Reopening Our Schools**” is to articulate a **checklist for reopening** in each of the above focus areas for at least the first 12-weeks of school (or longer/shorter as conditions warrant). The checklist is meant to be shared with staff, families, and community members. The length of time for the various protocol will be adjusted based on expectations from the State of Connecticut and local health officials.

All of the focus areas above will be addressed by the C.E.S. **District Reopening Committee** and then shared with the schools to allow for specific planning by the building-level **School Reopening Committees**.

**Compliance Liaison:** The Executive Director has appointed Christopher LaBelle, Associate Executive Director, to serve as the COVID-19 Health & Safety Compliance Liaison and COVID-19 Response Leader.

- The Liaison, along with the Executive Director, will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance.
- The Liaison, along with the Executive Director, will support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Bridgeport and Trumbull Health Districts.

Each school will be responsible for making sure the approved Reopening Plan is implemented as part of each building’s reopening procedure. The checklists on the following pages provide guidance for the District Reopening Committee and School Reopening Committees. Checklist items are categorized above.

# Checklist - Health & Wellness



## Health & Wellness

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

| Health expectations for reopening C.E.S. |   |
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| <b>1</b>                                 | <b>Conditions for reopening have been confirmed by the State of Connecticut and/or local health Officials.</b>  |
|  | The State of Connecticut has lifted, adjusted, or removed any school closure or Executive Order allowing schools to physically reopen.  |
|  | The local health officials have determined that local conditions safely allow for schools to physically reopen.   |
| <b>2</b>                                 | <b>Planning guidelines for reopening have been issued by the State of Connecticut and C.E.S. plans have been developed and approved at the local level under the supervision of the Executive Director.</b> |
|  | The State of Connecticut and State Department of Education have issued guidelines on which school reopening plans are to be based.  |
|  | The C.E.S. reopening plan, "Reopening Our Schools" has been developed in consultation with the Bridgeport and Trumbull Health Districts.  |
| <b>3</b>                                 | <b>The Director of Finance and Operations and Central Office have confirmed that there is adequate protective equipment in place for reopening.</b>   |
|  | There is protective equipment (including masks) for students in the classrooms and throughout the facilities.   |
|  | There is protective equipment (including masks and PPE) for staff appropriate for each classification or duty.  |
|  | There is a plan for an ongoing supply of protective equipment.  |
|  | There is a sufficient number of no-touch thermal scan thermometers for symptom screenings (required).   |
|  | There is sufficient PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).                      |
|  | There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut & DPH guidance.                                      |
|  | There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.   |

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| <b>4</b> | <b>The Executive Director has established a procedure should there be COVID 19 cases in the schools or in the community that could possibly impact the schools.</b>   |
|          | The Executive Director and School Admin have updated the C.E.S. Pandemic Response Plan that includes procedures for a cases or cases of COVID-19. This procedure includes communication to the local health officials when a student, teacher, or staff member or a member of their household has tested positive for COVID-19 and has possibly exposed others at the school.                           |
|          | School Admin and Director of Operations have procedures for <b>isolating an area</b> of the school for a length of time based on (1) a positive COVID-19 case or cases in the school and (2) the risk level within the school/community as determined by the local Health District.   |
|          | The Executive Director has a procedure for the <b>closure of schools</b> for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by the local health officials.  |
|          | The Representative Council has granted the Executive Director the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees, or to respond to direction form the State of Connecticut and/or the local Health District.  |
|          | The Representative Council has granted the Executive Director the authority to limit access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.  |
|          | Under the supervision of the Associate Executive Director, the schools are able to provide for a continuity of instruction.   |
|          | Under the supervision of the Director of Special Education, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.  |
|          | Under the supervision of the Director of Finance and Operations, the schools are able to provide for continuity of meal service, if necessary.  |
| <b>5</b> | <b>The Representative Council has authorized limited access and/or restricted access to the schools by the public.</b>  |
|          | The Representative Council has approved restricting access to the school buildings during the school day.   |
|          | Students, parents, caregivers, volunteers, and staff are excluded from school facilities if showing symptoms of COVID-19 or if a member of their household has tested positive for COVID-19.  |
| <b>6</b> | <b>The Director of Nursing and School Admin have organized a screening procedure for students at home and to the extent possible, at school.</b>  |
|          | Passive Screening: Parents are instructed to screen students before leaving for school by checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit and to observe for symptoms consistent with COVID-19. Parents are asked to keep students at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19. |

Active Screening: Schools will screen students as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow-up temperature checks with no-touch thermometers (checking to ensure temperatures below **100.0 degrees** Fahrenheit). Students will be observed for illnesses including cough or respiratory distress. Students may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

**NOTE: Screening procedures for all children are not required at the point of entry to the school.** However, school staff will observe students throughout the day and refer students who may be symptomatic to the school nurse.

**NOTE: Temperature checks for all children at the point of entry will not be included** due to the high likelihood of potential false positive and false negative results, but will be available in the school under the supervision of the school nurse.

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|          | In screening students who appear ill, only the nurse shall use a thermometer requiring a touch method (under the tongue or arm, forehead, etc). Caution will be taken by the nurse included wearing <b>gloves, face shields, and a mask.</b>  |
|          | <b>Students with a temperature greater than 100.0 degrees are not permitted into the school. Students will be allowed to return 24 hours after a fever has broken with a note from their healthcare provider, or with a documented negative COVID-19 test.</b>  |
|          | The school nurse will monitor screening information / data of students while complying with relevant privacy and health laws.   |
|          | The school nurse will monitor symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.   |
|          | School Admin will oversee procedures for all students to sanitize hands as they board buses.  |
|          | School Admin will oversee procedures for all students to sanitize hands upon entering schools.  |
|          | School Admin will oversee that upon entry to school large gatherings are avoided. Students will proceed directly to classrooms or small group designated areas.   |
| <b>7</b> | <b>The School Administration have organized a screening of staff at home and to the extent possible, at school.</b>   |
|          | Passive Screening: Staff and regular approved volunteers are instructed to self-screen before leaving for school by checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit and to observe for symptoms consistent with COVID-19. Staff and regular approved volunteers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.  |
|          | Active Screening: Schools will screen staff and regular approved volunteers as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit). Staff and regular approved volunteers will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. |
|          | <b>Staff and regular approved volunteers with a temperature greater than 100.0 degrees are not permitted into the school. Staff and regular approved volunteers will be allowed to return 24 hours after a fever has broken with a note from their healthcare provider, or with a documented negative COVID-19 test.</b>  |
|          | The school nurse will monitor screening information / data of staff and volunteers while complying with relevant privacy and health laws.   |
|          | The school nurse will monitor symptoms in staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.  |
|          | School Admin will oversee procedures for all staff and regular approved volunteers to sanitize hands upon entering schools.   |
| <b>8</b> | <b>The Executive Director has developed a uniform procedure for all schools for symptomatic students.</b>   |
|          | Students who are symptomatic while entering school or become symptomatic during the school day will be separated from others right away by the school nurse.  |
|          | Students exhibiting symptoms will be required to continue to wear mask and wait in a supervised, designated isolated area through which others do not enter until student can be transported home. If more than one student is in the isolation area, physical distancing will be maintained.   |

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|           | The school nurse will advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation. <a href="https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html">https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html</a> . Students will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.   |
|           | There will be no COVID-19 testing of students at school. Local testing site information will be shared with families. The schools' nursing offices will monitor testing results of students once made available by parents, complying with relevant privacy and health laws.  |
|           | If a student has been present in school has a <b>confirmed diagnosis</b> of COVID-19, the School Nurse and the building Principal contact the Central Office and the Executive Director notifies the local health officials immediately. In addition, the Executive Director will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).   |
|           | Each school has a response team coordinated by the Admin with designated responsibilities including monitoring of attendance, symptoms, and screening; communications to families; overseeing cleaning procedures; and responding to suspected confirmed cases.   |
| <b>9</b>  | <b>The Executive Director has developed a uniform procedure for all schools for symptomatic staff and volunteers.</b>   |
|           | Adults who are symptomatic while entering school or become symptomatic during the school day will be sent home and advised to seek medical care.  |
|           | The school nurse will advise adults not to return until they have met CDC criteria to discontinue home isolation. <a href="https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html">https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html</a> . Staff and regular volunteers will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.   |
|           | There will be no COVID-19 testing of staff and volunteers at school. Local testing site information will be shared with staff. The schools' nursing offices will monitor testing results of staff and volunteers, complying with relevant privacy and health laws.  |
|           | If a staff member or volunteer has been present in school has a <b>confirmed diagnosis</b> of COVID-19, the School Nurse and the building Principal contact the Central Office and the Executive Director notifies the local health officials immediately. In addition, the Executive Director will be notified by school personnel that a staff member or a volunteer is suspected of being sick, maintaining confidentiality in accordance with privacy expectations and the Americans with Disabilities Act (ADA).   |
| <b>10</b> | <b>Outside visitors and groups will have very limited or no access to schools during the school day.</b>  |
|           | Access to the buildings by visitors/parents will be extremely limited and only for specific purposes.   |
|           | <b>Each school will post a "No Visitors Policy" that includes the following wording, "Visitors will not be permitted into school facilities unless scheduled to enter, or required by law, or otherwise required by a student's individualized educational plan."</b>   |
|           | Passive Screening: Visitors/parents with prior approval to enter the building are instructed to self-screen before leaving for school by checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit and to observe for symptoms consistent COVID-19. Visitors/parents are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.   |
|           | Active Screening: Schools will screen visitors/parents with prior approval to enter the building as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit). Visitors/parents will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. |

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|  | Each school's Main Office will maintain a log for those visitors allowed into the building. The log will include name, contact phone number, and arrival/departure time of each individual.   |
|  | School Admin and office staff will organize parent pick up / drop off of students, which will be modified at each building. The use of a face mask will be required of all parents who are picking up or dropping off students during the school day and required to enter the school office in the process. Pick up and drop off will be modified to ensure that parents have limited or no access to the interior of the school building. |
|  | The Executive Director will review all requests for use of the schools – before and after school. There will be limited access to outside organizations' use of school sites and schools' resources after school hours.   |
|  | The Central Office and Executive Director will ensure that external community organizations that are allowed use of the facilities also follow the school's health and safety plans, as well as the expectations of local health officials.   |
|  | There are procedures at each school site developed for accepting deliveries in a safe manner.   |

| <b>Wellness expectations for reopening the C.E.S. Public Schools</b> |   |
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| <b>1</b>   | <b>The School Admin and School Nurses will oversee high standards of hygiene (handwashing / sanitizing) and training for all in each school.</b>  |
|  | School nurses will ensure, in accordance with CDC guidance, that handwashing/sanitizing includes: <ul style="list-style-type: none"> <li>• Opportunities for students and staff to meet handwashing/sanitizing frequency guidance.</li> <li>• Sufficient access to handwashing and sanitizer stations.</li> <li>• The availability of fragrance-free hand sanitizer (with a minimum of 60 percent alcohol).</li> <li>• Children under age nine use hand sanitizer under adult supervision.</li> </ul>   |
|  | The School Admin and School Nurses will identify the training needs of staff related to health and safety protocols and work with the Associate Executive Director who will oversee such training prior to the first day of classes.  |
|  | The Associate Executive Director will plan in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. School Admin will ensure access for all students and staff.  |
|  | Training will be provided to substitutes or others who may enter the school outside of the first day or typical calendar start.   |
|  | School Admin will designate, in addition to the School Nurses, an additional 1 to 2 people in each school to assist with training as needed.  |
|  | All staff will review guidance/training and post signage on proper handwashing techniques with students, including the following: <ul style="list-style-type: none"> <li>• Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.</li> <li>• Staff and students should dry hands thoroughly.</li> <li>• Wash/sanitize hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.</li> </ul> |
|  | Admin and Teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one's mouth/nose/eyes).   |



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|          | <p>School Admin will assess the best approach to communicating wellness information for each age group, and plan to set aside time at the beginning of the school year, as well as scheduling frequent reminders, to review the new policies and protocols. These practices include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• social distancing,</li> <li>• use of face coverings that completely cover the nose and mouth,</li> <li>• respiratory and cough etiquette, and</li> <li>• enhanced cleaning/disinfection of surfaces.</li> </ul> |
| <b>2</b> | <b>All school employees will assist in the expectation from the State of Connecticut that face coverings /masks are in place during the school day by all -</b>   |
|          | The following communication will appear in school email, website, and social media: <b>“For the safety of all students and all staff, the State of Connecticut guidelines for returning to schools and C.E.S. policy require that all students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus.”</b>  |
|          | <p>The only exceptions for face coverings or masks are as follows:</p> <ul style="list-style-type: none"> <li>• <b>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 <u>CDC guidance</u>.</b></li> <li>• <b>For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</b></li> </ul>  |
|          | For students, face coverings/masks may be removed while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing. Exceptions may also be necessary for certain special education students or other special populations.  |
|          | <p>For students who have trouble breathing or for other medical reasons, reasonable accommodations will include a face shield with a cloth drape attached across the bottom and tucked into the shirt.</p> <p><b>NOTE:</b> Face shields alone are not a sufficient alternative to the wearing of face masks, but rather both should be worn for additional protection.</p>  |
|          | Parents will be responsible for providing students with face coverings or masks.  |
|          | Schools will have backup disposable masks available for students who forget them.   |
|          | Admin will establish times for “Mask Breaks” that will be provided during the school day. Breaks will occur when students can practice social distancing and/or when they are outside.  |
|          | Staff members and volunteers will wear masks that completely cover the nose and mouth inside the schools and will be assigned all necessary PPE as required for their role.   |
|          | For teachers and staff, face coverings/masks may be removed while teaching if the following conditions are in place: Enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking, or when outside and effectively practicing social distancing.   |
|          | Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).   |
|          | <b>Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to masks, face shields, and gowns.</b>   |
|          | Schools will have backup disposable masks available for staff members who forget them.  |
|          | <p>Staff members will receive guidance/training on proper use of PPE required for their role:</p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html">https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html</a>.</p>   |
|          | School Nurses and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves.   |
|          | Front office and food service employees will be provided face coverings or masks and disposable gloves.   |
|          | Custodial staff will be provided equipment and PPE for cleaning and disinfecting:   |

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|          | (1) For regular surface cleaning, gloves appropriate for all cleaning and disinfecting will be provided.<br>(2) Classified staff engaged in deep cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. |
|          | Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.  |
|          | Information will be given to staff, students and, parents on proper use, removal, and washing of face coverings. <a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a>  |
|          | Increased facility staff have been added to each building to assist with increased disinfecting/cleaning.   |
| <b>3</b> | <b>All school employees will assist in the expectation that Physical Distancing / Social distancing is maintained as much as possible.</b>  |
|          | The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.   |
|          | Admin will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission.  |
|          | Each school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium) based on maintaining reasonable social distancing prior to use by a classroom or group.   |
|          | Even with social distancing expectations in classroom, school spaces, hallways, students and staff members will wear face coverings / masks in school and on the bus.   |
|          | To the extent possible the schools will create <b>student/teacher classroom cohorts</b> to minimize the mixing of student groups throughout the day. Consistent teams/cohorts will minimize cross-contamination of student groups.  |
|          | Schools will have plans to minimize movement of students and staff as much as possible and reduce the amount of students and staff that move at the same time.  |
|          | Traffic patterns in hallways will be designed to promote social distancing during passing times. Strategies will include staggered passing times or one-way traffic in hallways.  |
|          | Classroom seating shall be assigned to students at all times during the day. Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed.  |
|          | Schools will restrict the sharing of educational materials between individuals. These materials include such items as books, manipulatives, computers, calculators, writing utensils, and art supplies. No two individuals should use the same materials in a given school day without appropriate cleaning / disinfecting in between uses.                     |
|          | Backpacks will be used to discourage the use of lockers as much as possible.  |
| <b>4</b> | <b>The Executive Director will oversee extra school activities, which will be allowed in a limited capacity on a case by case basis.</b>  |
|          | After school clubs, activities, and events will be approved in advance by the Executive Director. Approval will be based on the ability to meet the safety expectations of students and staff members involved. Before and After school will not start in the fall.   |
|          | Recess time and use of playgrounds /will be supervised and scheduled to ensure physical distancing. Recess time will be adjusted for specific classroom and/or cohorts.   |

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|          | School Admin will work with the Physical Education Teachers in adapting curriculum and activities to be in line with guidance found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i> . In general, activities will be limited to those that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.   |
|          | School Admin will work with the Art and Music Teachers in adapting curriculum and activities to be in line with guidance found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i> .  |
|          | Courses and activities that may involve any potential risk to students and staff will be approved in advance by the Associate Executive Director and the Executive Director.   |
|          | School assemblies, concerts, and other programs with a larger number of students will be limited at the start of the school year and require approval of the Associate Executive Director and the Executive Director. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations.  |
|          | Field trips and off campus experiences will be restricted at the start of the school year and require approval of the Associate Executive Director and the Executive Director. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged.  |
| <b>5</b> | <b>The Director of Nursing and School Nurses will oversee and monitor changes and updates to the State of Connecticut Requirements for Immunizations and Health Assessments</b>  |
|          | <b>Immunizations:</b> <a href="#">Guidance from the Department of Public Health was issued dated June 17, 2020</a> emphasizing the importance of protecting students by staying up to date on immunizations.   |
|          | <b>Health Assessments:</b> <a href="#">Guidance from the CSDE was issued dated June 26, 2020</a> outlining the requirements for Health Assessments prior to students enrolling in school.  |
| <b>*</b> | <b>If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID 19:</b>  |
|          | The schools will determine the student and staff capacity of classrooms and school spaces based on state of local guidelines limiting existing class groups/sizes in every classroom.  |
|          | The classrooms will be arranged in a manner that minimizes face-to-face contact and increases the space between desks and/or providing barriers between children at tables. Desks/tables will be separated and turned to face in the same direction (rather than facing each other).   |
|          | Other spaces in the building may be used for instructional activities to allow for appropriate distancing including gyms, cafeterias, libraries, larger rooms, outdoors.   |
|          | <b>The schools may need to limit the number of students present in classrooms and/or limit the number of students physically reporting to each day based on guidelines issued from the State of Connecticut.</b>   |
|          | <b>The <u>school schedule</u> may be adjusted to meet the needs of social distancing (in classrooms) based on adjusted guidelines issued from the State of Connecticut.</b> <ul style="list-style-type: none"> <li>• If student numbers are to be limited, the schedule may result in A-B day (alternating days) for students: "Monday &amp; Thursday" or "Tuesday &amp; Friday."</li> <li>• Adjusted State Guidelines may result in an extended period of Distance Learning by all students.</li> </ul> |

# Checklist - Facilities & Operation



## Facilities & Operations

|          | Facility expectations for reopening C.E.S.  |
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| <b>1</b> | <b>The Director of Operations and School Administrators will ensure that schools meet <u>high cleanliness standards</u> prior to reopening and maintain a high level of cleanliness during the school year.</b>   |
|          | The Director of Operations will oversee the reopening for each school building that specifically addresses high standards of cleanliness for all classrooms, bathrooms, hallways, and offices in the school.  |
|          | The Representative Council will do a walkthrough of all buildings prior to reopening with the Executive Director, the building Principal, and the Director of Operations to review cleanliness expectations as well as conducting a review of reopening plans specific to each building.  |
|          | The Director of Operations and School Administrators will communicate cleaning and hygiene protocols as recommended by the State of Connecticut and the CDC to staff and families.  |
|          | Building plans for disinfecting high touch surfaces will include: <ul style="list-style-type: none"> <li>• Door handles</li> <li>• Handrails</li> <li>• Drinking fountains</li> <li>• Sink handles</li> <li>• Restroom surfaces</li> <li>• Instructional materials that cannot be supplied to a specific student</li> <li>• Playground equipment</li> </ul> |
|          | Frequently touched surfaces and other equipment will be cleaned throughout the day. Desks and classroom equipment should not be shared; however, those that are used by more than one group will be cleaned in between usage.   |
|          | Buildings will have a plan for disinfecting the following between uses: <ul style="list-style-type: none"> <li>• Desks that are shared during the day</li> <li>• Tables that are used throughout the day</li> <li>• Chairs that are shared during the day</li> <li>• Classroom/office items, such as phones, headsets, copy machines , etc.</li> </ul>      |
|          | Schools will work to enable no-touch usage of items such as doors, trashcans, and bathroom fixtures, where possible. (Where no touch technologies are not available, prop open doors in accordance with fire and safety codes, and remove trash lids.)  |
|          | Schools will maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Where possible, schools will turn off and avoid use of hand dryers.   |
|          | As appropriate by age, schools will place a trashcan and paper towel roll by the bathroom door to allow students and staff to use in order to prevent the touching of door handle with hands.   |
|          | Principals will work with teachers to assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time.  |

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

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|          | School Admin will ensure hand washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use it.  |
|          | Bathrooms should be sanitized at least twice a day. Where possible, schools will consider designating separate bathrooms for different classes or establishing shifts for classes to use the bathroom (and thus avoid mixing of classes).   |
|          | The Director of Operations will use products that are approved for the State of Connecticut that are labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.   |
|          | Cleaning logs will be used in each building to track cleaning frequency of areas including bathrooms.   |
|          | The Director of Operations will ensure that the schools comply with DPH guidelines including: <ul style="list-style-type: none"> <li>• <a href="#">Guidance for Cleaning and Disinfecting of Schools</a> during COVID-19</li> <li>• <a href="#">Return to Service Guidance</a> for Building Water Systems</li> <li>• <a href="#">Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems</a></li> </ul>  |
| <b>2</b> | <b>The Director of Operations and School Administrators will ensure that schools meet <u>distancing expectations by adjusting the set up in all classrooms.</u></b>   |
|          | The Director of Operations will oversee a reopening plan for each building that specifically addresses social distancing for all classrooms, bathrooms, hallways, and offices in the school. <ul style="list-style-type: none"> <li>• Maximize social distancing between student workstations, achieving 6 feet if feasible (not required) when determining the classroom layout. Desks should face in the same direction (rather than facing each other) or students should sit on only one side of tables, spaced apart.</li> <li>• Where necessary, assess other spaces that may be repurposed for instruction in the school.</li> <li>• Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be considered an option.</li> <li>• Floor markings throughout classrooms and the school may be included to illustrate social/physical distancing.</li> </ul> |
|          | The Director of Operations and School Admin will work together to ensure that classroom furniture besides desks is adjusted to create the maximum amount of space between students.   |
|          | Classroom bookcases, reading nooks, storage cabinets will be removed/repositioned to create the maximum amount of space between students.   |
|          | The Director of Operations and School Admin will work together to ensure that a dedicated medical isolation room has been identified in every school building.  |
| <b>3</b> | <b>School Administrators will ensure that schools restrict the shared use of materials.</b>   |
|          | Principals will work to ensure that staff restrict the sharing of educational materials between individuals (including such items as books, manipulatives, computers, calculators, writing utensils, and art supplies). Teachers will ensure that there is a procedure for disinfecting any electronic devices, toys, books, and other games or learning aids that must be shared during the same school day.   |
|          | When shared space is used by multiple cohorts of by high school students not in cohorts, disinfecting of materials must occur in between the times when cohorts of groups of high school students use the space/materials.  |
|          | Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed. Items that cannot be cleaned and sanitized (such as shared stuffed animals in classrooms) will not be allowed in classrooms.  |

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|          | Each student's belongings/school supplies will be separated and in an individually labeled backpack. Students will be encouraged to take home belongings each day to be cleaned. Belongings such as personal stuffed animals and other toys will be strongly discouraged. |
| <b>4</b> | <b>The Director of Operations will ensure that handwashing and sanitizing stations will be readily available.</b>   |
|          | Each school will ensure that staff, students, and visitors have access to soap and water and/or hand sanitizer containing at least 60% alcohol at all times.  |
| <b>5</b> | <b>The Director of Operations and School Administrators will oversee a rapid response plan for suspected or confirmed cases of COVID-19.</b>  |
|          | Each building will have a plan to close off areas used by any sick person and not reopening those areas or using areas before cleaning and disinfection. The Director of Operations will oversee the proper cleaning of any such area.                                    |

|          | <b>Operations expectations for reopening C.E.S.</b>  |
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| <b>1</b> | <b>The Associate Executive Director will oversee staff training on the physical protection of the school community.</b>  |
|          | <p>The schools will provide required staff training on the following as part of the reopening prior to the start of school:</p> <ul style="list-style-type: none"> <li>• Physical distancing of staff and students</li> <li>• Symptom screening, including temperature checks</li> <li>• Proper use of protective equipment</li> <li>• The correct use of cloth face coverings / masks</li> <li>• Cough and sneeze etiquette</li> <li>• Keeping one's hands away from one's face</li> <li>• Frequent handwashing and proper technique</li> <li>• Confidentiality around health recording and reporting</li> <li>• Training on trauma-informed practices and suicide prevention.</li> </ul> |
| <b>2</b> | <b>Staff training on the mental health wellness of students will be available throughout the year.</b>   |
|          | <p>The schools will provide staff training on the following (in addition to Social/Emotional Learning expectations):</p> <ul style="list-style-type: none"> <li>• Training on trauma-informed practices and suicide prevention.</li> <li>• Youth Mental Health First Aid</li> <li>• Confidentiality around health recording and reporting.</li> </ul>  |
| <b>3</b> | <b>Signage in will be posted in school that is highly visible as well as being accessible for students with disabilities.</b>  |
|          | <p>The Director of Operations and Principals will work together to ensure the distribution of information and regular communication about the actions school communities can take to stop the spread. Signs will be posted in highly visible locations (e.g., school entrances, staff areas, and restrooms) that promote everyday protective measures and provide instruction related to properly washing hands and properly wearing a cloth face coverings or masks. <a href="https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html">https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html</a></p>  |



| <b>Food service expectations for reopening C.E.S.</b>                      |  |
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| <b>1</b>   | <b>The School Admin will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition.</b>  |
|  | School Admin will actively promote and determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.  |
|  | The Director of Operations will comply with the U.S. Department of Agriculture's (USDA) regulations and policies (and any changes occurring) for school meals and milk including the meal pattern requirements.  |
|  | The Director of Operations will ensure that the schools claim meals/ milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim.   |
|  | The Director of Operations will proactively plan and be prepared at all times throughout the year for expedited meal access during including a short period (2-5 days) and a longer period (2 weeks) of closure.   |
|  | The Director of Operations will oversee PPE for food service operations such as masks, gloves, physical barriers in serving areas, etc.  |
| <b>2</b>   | <b>Food service in each school will be designed to promote social distancing.</b>  |
|  | The Director of Operations working with Principals will determine the appropriate meal distribution method (Cafeteria Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.   |
|  | Each school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options. Meals service communications will communicate social distancing requirements and include any additional school options as follows: <ul style="list-style-type: none"> <li>• additional lunch waves to separate classroom cohorts;</li> <li>• staggering cafeteria use throughout the late morning/early afternoon;</li> <li>• increasing the number of meal service access points;</li> <li>• serving meals in cafeteria and then returning to classrooms or alternate locations;</li> <li>• serving meals in classrooms and alternate locations.</li> </ul> |
|  | The School Admin will arrange for smaller lunch waves in each school. For all grades, more than one classroom cohort may be in the cafeteria with another cohort, but groups must remain separated from each other by a distance that is recommended to be at least 14 feet.   |
|  | School cafeteria and meal service plans will be adjusted based on level of concern of transmission.  |
|  | There will be no "share tables" or self-service buffets for food and condiments.   |
|  | Physical barriers, such as sneeze guards and partitions, at point of sale and other areas will be installed where maintaining physical distance of 6 feet is difficult.  |
|  | If meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning will be in place.  |
| <b>Communications expectations for reopening the C.E.S. Public Schools</b> |  |
| <b>1</b>   | <b>The Executive Director will oversee communications regarding planning and reopening.</b>  |
|  | Families, staff, and the community will receive regular updates via email, website, and social media during the school year directly from the Executive Director regarding the most up to date policies and protocols related to all considerations and aspects of this plan and future COVID-19 planning.   |
|  | Changes to planning, changes in the status of the schools' schedules, and any school closures will be communicated directly from the Executive Director or his designee to the school community.   |



# Checklist - Instruction



## Instruction

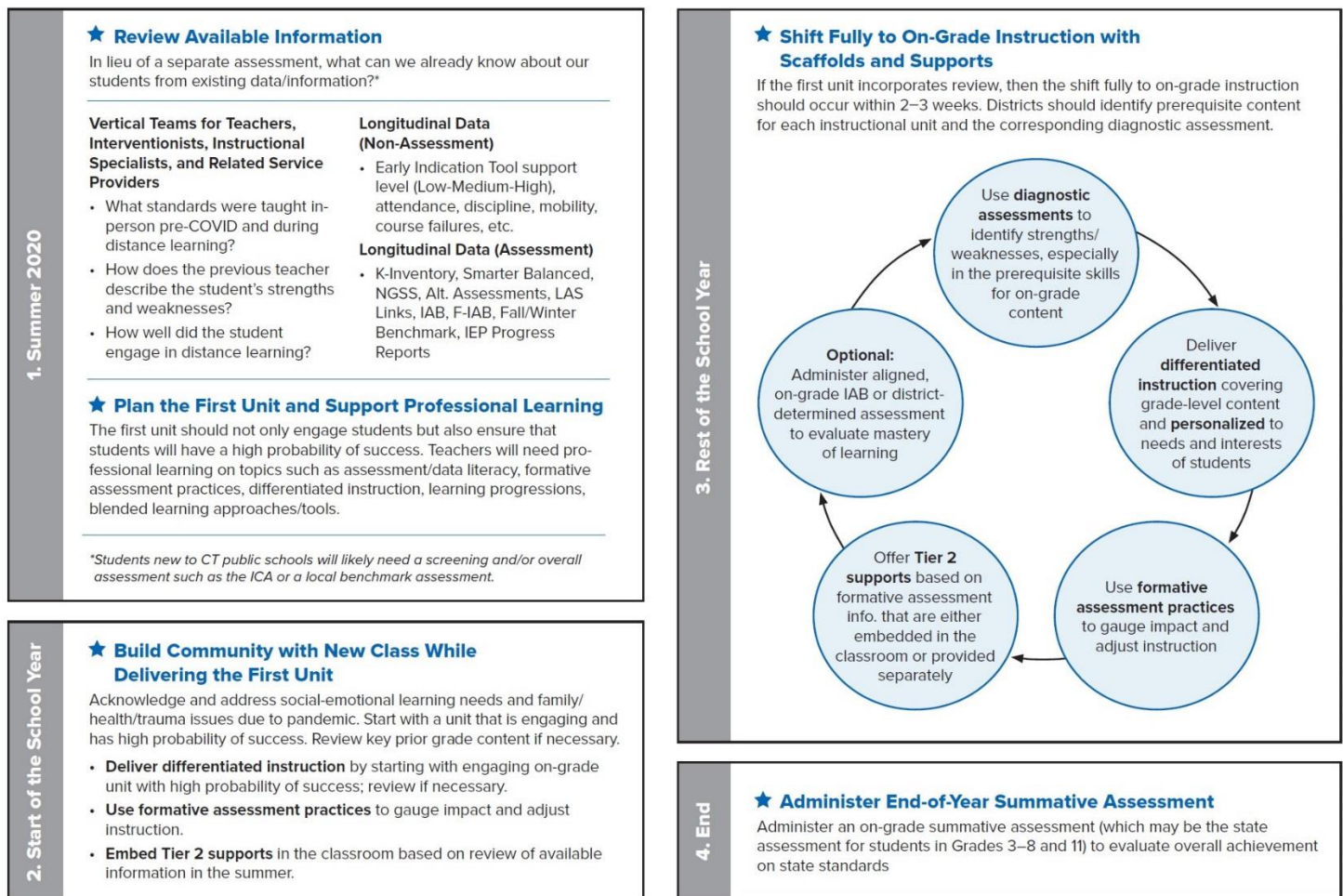
The **Classroom Cohort Model** will be used predominantly in Grades K-8. A Cohort is a stable group of students and educators with consistent members that stay together throughout the school day to help mitigate the risk of spreading the virus. It is still expected that students & individuals within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

| Instructional expectations for reopening the C.E.S. Public Schools |  |
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| <b>1</b>   | <b>The instructional day and building schedules may be modified to meet the current health situation.</b>  |
|  | The Executive Director will communicate to staff and families any class cancelation (or adjustment in schedule) and subsequent reopening in the event that the State cancels in-school classes for all or restricts attendance requiring employing the school's plan for a Hybrid Model.   |
|  | The Executive Director will base single closure, multiple school closure, or district closure using the most up-to-date information on specific cases in the community or in a school with the consultation of local health officials and the district medical supervisor.   |
|  | The Executive Director will notify the State Department of Education should a local decision be made to close under the guidance of local health officials and/or the district medical supervisor.   |
|  | School Administrators will review current instructional schedules in each school and make any modifications necessary to reopen and best meet the needs of students and staff members.   |
|  | School Admin will be prepared to amend schedules as necessary due to increased transmission in the school and/or the community. Alternate "Surge" Models will include: <ul style="list-style-type: none"> <li>• 50%/50% Hybrid Models for a moderate increase in transmission including A-B Student Cohorts of alternating days, or</li> <li>• Distance Learning for a large increase in transmission</li> </ul> |
|  | Administration and teachers will proactively plan and be prepared at all times throughout the year for an expedited shift to Distance Learning instruction during a required short period (2-5 days) and a longer period (2 weeks) of closure.   |
|  | Administration and technology department will proactively plan and be prepared at all times throughout the year for expedited technology access/support for a required period of Distance Learning including a short period (2-5 days) and a longer period (2 weeks) of closure.   |
|  | School Administration will share resources for teaching in a Distance Learning environment that is both synchronous and asynchronous which can be found in the <a href="#">Plan to Reimagine CT Classrooms for Continuous Learning</a> and the <a href="#">CT Remote Learning Hub</a> .  |
|  | The schools will evaluate and adapt any revised models of instruction throughout the year with all educational partners and staff.   |
| <b>2</b>   | <b>School Admin will groups students in Classroom Cohorts in Grades K-8 as much as possible.</b>   |
|  | Classroom cohorts will be established and use the same classroom every day and for the most part utilize the same hallways, bathrooms, and other area of the school as much as possible. Cohorts will be assigned a team of teachers and support personnel.  |

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|          | Admin and teachers will educate students, families, and staff on the value of cohorts, ensuring they understand that other health and safety guidelines remain important to minimize the risk of infection.  |
|          | Admin and teachers will restrict the mixing of cohorts for the start of the school year as much as possible.   |
|          | Teachers will push into the cohort classroom as much as possible for academic courses and special courses including Art, Music, Library, & Technology resulting in teachers of specific content areas rotating through the building, instated of student groups. Physical Education classes will take place in the cohort classroom and/or outdoors to the greatest extent possible. |
|          | Students in each cohort will have assigned seating in the cohort classroom as much as possible.  |
|          | Students in each cohort will have assigned materials in the cohort classroom as much as possible.  |
|          | School Admin will create schedules as possible that stagger passing in hall by adjusting schedules to ensure students change rooms, if necessary, at different times.  |
| <b>3</b> | <b>All learning experiences will be reviewed in order to ensure safe and appropriate instructional practices.</b>  |
|          | The Associate Executive Director will oversee all learning experiences and any curricular modifications in order to provide safe environments for students and teachers.   |
|          | The Associate Executive Director will oversee all learning experiences and any curricular modifications in order to provide an appropriate, high standard of learning for students and teachers.   |
|          | Courses and activities that may involve risk to students and staff (singing, playing instruments, food production and consumption, etc.) will be approved in advance by the and the Associate Executive Director and the Executive Director.   |
|          | School assemblies, concerts, and other programs with a larger number of students will be restricted and require approval of the Associate Executive Director and the Executive Director. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations.   |
|          | Field trips and off campus experiences will be limited and require approval of the Associate Executive Director and the Executive Director. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged.   |
| <b>4</b> | <b>School Admin and Instructional Leaders will work with the Associate Executive Director to identify learning gaps, learning barriers, and find innovative ways to meet the needs of all children.</b>  |
|          | Diagnostic assessments will be used to identify specific areas where instruction or intervention may be needed to improve student learning.  |
|          | Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal.   |
|          | Teachers will use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals.  |
|          | School teams will develop common diagnostic, formative, and summative assessment tools across the district/school for comparative analysis to identify specific targeted student learning needs.   |
|          | School Admin will refine each school's multi-tiered system of support and include guidance for implementing Tier 1 strategies before offering Tier 2 interventions and when and how to offer Tier 2 and Tier 3 supports.   |
|          | District Administrators and Specialists will identify and plan for grade level/subject level/team improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process.  |
|          | Special Education Team Leaders will oversee appropriate accommodations for students and share innovative ways to meet unique student needs with teachers.  |

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| 5 | <b>Utilize data to ensure that all children are performing at grade level by the end of the 2020-21 school year.</b>  |
|   | Each school will share learning goals that are clearly established and shared with students and families.   |
|   | School Admin will ensure data is reviewed regularly for all students and instruction modified to meet individual and group needs.   |
| 6 | <b>The schools will base assessment practices for 20-21 on the Connecticut Department of Education model found in: <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i>.</b> |

## Sensible Assessment Practices in 2020–21 and Beyond



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| <b>7</b> | <b>The Director of Special Education, Special Education Team Leaders, and Clinical Staff will oversee programming and transition back to school for all students with IEPs.</b>   |
|          | The schools will oversee programming for the fall with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During the spring of 2020 closure, the schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.  |
|          | The schools will treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider remote learning schedules if needed.   |
|          | Programming decisions will not be based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.  |
|          | Special Education Team Leaders and Guidance Counselors will communicate with families of students with a high level of need to develop transition plans to assist special population and special education students in their return to the school building.   |
|          | The Associate Executive Director and Reading Specialists will work with EL students assuring the provision of a free and appropriate public education (FAPE).   |
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| <b>8</b> | <b>The Associate Executive Director will oversee the safe implementation of Physical Education, Art, Music, and extracurricular activities.</b>   |
|          | All educational programming in PE, Art, and Music will be expected to adhere to all CDC, state, and local guidelines related to social distancing and disinfecting areas & equipment.   |
|          | School Admin will work with Teachers to plan for physical education, fine arts, and music curricula that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education activities to ensure the full inclusion by all students.   |
|          | PE at all levels will focus as much as possible on activities, fitness, exercises, and sports that are teacher led but performed in the classroom or utilizing alternative environments such as outside. PE activities will assist as much as possible in the support of social-emotional learning.   |
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|          | <p>Music and Art courses will strive to maintain current program of studies and course offerings, utilizing the following safety precautions:</p> <ul style="list-style-type: none"> <li>• Maintain proper spacing of at least 12 feet when students are singing or performing wind instruments by scheduling large ensembles in auditoriums, outdoors, cafeterias, gyms or other large spaces. Focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments.</li> <li>• Schedule large ensembles into smaller groups throughout the day. Shift curriculum focus to solo and small ensemble work and create virtual performance experiences and assessments.</li> <li>• Continue full access to beginning instrumental music. Maintain small homogeneous groupings of instruments for lesson instruction.</li> <li>• Provide individual art supply kits for each student or plan for increased sanitization between all use.</li> <li>• Use on-line apps or platforms for student art work (e.g., SeeSaw, Artsonia, Google Classroom, Flip Grid, SmartMusic, Sound Trap, Acapella, museum collections, painting/drawing platforms), video displays (e.g., YouTube), and slides (e.g., Google Slides, PowerPoint).</li> </ul> |



# Checklist - Social/Emotional Growth



## Social/Emotional Growth

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

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




| Social/Emotional expectations for reopening C.E.S. |   |
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| <b>1</b>   | <b>The Director of Special Education will work with School Clinical Staff to ensure the inclusion of Social/Emotional Learning (SEL) to benefit the entire school community.</b>  |
|  | Plan for experiences that ensure that the schools place adult and student wellness first to establish a positive, safe, and supportive learning environment. Strategies will be identified to engage populations and specific students that have been disengaged.   |
|  | Develop programming designed to help children and adults in the school community to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.   |
|  | Plan for SEL that is integrated into academic content through building essential self-management skills, resilience, and connections.   |
| <b>2</b>   | <b>Coordinate SEL activities <u>prior</u> to the reopening.</b>   |
|  | Communicate to the school community that SEL is foundational to the holistic success of the school community and a necessary aspect of a highly functioning school community  |
|  | Seek the voices of perspectives of students, families, educators, and other adults to develop responsive transitions plans. Engage directly with staff families and provide activities to help them feel comfortable back in the schools.   |
|  | Assess the social and emotional support needed by the students during the initial reopening period as a result of the Distance Learning period. Encourage that all parties reflect on the students' ability to navigate the unprecedented challenges of the alternative learning contexts during Distance Learning. |
|  | Engage the staff in reflecting on what they've learned from the spring of 2020 and how this experience will shape the coming years for them and their students.   |
| <b>3</b>   | <b>Integrate SEL activities into to the reopening process.</b>  |
|  | Consider how staff can coordinate to check in regularly with a small groups of students and families; and how counselors, social workers, school psychologists, and nurses can connect with students and families before schools reopen.  |

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|  | Intentionally build structures that promote supportive adult-student relationships and a sense of belonging. Ensure every student has at least one caring adult at the school who checks in regularly with them and whom they can reach out to.  |
|  | Develop a plan in each school to provide non-academic-focused check-ins with students.   |
|  | Create exercises/lessons on alternative ways to communicate feelings given that wearing masks may alter the understandings of how individuals are feeling.   |
|  | Create exercises/lessons on positively communicating the need for physical distancing in the classroom as children naturally hug, touch, etc. when playing.  |
|  | Help staff with strategies to handle students' and/or families' varied understandings of physical distancing measures by school personnel.   |
|  | Coordinate with all staff the best ways to assist students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability.  |
|  | Coordinate with all staff the best ways to support movement to ensure children are expending adequate energy. As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Assist staff in building in transition activities that allow for movement.            |
|  | Weave in opportunities for students to practice and reflect upon social and emotional competencies throughout the day.   |
|  | Assist staff in engaging students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world. Include discussions that will elevate racial consciousness as students were not present together in school during recent events in the U.S. |

# Checklist -Transportation



## Transportation

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

|   | Transportation expectations for reopening C.E.S.   |
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| 1 | Transportation status will be determined by the State of Connecticut and/or DPH.   |
|   | In the “ <b>low status</b> ” currently determined to be the status of Connecticut, student passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The passenger’s face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. This will reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.  |
|   | If the state determines that we are in a “ <b>moderate status</b> ” student passenger density will be significantly reduced because schools will be employing a hybrid model of learning (A-B days or A-B weeks) when in this status. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The rider’s face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Students should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. This will reduce the number of people passengers pass by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading. |



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| <b>2</b> | <b>Transportation to and from by parents/guardians will be encouraged.</b>   |
|          | <b>Parents are encouraged to transport their children to and from school to avoid possible exposure on the bus.</b>  |
|          | School Admin will assess if a staggered arrival and drop off of buses and cars will enhance safety protocols in place.   |
|          | School Admin will plan vehicle flow particularly if there are more family transport vehicles.  |
|          | School Admin will develop arrival/departure procedures that limit unnecessary entrance of parents and guardians into the building. Each school will allow for minimal contact of parents with school personnel and students while dropping off and/or picking up students during the day.  |
|          | There is a procedure at each school that allows for student drop off at the start of the day and student pick up at the end of the day without parents needing to enter the building.  |
| <b>3</b> | <b>Proper hygiene habits will be practiced on the bus.</b>   |
|          | Parents of students in younger grades will be asked to assist in social distancing at bus stops and during pick-up and drop-off.   |
|          | Parents of students in younger grades will be asked to secure masks on students at bus stops prior to students entering the bus.   |
|          | <b>Students will be required to wear a face covering or mask that completely covers the nose and mouth during transit.</b>   |
|          | <p>Hand sanitizer will be installed on bus by loading door for students to use upon entry. Seating arrangements will be adjusted on buses to prevent students from passing one another while loading/unloading as much as possible.</p> <ul style="list-style-type: none"> <li>• First students to load on bus sit in back, filling seats toward the front of bus</li> <li>• Students in front unload first</li> <li>• Loading process at school based on route to promote limited passing in aisles</li> <li>• Assigned seats will be arranged for students.</li> </ul> |
| <b>4</b> | <b>Bus drivers will follow the expectations for school employees regarding health and screening.</b>   |
|          | Passive Screening: Drivers are instructed to self-screen before leaving for school by checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit and to observe for symptoms outlined by public health officials. Drivers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.  |
|          | <b>Drivers with a temperature greater than 100.4 degrees are not permitted to drive. Drivers will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.</b>  |
|          | All drivers will sanitize hands upon entering buses  |
|          | Bus Drivers must wear face masks. These must always be worn when children are in the bus.  |
| <b>5</b> | <b>Numbers of students on each bus will be confirmed by the State and/or by local health officials.</b>  |
|          | Schools will ideally adjust schedules with as little impact as possible to meet transportation requirements.   |

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| * | <b>If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID 19:</b>   |
|   | <b>The number of students on each bus may be adjusted.</b>  |
|   | <p>The schools will limit the number of students on buses based on guidelines issued from the State of Connecticut. Seating options include:</p> <ul style="list-style-type: none"> <li>• Seat one student to a bench on both sides of the bus.</li> <li>• Seat one student to a bench on both sides of the bus, skipping every other row.</li> <li>• Seat one student to a bench, alternating rows on each side, creating a zigzag pattern on the bus.</li> </ul>  |
|   | <p>Bus populations may be adjusted as follows:</p> <ul style="list-style-type: none"> <li>• 70 students per bus</li> <li>• 48 students per bus – 50% more secondary bus runs; 100% more elementary bus runs</li> <li>• 24 students per bus – 100% more secondary bus runs; 150% more elementary bus runs</li> <li>• 12 students per bus – 150% more secondary bus runs; 200% more elementary bus runs</li> </ul> <p>In each of these scenarios there is a tremendous impact on classes with students arriving/departing at different times.</p> |
|   | Reduced size bus runs will result adjusted bus routes resulting in “double runs” or “triple runs” resulting in staggered arrival times and dismissal times for students.  |
|   | A bus monitor employed by the school district will ride on the bus at all times and will ensure that students practice social distancing on buses. <i>This requirement may impact the school’s ability to hold in-person schooling.</i>   |
|   | <p><b>The <u>school schedule</u> may be adjusted to meet the needs of social distancing (on buses) based on guidelines issued from the State of Connecticut.</b></p> <ul style="list-style-type: none"> <li>• If numbers are limited the schedule may result in A-B day (alternating days) for students: “Monday &amp; Thursday” or “Tuesday &amp; Friday.”</li> <li>• Adjusted State Guidelines may result in an extended period of Distance Learning by all students.</li> </ul>  |

## Checklist -Technology



### Technology




| Technology expectations for reopening C.E.S. |   |
|--|---|
| 1  | Access to technology will be 1-to-1 for students in Grades 3-12.  |
| 2  | Equitable and universal technology access will continue to be ensured. C.E.S. will make every effort to ensure that every student has access to digital technology and/or high-speed Wi-Fi. |

# Pandemic Response Planning



## Pandemic Response

### Pandemic Response planning for reopening C.E.S. Public Schools

|  |                           |    |                     |
|--|--|---|--|
|  | <b>LITTLE OR NO COMMUNITY TRANSMISSION</b>   | <b>MINIMAL or MODERATE COMMUNITY TRANSMISSION</b>   | <b>SUBSTANTIAL COMMUNITY TRANSMISSION</b>  |
|  | Instruction is 100% in-person  | Instruction is 100% in-person or 50/50% Hybrid  | Instruction is 100% Distance Learning  |
|  | Daily attendance rates monitored   | Daily attendance rates monitored and shared with local health officials   | Attendance for Distance Learning is monitored based on participation from home                         |
|  | Teaching and reinforcing of healthy hygiene  | Concentrated reinforcement of healthy hygiene   | Communciation to home on healthy hygiene practices   |
|  | Prevention measures in place   | Heightened prevention measures in place   | Quarantine measures in place for essential personnel   |
|  | Social distancing in place   | Heightened social distancing in place with limitations in activities/events   | Quarantine measures in place   |
|  | Group gatherings/events limited; all require approval  | Group gatherings/events postponed   | All group gatherings/events cancelled  |
|  | Remain prepared for Distance Learning while learning is In-Person at school or hybrid learning takes place | Active Preparation for Distance Learning and/or short-term school dismissals resulting in possible Distance learning for two-week periods | Continued enagagment in Distance Learning during extended school dismissals for long periods           |
|  | Cleaning and disinfecting in place   | Intensified cleaning and sanitizing in place  | Classroom and buildings sanitized and shut down  |
|  | Regular communication with local health officials  | Coordination of closure with local health officials   | Order of closure from local health officials and/or Executive Order for closure from Governor's Office |




#### A confirmed case in the school building:

Assess risk with local health officials.

Plan for short (2-5 days) or longer (10 days) closure

to clean, disinfect, and contract trace

in consultation with the Bridgeport and Trumbull Health District.

|  |  |  |  |
|--|--|--|--|
| 1  | The C.E.S. Pandemic Response includes a tiered response for school attendance based on transmission in the community and/or in the school.   |  |  |
|  | <div><div></div><div>NO<br/>COMMUNITY<br/>TRANSMISSION</div></div>  | <div><div></div><div>MINIMAL<br/>COMMUNITY<br/>TRANSMISSION</div></div> | <div><div></div><div>SUBSTANTIAL<br/>COMMUNITY<br/>TRANSMISSION</div></div> |
| Community transmission of COVID-19 will impact the schools’ planning, operations, and instruction as indicated in the chart above. (Detailed schedules included earlier in this reopening packet). |  |  |  |
| 2  | The C.E.S. Pandemic Response includes for an immediate response for a confirmed diagnosis in the school.   |  |  |
|  | <div><div></div><div>IN SCHOOL<br/>TRANSMISSION</div><div></div></div> <p>If a student, staff member, volunteer, or visitor has been present in school has a <b>confirmed diagnosis</b> of COVID-19, the School Nurse and the building Administrator contact the Central Office and the Executive Director. In addition, the Executive Director will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).</p> <p>The Executive Director notifies the local health officials immediately.</p> <p>The Bridgeport and Trumbull Health Districts will assess risk of further transmission in the school. Decisions are made concerning:</p> <ul style="list-style-type: none"><li>• CONTACT TRACING</li><li>• CLOSURE</li><li>• CLEANING</li><li>• CONTINUITY OF EDUCATION</li><li>• REOPENING OF SCHOOL</li></ul> <p>The decision to suspend or close a school (or the entire school district) will be made by the Executive Director or designee based on information and recommendation from local health officials. Representative Council members and town officials are notified of closure as well as the State Department of Education.</p> <p>Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Executive Director, in consultation with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.</p> <p>All communications to the school community including staff and families are made through the Central Office.</p> <p>During school dismissals, all extracurricular activities, and school-based afterschool programs are cancelled.</p> |  |  |

|   |   |
|---|---|
| 3 | <p>As part of the C.E.S. Pandemic Response, the Executive Director is authorized to make immediate decisions for the safety of the students and staff.</p>  |
|   | <p>The Executive Director may exclude staff and/or students who have signs or symptoms of COVID-19 until a documented negative COVID-19 test result of note from a healthcare provider clearing them to return to schools is provided.</p> <p>The Executive Director may exclude staff and/or students who have recently had close contact with a person with COVID-19 for a duration that is appropriate given the situation.</p> <p>The Executive Director may suspend any activity or program at any time due to health and safety risks.</p> <p>The Executive Director may suspend in-person classes at any time due to health and safety risks.</p>  |
| 4 | <p>There will be a coordinated effort among all schools to ensure that students and staff take everyday preventive actions to prevent the spread of respiratory illnesses.</p>  |
|   | <p>The Executive Director and School Admin will develop a strong communication program, encouraging all parties to stay home when sick or feeling sick; appropriately covering coughs and sneezes; practicing social distancing; cleaning and disinfecting frequently touched surfaces; and washing hands often with soap and water or using hand sanitizer.</p>  |
| 5 | <p>Communication guidelines are established in each school according to the appropriate transmission tiers or an in-school case.</p>  |
|   | <ul style="list-style-type: none"> <li>• Daily to weekly communication will be shared with staff and families concerning the status of school's reopening efforts and continuing safety efforts.</li> <li>• The C.E.S. Public Schools website, newsletters, Facebook pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the local Health Districts as materials become available.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Daily to weekly communication will be shared with staff and families concerning the status of school.</li> <li>• The C.E.S. Public Schools website, newsletters, Facebook pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the local Health Districts as materials become available.</li> <li>• As needed, update and share information on Distance Learning plan and procedures for school closure and moving to learning at home.</li> <li>• If necessary, update and share information on moving to hybrid scheduling (50% of students) and procedures for any adjusted schedule.</li> <li>• Students who are absent from school are called to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care.</li> <li>• Close communication is maintained with absent staff members to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care.</li> <li>• Provide information and education to staff, students and families regarding pandemic flu, individual prevention measures, and various community/school plans and updates.</li> </ul> |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• The C.E.S. Public Schools website, newsletters, Facebook pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the local Health Districts as materials become available.</li> <li>• As needed, update and share information on length of Distance Learning and procedures for school reopening.</li> <li>• If necessary, share information on possible return to school and outline procedures for moving to a hybrid scheduling (50% of students) and procedures for any adjusted schedule.</li> <li>• Students who are absent from online instruction are called to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care.</li> <li>• Close communication is maintained with absent staff members to confirm COVID-19 symptoms or to confirm if staying home for prevention or family care.</li> <li>• Provide information and education to staff, students and families regarding pandemic flu, individual prevention measures, and various community/school plans and updates.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• <a href="#">A confirmed case in the school building results in immediate communication with local health officials resulting in a determination of length of closure.</a></li> <li>• <a href="#">Communication is immediate to all staff and families, as well as to local and state officials that a school or the school district is shutting down for a time period (to be determined).</a></li> <li>• The C.E.S. Public Schools website, newsletters, Facebook pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the local Health Districts as materials become available.</li> <li>• Procedures for closure and reopening are shared with the staff and parents.</li> </ul>  |



## COOPERATIVE EDUCATIONAL SERVICES

*Identifying and Providing Quality Education  
Opportunities for Educators, Students, Families  
and Communities.*

Please note that all plans and items included in this document are subject to change based on requirements from the Governor or Connecticut, the Connecticut State Department of Education, and the Bridgeport and Trumbull Health Districts.

Contact the Executive Director for additional information and/or questions:

Charles Dumais, Ed.D.

Cooperative Educational Services  
40 Lindeman Dr.  
Trumbull CT 06611

203 365-8801

[dumaisc@cestrumbull.org](mailto:dumaisc@cestrumbull.org)