

# Reopening Schools

## 2020-2021



<b>Date of Submission:</b>	July 24, 2020
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July 24, 2020

Dear LEARN Community,

LEARN's 2020-2021 school reopening plan is founded on the principles of trust and collaboration. LEARN leadership trusts the ongoing guidance coming from Dr. Anthony Fauci, the Centers for Disease Control and Prevention, and our state leaders. LEARN trusts the specific technical guidance provided by our esteemed medical advisor. LEARN trusts that educators and staff will work to implement this plan and continue to provide feedback on how to continuously improve the plan over time. LEARN trusts that all our families and caregivers of our students will commit to the practices outlined in the plan to promote the safety of self and others. LEARN leadership trusts each and every student in our schools to practice safe behaviors that will mitigate risk for themselves, their peers, and our LEARN staff. From this place of trust, LEARN leadership is making decisions for the 2020-2021 school year based on what we know is best for children and young adults, using the most recent health data available. In turn, we hope everyone trusts that we are designing the safest plan we can with care and respect for all members of our LEARN community. Our commitment to the health, wellness, and success of one another is the only path forward.

This document represents the beginning of our plan. As stated, it is the safest plan we can design at this point in time. You can trust that we will continuously review and reflect upon the latest health data, as well as feedback from staff and families. All information and communications will be used to enhance and refine our efforts moving forward.

Thank you for your trust. We look forward to having your children, our students, safely learning in our classrooms once again.

Respectfully,

A handwritten signature in black ink that reads "Katherine Ericson". The signature is written in a cursive, flowing style.

Katherine Ericson

Executive Director, LEARN

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## State Guidance and Priorities

In July, the Connecticut Department of Education issued “Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together.” According to this document:

***“LEAs should plan to have all students, in all districts, return to schoolhouses for full time instruction at the beginning of 2020–2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans.”***

The Connecticut guidance document is grounded in six core principles which have also been incorporated into the LEARN Reopening Schools Plan:

1. **Safeguarding the health and 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.**
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.**



## LEARN's Priorities

Building from Connecticut's "Adapt, Advance, Achieve" guidelines, LEARN's reopening plan is designed with four key priorities:

 <p><b>Maintain Safety</b></p> <p>LEARN continues to partner with state and local health officials to monitor up-to-date health and safety data.</p> <p>LEARN's plan will continue to evolve to keep our students, staff, and families safe.</p>	 <p><b>Support the Whole Child</b></p> <p>LEARN continues to invest in the design and delivery of high quality in-person and online instruction to promote academic success as well as social-emotional support.</p> <p>LEARN's plan will continue to evolve to assure all students are actively engaged and supported in their learning.</p>
 <p><b>Actively Engage All Stakeholders</b></p> <p>LEARN continues to utilize surveys, town hall-style discussions, and other two-way communication forums to share thinking and elicit ongoing feedback.</p> <p>LEARN's plan will continue to evolve to reflect the feedback of our community.</p>	 <p><b>Commit to Equity</b></p> <p>LEARN continues to strive for equity by removing barriers to access and assuring that each child receives the support and instruction they need to thrive in the upcoming year.</p> <p>LEARN's plan will continue to evolve to assure that all students are successful.</p>

## LEARN's Approach to Reopening

LEARN's reopening plan reflects a multifaceted blend of federal and state guidance, regional planning and coordination, as well as stakeholder feedback for district planning and implementation.

Since the time of school closure, LEARN has used survey results, individual feedback sessions, and six town hall style meetings to elicit ideas, concerns, and feedback regarding reopening plans.

# Reopening LEARN Schools Approach to Planning

## Federal and State Levels

### Guidance & Executive Orders

- Ongoing review of health and safety laws and guidelines to assure strict compliance with federal and state guidance
- Participation in conference calls, webinars, and state-wide discussions on school district implementation of guidance

## Regional Level

### RESC Alliance Regional Advisory Teams

- Regional collection of educators, community members, and health officials to collect and synthesize recommendations and concerns about safely reopening schools
- Generation of themes to be considered and incorporated into reopening strategies

### Regional Superintendents Thought Partnership

- Regional collection of superintendents and district leaders to identify common approaches to reopening schools
- Identification of regional deliverables and common practices for use in reopening planning

## District Level

### Stakeholder Input & Feedback

- Creation of stakeholder surveys on distance learning with district and school-level analysis of data to inform practice
- 70+ individual meetings with staff, parents, and students on personal experiences during closures as well as considerations for reopening planning
- Six virtual town hall meetings to share information and collect ideas, questions, and concerns

### District Planning & Implementation

- Review of major themes from stakeholder input and feedback
- Development of feedback/outcome guide to drive planning and development
- Weekly leaders meeting throughout the summer to design and implement reopening plans

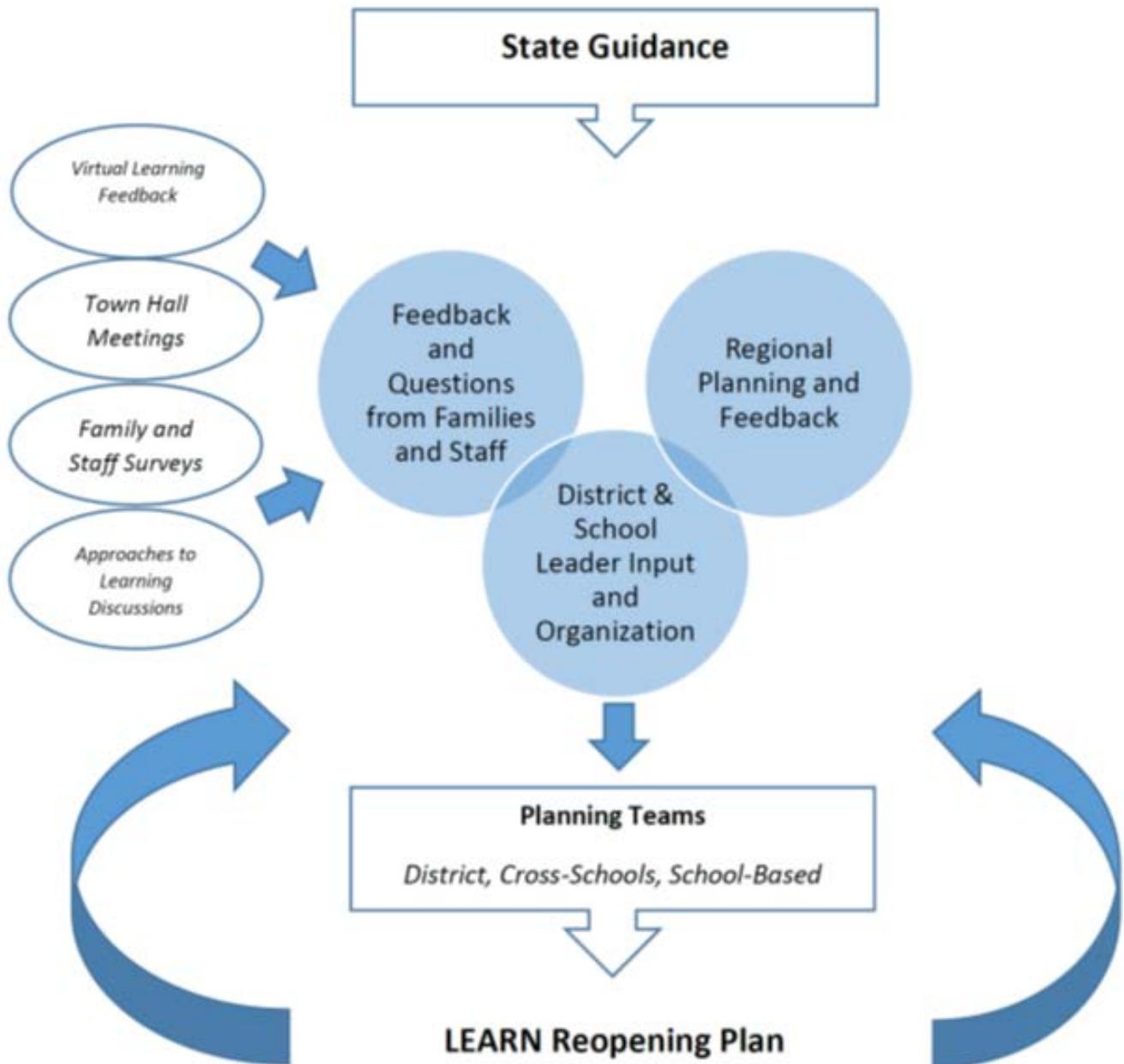
[www.learn.k12.ct.us](http://www.learn.k12.ct.us)

#WeAreLEARN



## LEARN's Reopening Process

LEARN's reopening process included planning teams on the district and school-level to consider both the State's guidance and extensive stakeholder feedback in order to open safely and effectively in fall.



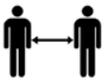
## Expectations and Responsibilities

The ability to open schools and to remain open throughout the year will depend on the support and commitment of all LEARN community members. You are a member of the LEARN family and we are counting on you to help keep all of us safe. Additional information on each expectation is included in specific sections throughout the plan. Here's how you can make a difference:

### *Students and Families*

	<b>Check for Symptoms Every Morning</b> <a href="#">(click here to access the Screening Questionnaire)</a>
	<b>Stay Home When You Are Sick or Have Symptoms</b> <a href="#">(click here to access the Guide on When to Return to School or Work)</a>
	<b>Wear a Mask or Face Covering</b>
	<b>Maintain Social Distance</b>
	<b>Wash and Sanitize Your Hands</b>
	<b>Stay Safe on the Bus</b>
	<b>Communicate</b>

*Educators and School Staff*

	<b>Check for Symptoms Every Morning</b> ( <a href="#">click here to access the Screening Questionnaire</a> )
	<b>Stay Home When You Are Sick or Have Symptoms</b> ( <a href="#">click here to access the Guide on When to Return to School or Work</a> )
	<b>Wear a Mask or Face Covering</b>
	<b>Maintain Social Distance</b>
	<b>Wash and Sanitize Your Hands</b>
	<b>Stay Vigilant</b>
	<b>Communicate</b>

## Model for Continuous Learning

LEARN's model for reopening is designed to bring all students back to school for safe in-person learning - so long as public health data continues to support this model.

Based on stakeholder input and in order to maximize instruction in all schools, LEARN has:

- Designed an "Approaches to Instruction" work group to prioritize areas of instructional development, provide consistency of instruction across all forms of delivery, and create plans to remediate gaps in learning.
- Designed a "Social Emotional Supports" work group to develop a plan and resources for constructing supportive and safe communities within the first 20 days of school.
- Posted to hire a **Director of Online Learning** to lead the ongoing evolution of LEARN's online learning model.
- Created an "Online Learning" work group to address areas of feedback from stakeholders.
- Modified the start of school, increasing the number of professional development days to allow for training, planning, and implementation of high quality instruction.

The model outlined below assumes a full in-person opening, but also allows for fluidity to move from in-person classes to full distance learning and hybrid needs in between. The work groups of educators described above will meet during the month of August to design frameworks and professional learning for educators that will support the implementation of these instructional shifts during back-to-school professional development days.

### ***In-Person Classes***

While LEARN schools will fully reopen for in-person classes, several adjustments will be made to assure successful high quality instruction, including:

- Grade level skills and content-knowledge will be streamlined and focused on priority learning targets.
- Lesson design and development will be captured in an online platform.
- In-person learning will be facilitated by classroom teachers in support of priority learning targets.
- Reconnecting, forming relationships, and providing social-emotional support will be key areas of focus upon return to school.
- All LEARN students are provided with a personal device (laptop, Chromebook, or iPad).
- All LEARN students will be provided with "go bags" of essential learning materials should the need to move to another delivery model occur.

### ***Hybrid***

Should conditions demand a reduction in in-person classes, LEARN has adopted the Southeastern Connecticut regional model for hybrid instruction.

- 50% of students are in Cohort A and 50% are in Cohort B.
- Cohorts will be established alphabetically by last name.
- Schools will work with families to align in-person days for all children within each family.

- Cohort A students come to school in-person on Mondays and Tuesdays and participate in online learning on all other school days.
- Cohort B students come to school in-person on Thursdays and Fridays and participate in online learning on all other school days.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A <b>In-Person</b> 	Cohort A <b>In-Person</b> 	All Students <b>Online</b> 	Cohort A <b>Online</b> 	Cohort A <b>Online</b> 
Cohort B <b>Online</b> 	Cohort B <b>Online</b> 		Cohort B <b>In-Person</b> 	Cohort B <b>In-Person</b> 

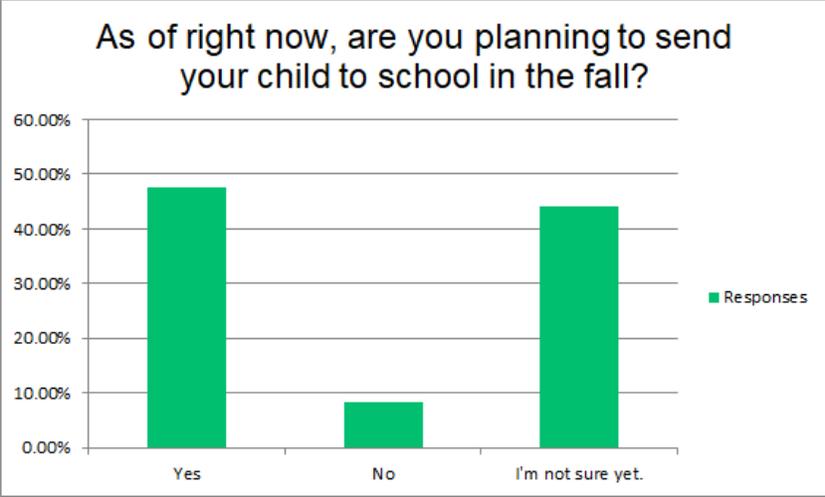
### ***Online Learning***

Should health and safety data dictate, LEARN may need to close schools and initiate a full online learning approach to instruction.

- All students will be provided with a personal device.
- All families will be surveyed to identify any internet or other access needs.
- Online learning will be a continuation of the in-person approach to instruction identified above.
- Under the leadership of the new Director of Online Learning, a committee of educators will work to enhance our online learning approach based upon the stakeholder feedback received in the last five months including:
  - the need for more synchronous experiences.
  - streamlining platforms and programs.
  - providing professional development for staff on platforms, programs, and online instruction.
  - providing training and ongoing support for families.
  - raising and aligning expectations for learning for students, families, and educators.

### ***Participation Options and Procedures***

Initial family survey data collected on July 10th indicated that 8% of respondents were not planning to physically send children to school in the fall. An additional 44% of respondents were unsure. As the school year draws closer, schools will seek further clarification from parents to solidify the implementation of reopening plans. Families electing to keep children at home will continue to have access to distance learning through the model outlined above.



Once the year begins, families may change their participation option by communicating with school administration. Families are encouraged to consider the benefits of consistency for children as well as the practical challenges of changing transportation and class assignments when seeking a change in participation. Moving from online participation to in-person participation will require some transition time for schools to prepare a safe and smooth changeover.

**Role of the Liaison**

LEARN has selected Christin Kondash, LEARN Nursing Supervisor, to serve as the district COVID-19 Health and Safety Compliance Liaison. In this role, she coordinates with LEARN’s medical advisor, Dr. Sikand, and will be responsible for engaging all stakeholders in answering questions or concerns about health and safety requirements regarding COVID-19. Goodwin University has identified Jennifer Miller to serve as liaison for the Goodwin campus schools in consultation with IHS Medical Advisor, Dr. Feller.

LEARN	Goodwin University
Christin Kondash <a href="mailto:ckondash@learn.k12.ct.us">ckondash@learn.k12.ct.us</a> 660 Ocean Avenue New London, CT 06320	Jennifer Miller <a href="mailto:jmiller@riversidemagnetschool.org">jmiller@riversidemagnetschool.org</a> 29 Willowbrook Road East Hartford, CT 06118

**Communication Plan**

This reopening plan is based on current public health data and is subject to change as dictated by the COVID-19 landscape in Connecticut and the needs of LEARN students and staff. Changes to the plan will be communicated via multiple platforms:

- LEARN COVID-19 Update Page [http://www.learn.k12.ct.us/covid-19\\_update](http://www.learn.k12.ct.us/covid-19_update)
  - Ongoing updates to policies and protocols
  - Updated in English and Spanish

- Updated FAQ document
- School Messenger
  - Ongoing announcements and critical plan adjustments
  - Messages, phone calls, and emails that are translated into a family’s self-selected primary language
- LEARNing Curve
  - Weekly staff announcements and updates via the district newsletter

**Data Collection**

Prior to the development of the Reopening Plan, LEARN prioritized the collection of stakeholder feedback:

- Survey and 80+ Individual stakeholder feedback sessions regarding ongoing learning opportunities during school closure.
- Six Family and Staff Town Hall Meetings regarding reopening plans including approximately 300 staff and family members.
- Survey regarding family intentions regarding in-person classes and transportation including approximately 1300 responses.
- Staff return to school survey including approximately 360 responses.
- Five “Approaches to Instruction” Town Hall Meetings with staff across all LEARN schools, including approximately 90 educators.

In addition to the data already collected, LEARN is committed to ongoing two-way communication with stakeholders regarding the implementation of the reopening plan. All families, students, and educators may submit feedback, questions, or concerns via:

- Communication with building administrators
- Contacting the LEARN Health and Safety Compliance Liaison
- Calling the LEARN district office at (860) 434-4800
- Emailing the LEARN information center at [info@learn.k12.ct.us](mailto:info@learn.k12.ct.us)

## Operational Considerations

### **Our Facilities**

In preparation for reopening, LEARN conducted a physical walkthrough and audit of all school facilities to aid in determining classroom layouts, to maximize social distancing throughout the course of the day, and to identify necessary signage to guide students and staff in implementing safety measures. The measures identified below reflect steps taken across all schools; additional school-based information can be found in the appendix section of the plan.

LEARN Will:	All LEARN Schools Will:
<p>Identify and rectify general maintenance needs.</p> <p>Conduct water and ventilations checks.</p> <p>Develop cleaning and sanitizing plans aligned to Department of Public Health guidelines.</p> <p>Hire additional custodial staff to clean and sanitize during the school day.</p> <p>Replace hand dryers with disposable towel dispensers.</p> <p>Identify, prepare, and hang facility signage providing clear directions and reminders for safety.</p> <p>Address individual facility concerns on a case by case basis including the purchase and implementation of additional barriers where social distancing is not possible.</p> <p>Adjust the school calendar to incorporate additional professional development days for staff.</p> <p>Create district-wide professional development for health and safety procedures.</p> <p>Develop and share videos for students to highlight changes in health and safety procedures and to reinforce the importance of social distancing, mask-wearing, and hand washing.</p>	<p>Assess all areas of student use. Identify physical adjustments needed to maximize space between and among students and staff, including common areas such as hallways, stairwells, playgrounds, and others.</p> <p>Maximize “no touch usage” by identifying doors, trash lids, and other barriers that may be modified to prevent the need for contact/touching.</p> <p>Create a bathroom use plan that maintains cohorts as much as possible and limits interactions between students waiting to use the bathroom.</p> <p>Implement the cleaning and sanitizing plan.</p> <p>Hang facility signage in appropriate areas.</p> <p>Share additional facility concerns identified by school-based planning teams.</p> <p>Participate in the development and delivery of professional development for staff.</p> <p>Assist in the development and sharing of student informational videos.</p> <p>Design instructional plan to educate students on social distancing, mask-wearing, handwashing, and respiratory etiquette.</p>

**Daily Operations**

While in-person classes will resume, the daily operations of LEARN schools will need to look different in order to support safe and healthy school buildings.

LEARN Will:	All LEARN Schools Will:
<p>Analyze family survey results to identify opportunities for cohorting based on in-person attendance expectations.</p> <p>Facilitate cross-school planning sessions devoted to cohorting strategies and rethinking community areas.</p> <p>Continue to offer Before- and After-School Programming (where previously available) by maintaining the same reopening plan procedures and focus on health and safety.</p> <p>Continually review the feasibility and safety of visitors and volunteers in LEARN buildings.</p> <p><b>Note: At the start of the year, no visitors or volunteers will be permitted to enter LEARN buildings without district approval and school coordination.</b></p>	<p>Create a plan for cohorting students throughout the day.</p> <p>Develop plans for cohorting during specials/essentials and electives.</p> <p>Assure diverse and equitable groups.</p> <p>Adjust schedules, passing times, and room usage allocations to minimize interactions or gatherings of groups of students.</p> <p>Incorporate reopening health and safety protocols during Before- and After-School Programming (where available).</p> <p>Implement a “No Visitor or Volunteer” practice at the onset of the year.</p> <p>Coordinate essential access with district approval.</p> <p>Facilitate PPTs and other student meetings virtually when at all possible.</p>

### **Child Nutrition**

A child nutrition program is essential for promoting the health and well-being of all students. LEARN schools will continue to operate school breakfast and lunch programs with additional health and safety protocols.

<b>LEARN Will:</b>	<b>All LEARN Schools Will:</b>
<p>Continue to participate in the School Breakfast and School Lunch programs.</p> <p>Comply with the United States Department of Agriculture’s policies for school meals and milk including the meal pattern requirements.</p> <p>Work with SLA, LEARN’s food service provider, to identify appropriate meal distribution techniques, protocols for food service workers, cleaning and sanitation procedures, and communication expectations for any changes in meal services.</p> <p>Maintain ongoing two-way communication with SLA.</p> <p>Work with SLA and regional partners to identify meal distribution procedures/protocols.</p> <p>Facilitate cross-school planning sessions devoted to approaches for facilitating meal distribution.</p> <p>Review and support school-based plans for meal distribution.</p>	<p>Utilize cafeterias/kitchens for food preparation and packaging.</p> <p>Develop a meal distribution plan to maintain cohorts of students and reduce the number of students gathering for meals.</p> <p>Identify “grab and go” opportunities and meal counting systems to assure quick, accurate, and safe meal distribution.</p> <p>Communicate school-specific meal plans to families.</p>

## Transportation

Transportation service is a critical component of magnet school operations. Per State guidance, LEARN buses will be prepared to operate at normal capacity with enhanced health and safety protocols. Families are encouraged, whenever possible, to transport their children to and from school to reduce the number of students on the bus and to aid in social distancing measures. An additional survey about transportation will be provided before the start of school to aid in our school-level planning for arrival

LEARN Will:	All LEARN Schools Will:
<p>Collaborate with bus companies to identify expectations and training for bus drivers including recognizing and responding to COVID-like symptoms, cleaning and sanitizing expectations, student bus safety expectations, mask wearing expectations, loading and unloading of students, and student seating on the bus.</p> <p>Require operator and student use of masks or face coverings while at bus stops, during the entirety of the bus ride, and while disembarking from the bus.</p> <p>Provide bus drivers with masks for students as needed.</p> <p>Communicate district-wide expectations for bus safety prior to the start of school.</p> <p>Survey families regarding transportation plans to inform school-based planning.</p> <p>Facilitate cross-school discussions regarding arrival and dismissal procedures.</p> <p>Review school-based plans.</p> <p>Adjust plans as necessary based upon transmission risk.</p> <p>Communicate any necessary changes to bell times based upon family transportation plans. Staggered arrival or dismissal times may be necessary.</p>	<p>Review family survey data regarding transportation intentions for the fall (traveling by bus or family transportation).</p> <p>Review and modify plans for arrival and dismissal based upon expected numbers for each mode of transportation.</p> <p>Review traffic patterns and physical implications of transportation plans.</p> <p>Revise student sign out procedures to assure safety while streamlining logistics and eliminating entry into school buildings at dismissal times.</p> <p>Establish loading and unloading procedures to maximize social distancing.</p> <p>Teach and reinforce bus safety expectations.</p>

## Health Policies and Protocols

### ***Systems for Reporting Illnesses and Addressing Vulnerable Populations***

The ongoing safe operation of in-person classes depends upon the partnership of our students, families, and staff. Self-assessing each morning, reporting COVID-19 like symptoms, and staying home when ill are critical steps for maintaining health and safety in all LEARN schools.

Students/parents or guardians and staff must complete a self-monitoring check for Covid-19 symptoms every morning prior to coming to school or work. Any student or staff member who responds positively to a self-monitoring question is required to stay home. Parents should connect with the school office to report absences and call the school nurse to discuss symptoms if needed. Staff should report absences directly to their supervisor and building principal. Any confirmed + Covid-19 tests of staff, students or within the student’s household need to be reported to the Covid-19 Health and Safety Compliance Liaison, Christin Kondash at [ckondash@learn.k12.ct.us](mailto:ckondash@learn.k12.ct.us).

LEARN Will:	All LEARN Schools Will:
<p>Create and share school-based plans for distributing PPE for staff and students.</p> <p>Analyze guidance regarding immunizations and health assessments.</p> <p>Communicate immunization and health assessment requirements to families.</p> <p>Develop and share stay at home expectations including instructions and education materials for when to stay home.</p> <p>Instruct staff and students (or their guardians) to conduct self-assessments prior to leaving for school to identify fever and other possible COVID-19 symptoms.</p> <p>Maintain employee and student illness information as confidential health records.</p> <p>Maintain a point person to receive and safeguard health information.</p> <p>Support school nurse collaboration with students who have special healthcare needs.</p> <p>Provide a Human Resources structure to identify options for school staff with special healthcare needs.</p>	<p>Implement and turnkey district training for student and staff responses to COVID-19 related symptoms as well as attendance and absence reporting due to COVID-19 symptoms.</p> <p>Identify and support students experiencing high rates of absenteeism.</p> <p>Develop an emergency coverage plan for staff needing to leave school during the day.</p> <p>Provide online learning instruction for vulnerable student populations in collaboration with parents/guardians.</p>

**Approaches to Social Distancing**

Social distancing is a key strategy in Connecticut’s plan for reopening schools as well as the CDC guidelines. Additional information regarding specific approaches to social distancing can be found in the Operations section as well as in each school’s specific plan in the appendix of this plan.

LEARN Will:	All LEARN Schools Will:
<p>Communicate and reinforce expectations for social distancing.</p>	<p>Identify any possible challenges to social distancing that exist within the school.</p> <p>Consider and plan for student needs such as toileting support as well as program elements such as bus staging areas where students gather to board the bus.</p> <p>Identify shared supplies and resources such as art supplies or musical instruments. Analyze steps that can eliminate the sharing of these items and purchase of additional items as needed.</p> <p>Hang signs and inform staff and students about signage for passing times, room usage, and hallway traffic patterns to support social distancing.</p>

**Expectations for Face Coverings, Masks, and Face Shields**

Face coverings are another key CDC strategy for maintaining health and safety. All students and staff are expected to wear masks throughout the day with a few key exceptions including mask breaks and outdoor times. LEARN schools will maximize opportunities for outdoor learning and incorporate multiple mask breaks for both students and staff. Students and staff are encouraged to wear their own masks of their preference, style, and comfort so long as they are school appropriate. All masks must cover the nose and the mouth. Face coverings will be available for any student or staff member requesting them. Additional PPE will be provided as needed in keeping with CDC guidelines.

LEARN Will:	All LEARN Schools Will:
<p>Require the use of masks or face coverings in accordance with CDC guidelines for all students and staff with certain exceptions:</p> <ul style="list-style-type: none"> <li>● During instruction, an educator is permitted to remove his/her mask but should make every attempt to maintain 6 feet of distance from students and colleagues.</li> <li>● Face shields may be worn by staff in</li> </ul>	<p>Create a plan for teaching and reinforcing the use of face coverings throughout the day.</p> <p>Enforce CDC guidelines for masks or face coverings.</p> <p>Work with parents/guardians to support students in maintaining these expectations.</p>

<p>addition to face masks.</p> <ul style="list-style-type: none"> <li>● Staff working with students who are not wearing face coverings due to one of the exceptions below and also cannot maintain social distancing will be provided increased PPE, including but not limited to medical-grade masks and disposable gowns.</li> <li>● Staff members will receive guidance/training on proper use of PPE required of their role.</li> </ul> <p>Exceptions for mask wearing:</p> <ul style="list-style-type: none"> <li>● If students or educators are eating, drinking, engaged in physical activity, or outside, they are permitted to remove their masks but should make every effort to maintain 6 feet of distancing.</li> <li>● If students or educators are singing in a chorus or performing wind instruments, they may remove their mask as long as they maintain 12 feet of distance.</li> <li>● For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required per CDC guidance.</li> <li>● For anyone who has a medical reason making it unsafe to wear a mask covering, masks should not be required.</li> </ul>	<p>Identify mask breaks and times during which students and/or staff will not be expected to wear masks.</p> <p>Identify potential situations or times in which additional PPE may be required for students and/or staff.</p>
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## Health Monitoring Plan

### ***Planning and Distributing Information***

Effective Health Monitoring of symptoms that could be related to COVID-19 decreases the risk of spreading or contracting the virus. LEARN continues to work alongside the Ledge Light Health District in the ongoing incorporation of up-to-date CDC and state guidance.

<b>LEARN Will:</b>	<b>All LEARN Schools Will:</b>
<p>Establish a written plan for monitoring symptoms related to COVID 19, including a review of updated guidance related to monitoring protocols.</p> <p>Create a self-reporting system for staff.</p> <p>Implement a coding system in PowerSchool to assist in data collection and tracking.</p> <p>Coordinate communication between the COVID-19 Health and Safety Compliance Liaison and the Department of Public Health regarding any reported cases.</p>	<p>Follow the district plan for monitoring and reporting COVID-19 symptoms.</p>

### **Containment Plan**

Containment plans allow schools to take immediate action should an individual present with COVID-19 symptoms in school. The emergence of such symptoms would trigger specific protocols for isolation, dismissal, and communication.

Each school has identified an isolation room for symptomatic students where they may be evaluated and those who are waiting for parent pick-up. Parents will receive information prior to the start of the school year advising them on their responsibility to keep sick students home from school, provide protocols on when students will be excluded from school due to illness, and when students may return to school after illness.

In collaboration with Ledge Light Health District, LEARN will follow a decision tree, illustrating when students may return to school after having an illness. Changes will be made to this document as information is updated from the CDC, the Department of Public Health, and Ledge Light Health District.

In the event that a confirmed case of COVID-19 is reported to the school, LEARN, in collaboration with Ledge Light Health District, will notify the appropriate administrators, follow up with families and staff who may be affected, communicate with the public, and make decisions on the need for closing school and cleaning protocols.

<b>LEARN Will:</b>	<b>All LEARN Schools Will:</b>
Identify a plan for immediate coordination with the Ledge Light Health District.	Create a school-based response team.
Share guidelines and expectations for school-based response teams.	Identify a building space for an isolation room.
Identify signs and symptoms that would require immediate dismissal from school, for what period of time, and conditions by which the individual could return to school.	Communicate with the district COVID-19 Health and Safety Compliance Liaison regarding the presence of COVID-19 symptoms.
Issue guidance to schools on the identification and operations of an isolation room.	Implement district dismissal protocols for anyone demonstrating COVID symptoms.
Implement a cleaning protocol in alignment with CDC guidance in the event of a confirmed case.	

## Cancellation of Classes, Remote Learning, and Reopening Plans

### ***Future Planning for Remote Learning***

LEARN continues to engage stakeholders in providing feedback and suggestions regarding the implementation of online learning. LEARN’s approach to instruction upon the reopening allows educators to move quickly and fluidly into an online learning environment.

LEARN Will:	All LEARN Schools Will:
<p>Provide all students with a personal device.</p> <p>Survey all families to identify any internet or other access needs.</p> <p>Hire a new <b>Director of Online Learning</b> to lead a work group of educators in enhancing LEARN’s online learning approach based on stakeholder feedback including:</p> <ul style="list-style-type: none"> <li>● the need for more synchronous experiences.</li> <li>● streamlining platforms and programs.</li> <li>● providing professional development for staff on platforms, programs, and online instruction.</li> <li>● providing training and ongoing support for families.</li> <li>● raising and aligning expectations for learning for students, families, and educators.</li> </ul> <p>Provide initial and ongoing professional development for educators.</p> <p>Develop initial training and ongoing support for families.</p> <p>Continue to collect stakeholder feedback and make changes to the online learning plan as needed.</p>	<p>Create a system of signing out technology devices.</p> <p>Assist in identifying barriers to online access.</p> <p>Implement professional development at the start of the year based on the work of the online learning work group.</p> <p>Monitor engagement of learners and provide appropriate supports as needed.</p>

## Academics

LEARN is committed to meeting the diverse needs of all students through each potential delivery model of instruction. Educators and school leaders will continue to engage students and parents in a feedback loop to make adjustments to instruction in order to best meet the learning and developmental needs of all students.

LEARN Will:	All LEARN Schools Will:
<p>Design instructional approaches that maximize social distancing within learning spaces.</p> <p>Utilize existing data and assessments to identify gaps in learning and appropriate remediation plans.</p> <p>Engage educator work groups in the design and implementation of priority curricular content and skills as well the district’s approach to online learning.</p> <p>Develop expectations for each model of instructional implementation (in person, hybrid, and online).</p> <p>Provide ongoing professional development for educators and supports for families.</p> <p>Implement district procedures to assure all schools are maintaining all educational opportunities for EL students.</p> <p>Communicate from a district level with parents and guardians with limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.</p>	<p>Utilize spaces to maximize social distancing during instruction.</p> <p>Identify and plan to remediate student gaps in learning.</p> <p>Implement frameworks developed by educator work groups.</p> <p>Implement expectations for each model of instructional implementation.</p> <p>Maintain all educational opportunities for EL students.</p> <p>Communicate with parents and guardians with limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.</p>

**Special Education**

LEARN will address all students as general education students first and foremost. 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 under section 504 of the Rehabilitation Act. LEARN will work with partner districts and caregivers to determine if a PPT or 504 team needs to convene to consider individualized and alternative means of re-entry programming based upon student need.

LEARN schools will implement 504/IEP requirements for identified students in full accordance with guidance provided by the state and federal government. In a hybrid or fully virtual model of education, LEARN will follow processes and procedures defined within IDEA and/or Section 504 of the Rehabilitation Act and adhere to further guidance as released by the state and federal government. All IEP and 504 processes will continue to be conducted in collaboration with the student’s home district and guardian or caregiver.

LEARN and its schools will incorporate the following regarding section 504 and special education plans.

**Direct Specialized Instruction**

LEARN Will:	All LEARN Schools Will:
<p>Design, support and implement specialized instruction with consideration of students’ individual needs; Least Restrictive Environment (LRE) and schedule using a cohort model whenever possible.</p> <p>Encourage social emotional learning skills to be infused within lessons.</p> <p>Support instruction to be delivered by certified special education teachers, substitute teachers if available and intervention specialists/instructors (para-educators) working under the direction of special educators.</p> <p>Create a framework for approved distance learning for students/caregivers who choose online programming for IEP/504 plan students.</p> <p>Provide ongoing professional development for educators and supports for families for specialized learning.</p> <p>Implement district procedures to assure all schools are maintaining all educational opportunities for students who receive special education services or are eligible for 504 accommodations.</p>	<p>Implement specific instruction to ensure basic foundational knowledge and functional skills related to technology, programs, platforms, stamina/engagement, throughout in-person, online, and blended learning.</p> <p>Have teams prioritize skill-based instruction including re-teaching, maintenance, and new learning based on individual student needs.</p> <p>Make modifications to the environment when necessary to maximize opportunities for specialized instruction.</p> <p>Maintain all educational opportunities for students with IEPs and 504 plans.</p>

**Community-Based/Post Secondary Transition Programming**

LEARN Will:	All LEARN Schools Will:
<p>Design, support, and implement specialized instruction with consideration of students' individual needs, within community settings.</p> <p>Work with school based teams and community sites to develop agreements regarding health and safety protocols.</p> <p>Ensure CDC recommended transportation protocols are in place in all school transportation vehicles.</p> <p>Continue to ensure IEP-based transportation equipment is installed in school vehicles, i.e. harnesses.</p>	<p>Assess students' individual skills and identify areas of need prior to their returning to community settings.</p> <p>Collaborate with caregivers to make individual decisions about student engagement in community-based post-secondary activities based on state guidance, family input, and school health and safety protocols.</p>

**Individual Assessments and Evaluations**

LEARN Will:	All LEARN Schools Will:
<p>Follow guidance being issued from CSDE to determine if assessments need to be purchased for virtual administration and provide training as necessary.</p> <p>Reduce sharing of assessment materials from one school to another or from one practitioner to another by purchasing additional assessment kits as needed.</p> <p>Minimize the number of adults entering schools by conducting all evaluations by LEARN staff for the 2020- 2021 school year. LEARN teams will work with district partners for other considerations.</p>	<p>Consider conducting virtual assessments when appropriate for those students in need who are accessing virtual learning.</p> <p>Designate spaces for in-person evaluations and ensure these spaces are cleaned and disinfected between sessions.</p> <p>Ensure that all evaluation materials are properly disinfected at the end of each evaluation session.</p> <p>Train and monitor staff in appropriate distancing, the use of PPE, and/or other health and safety as appropriate during in-person individual evaluations.</p> <p>Develop protocols for hand washing and/or hand sanitizing before and after each testing session and changing PPE between students.</p>

**Related Services**

LEARN Will:	All LEARN Schools Will:
<p>Ensure related services will continue to be made available to students both through the LEARN distance- learning framework and in-person.</p> <p>Ensure all services conducted virtually will follow existing LEARN guidelines.</p> <p>Work with staff who are contracted to provide an IEP service or to implement a recommendation of the PPT. Contracted staff will be allowed in the building on a case-by-case basis. This will include an agreement with the district/program and service provider regarding understanding of and abiding by the district/program COVID-19 related precautions. The method of delivering the service will be based on the needs of the student and the current safety protocols in the building.</p>	<p>Carefully plan for the delivery of related services in-person and virtually by:</p> <ul style="list-style-type: none"> <li>● Considering group size, setting, and cohorts in order to comply with LEARN protocols.</li> <li>● Considering service delivery models that minimize contact, such as providing virtual teaching across the building with instructional staff supporting sessions.</li> <li>● Creating schedules for service delivery that emphasize cohorting and ensure time to change PPE between cohorts and/or students as appropriate.</li> </ul>

**PPT/504 Meetings**

LEARN Will:	All LEARN Schools Will:
<p>Create the framework and conditions to convene PPT, 504, Team, and CST/SRBI meetings virtually for the foreseeable future.</p> <p>Partner with LEAs to ensure equity of access for families/caregivers for meetings.</p> <p>Continue to convene PPTs in collaboration with district partners and prioritize meetings based on the purpose of the meeting as well as other guidelines.</p>	<p>Respond collaboratively to individual requests for a change in meeting protocol such as convening an in-person meeting, or recognizing the need for technology to ensure engaged and meaningful participation.</p> <p>Follow CSDE guidance regarding IEP development for students receiving virtual instruction.</p> <p>Plan for staff participation in meetings utilizing social distancing and technology for meaningful participation, based on layout and room use in individual schools and programs (i.e. attending virtually from individual offices as appropriate).</p>

**Physical Interventions and Emergency Protocols**

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<b>LEARN Will:</b>	<b>All LEARN Schools Will:</b>
<p>Follow CSDE and LEARN protocols regarding the use and documentation of restraint and seclusion in schools and programs.</p> <p>Re-train staff in the use of emergency physical interventions and use of PPE.</p>	<p>Train, monitor, and implement protocols to promote health and safety, if the administration of an emergency physical intervention occurs.</p>

## Family and Student Engagement

### ***Family Support and Communication***

LEARN relies on the support and partnership of families. Ongoing “two-way communication” will assure timely and regular revisions and adjustments to the reopening plan that will best serve the needs of our community.

LEARN Will:	All LEARN Schools Will:
<p>Comply with all state and federal family engagement requirements.</p> <p>Continue two-way communication as outlined in the Communications Plan section of this document.</p> <p>Post reopening plans on the district website.</p> <p>Develop family support systems for the use of online learning platforms and programs.</p>	<p>Identify opportunities to conduct orientation sessions or back-to-school virtual events.</p> <p>Orient new students and families to the school community.</p> <p>Identify strategies or approaches to maintaining family engagement in the school community when physical access to the building is limited.</p>

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

School closures affected students in many ways. The mental health of students and staff is a critical concern. LEARN will convene a work group of educators to design a “First 20 Days Plan” for welcoming students, reengaging in the community, and launching a focus for ongoing social-emotional learning.

LEARN Will:	All LEARN Schools Will:
<p>Convene a summer work group focused on Social Emotional Learning and Mental Health.</p> <p>Create and Share a “First 20 Days Plan” focused on reengaging students and launching social-emotional learning for the year.</p> <p>Provide district-wide professional development on Trauma and Trauma-Informed Practices.</p> <p>Prepare staff to identify issues related to abuse and neglect in the context of a pandemic; comply with all mandated reporter requirements.</p>	<p>Implement a “First 20 Days Plan.”</p> <p>Incorporate Trauma and Trauma-Informed Practices professional learning sessions.</p> <p>Identify opportunities to promote staff wellness.</p> <p>Incorporate social emotional development and supportive strategies throughout the day for students.</p>

**After-School Programming**

Before- and After-School Programming are essential components of many families’ ability to access a magnet school education. Before- and After-School offerings will continue to be available in schools with existing programs. These programs will implement health and safety protocols in line with CDC guidance and the LEARN reopening plan. Decisions regarding after school activities such as clubs and sports will be made in conjunction with local health departments and professional organizations such as the CIAC.

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<b>LEARN Will:</b>	<b>All LEARN Schools Will:</b>
<p>Collaborate with Before- and After-School Program providers on the implementation of health and safety protocols.</p> <p>Communicate with families regarding any changes or modifications to existing programming.</p> <p>Collaborate with health professionals and organizations such as the CIAC to make decisions regarding other after-school activities based upon current data.</p>	<p>Continue to offer Before- and After-School Programming in schools with existing programs.</p> <p>Assist in providing school-specific communication to families.</p>

## Staffing and Personnel

### ***Certification and Personnel Planning***

LEARN’s exceptional educators have always been its greatest asset and what sets a LEARN education apart from others. LEARN is committed to the health and safety of all employees as well as to providing highly qualified educators for every student.

<b>LEARN Will:</b>	<b>All LEARN Schools Will:</b>
<p>Comply with EEOC guidance as it impacts staff and ability to return to work.</p> <p>Negotiate MOUs as appropriate.</p> <p>Develop a comprehensive approach to staffing aligned to the model for continuous learning.</p> <p>Build a district pool of substitutes and incentivize applications by increasing daily substitute pay rates.</p> <p>Establish a comprehensive Human Resources FAQ document to provide employees with guidance during the reopening process.</p> <p>Maintain an “HR information” email address for questions and concerns.</p>	<p>Continue to recruit and implement building-based approaches to substitutes.</p> <p>Develop contingency plans for staff absences.</p>

**Professional Learning**

The State Board of Education recently passed a resolution offering flexibility in the requirement of 180 student days of school. This reduction was designed to provide districts with three additional days of professional learning for staff regarding health and safety instructional considerations, social and emotional learning and development, and meetings with staff and families. LEARN will be adjusting school calendars to reflect this commitment to professional learning in these critical areas.

LEARN Will:	All LEARN Schools Will:
<p>Adjust school start dates to allow for additional staff professional learning.</p> <p>Identify and create mandatory professional learning training sessions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● signs and symptoms of COVID-19</li> <li>● health and safety protocols</li> <li>● hygiene practices</li> <li>● PPE</li> <li>● reporting illnesses</li> <li>● social and emotional learning</li> </ul> <p>Utilize its existing Professional Development and Evaluation Committee to meet virtually and determine additional topics for ongoing professional learning.</p> <p>Follow State guidance regarding evaluation.</p>	<p>Prioritize mandatory trainings.</p> <p>Identify ongoing needs for professional learning.</p> <p>Implement school-based professional learning plans.</p> <p>Reduce the scope and breadth of initiatives to maximize opportunities for planning and teaming.</p>

## Appendix

LEARN Reopening Schools Planning

School-Based Committee Addendum



School Name: **The Friendship School**

**Committee Members and Roles:**

**Andrea Simmons, principal**  
**Luz Rivera, assistant principal**  
**Meghan Pogonelski, special education supervisor**  
**Nancee Terracciano, pre-kindergarten teacher**  
**Danielle Lamarre, pre-kindergarten teacher**  
**Abbie Calvert, pre-kindergarten teacher**  
**Emily Harvey, kindergarten teacher**  
**Persephone Marien, music teacher**  
**Samantha Ide, school psychologist**  
**Megan Devaney, school social worker**  
**Allie Mead, instructor**

## ***Operations***

### **Actions:**

- ✓ Assess all areas of student use. Identify physical adjustments that need to be made to maximize space between and among students and staff. Include common areas such as hallways, stairwells, playgrounds, and others.
- ✓ Maximize “no touch usage” by identifying doors, trash lids, and other barriers that may be modified to prevent the need for contact/touching.
- ✓ Create a bathroom use plan that maintains cohorts as much as possible and limits interactions of students waiting to use the bathroom.
- ✓ Create a plan for cohorting students throughout the day. Include considerations for assuring diverse and equitable groups and implications for specials/essentials or electives.
- ✓ Create a plan for breakfast, lunch, recess, and any other times that typically rely on shared spaces.
- ✓ Review and modify plan for arrival and dismissal. Be sure to consider expectations for staff and parents as well as traffic patterns and other physical implications of the plan.
- ✓ Review and modify plans for students traveling by bus. Be sure to include loading and unloading procedures, expectations while riding the bus, and any adjustments to schedules or vehicle flow/logistics.

### **Reflections:**

Describe the school’s approach to assessing and adjusting the physical layouts of spaces and/or schedules and transitions to maximize social distancing.

- Teachers will have time to clear classrooms of any unnecessary furniture/materials before the start of the school year.
- Outdoor spaces will be identified and scheduled for teacher use throughout the week.
- Schedule of transitions will be shared with the school community.
- Students will remain with their regular education class throughout the day.
- Students will access the Creative Movement classroom due to its large size; poly/vinyl floor markings will be used to maintain social distance.
- Classrooms will operate at close to regular capacity with maximum social distancing.
- Essential arts teachers will travel to each class to minimize travel throughout the building (with the exception of Creative Movement).
- Spaces will be repurposed for learning.
- Identify rooms/offices within the school that can be repurposed for learning (i.e., gym, calming cove, teacher adjacent rooms, conference room, offices).

Explain how the school will use any additional common areas to provide more space.

- The gym and cafeteria areas will be used for additional spaces during inclement weather.
- Teachers will use office space for planning.
- Sign-up will be required to utilize socially distanced-shared space for staff members.

Describe how the school will use signage and floor markings to provide for social distancing throughout common areas of the building.

- Poly/vinyl floor markings will be used on floors to provide visual reminders for social distancing and one-way areas.
- Signs will be posted throughout the building with developmentally appropriate pictures/icons.

Describe the school's bathroom usage plan.

- Classroom bathrooms will be considered unisex to ensure a bathroom is always available when one is closed for cleaning.
- A bathroom cleaning schedule will be created so that when one bathroom is closed, the other bathroom can be utilized at that time, aligning with CDC recommendations.
- Developmentally-appropriate signs will be posted in each bathroom to remind students of proper handwashing, including use of a timer.
- Staff bathrooms will have maximum occupancy posted on the door with floor markings for those waiting to wash hands.
- Trash receptacles will be placed near the main bathroom door for staff to dispose of paper towels after opening the door.
- Staff in classrooms C4-C14 and D1-D8 will use the bathroom across from the computer lab. Staff in classrooms A1-A3, C1-C3 and B1-B6 will use the bathroom nearest the cafeteria. Staff in B7-B9 will use the bathroom across from B7. Special educators and related-services faculty members will use the bathroom that is closest to their office/therapy space.
- Office bathrooms will be for office staff use only.

Describe the school's approach to cohorting students. Include measures for assuring diverse and equitable groupings.

- Students will remain with their regular education class throughout the day.
- Classrooms will be close to regular capacity using maximum social distancing.
- Students will receive services based on their IEP
- Services providers will develop a schedule to limit servicing students from different cohorts by servicing specific classrooms/pods on certain days.
- Paraprofessionals will be assigned to a particular cohort to support student needs.
- Related service providers who meet with students from multiple cohorts will follow protocols for health and safety.
- Transitions for students will be limited throughout the building.
- Areas and materials in the classroom/related-service area will be cleaned in-between student groups, following CDC recommendations.

Describe the school's plan for breakfast and lunch. Include how the school is planning for food allergies and supervising students during these times.

- Students will wash their hands prior to eating and after eating.
- Meals will be delivered to students in their classrooms.
- Specific areas for each student to sit everyday will be assigned, possibly incorporating the use of individual lap trays.
- The same adults will be assigned to each set of classrooms, limiting the exposure to different areas.
- All food will be pre-packaged in the kitchen.
- TFS will continue to provide "weekly meal order forms" for families to indicate their child's choice of breakfast/lunch/milk at the start of each week.
- Specific areas for each student to sit everyday will be assigned, maintaining six feet of distance.
- Students will be individually dismissed to use the trash can when they are done with their meal.
- School nurse will share a list of students with food allergies with each staff member present for meals.
- TFS will ensure all students with a food allergy have a 504 plan and/or health care plan; those who have an allergy other than a nut allergy will be seated in areas away from any students who might have that food ingredient in their meal.

Describe the school's plan for arrival and dismissal.

- Arrival:
  - Buses will be unloaded two at a time by staff members, with staff members staggered throughout the building, directing students to their classroom *and* staff members on duty to escort a pod/cohort of students to their classroom (maintaining social distance).
  - Floor spots will be placed in bus arrival area to maintain social distance for students waiting to walk with their cohort.
  - Students will socially distance as they proceed into the building.
  - Buses will unload at the front/main door of the school.
  - Families arriving in cars for drop-off will utilize the lane to the left of the bus lane and drive up to the crosswalk/stairs area. No family members will be allowed in the building.
  - Staff members will receive students from the car, one at a time. If the child is in a car seat and needs assistance unbuckling, the parent will get out of the car to help the child and will wear a mask.
  - Students will proceed into the building via the back hallway door. Staff members will be present to direct students to their classroom.
  - Signage will be increased in the arrival area to guide the proper flow of traffic.
  - Signage and floor/ground markings will be increased to guide students into the building, allowing them to socially distance from each other.
- Dismissal:
  - A dismissal app will be utilized to streamline the dismissal of students to cars.

- Families arriving in cars for pickup will utilize the lane to the left of the bus lane and drive up to the crosswalk/stairs area. No family members will be allowed in the building.
- Staff members will walk students to individual cars as the car arrives at the stairs/crosswalk area. If the child needs assistance buckling, the parent will get out of the car to help the child and will wear a mask.
- An electronic system will be utilized to track bus arrival and determine times to load each bus.
- Cohorts will be called individually to load onto the bus.

Describe the school's plan for bus transportation.

- Seating will be assigned on each bus using cohorts.
- Communication with bus companies will be provided as needed to notify them when the bus throughway is at capacity and arriving buses need to wait in the lot across the street.

### ***Health Practices and Protocols***

#### ***Containment Planning***

#### **Actions:**

- ✓ Identify any possible challenges to social distancing that exist within the school. Consider student needs such as toileting support as well as program elements such as bus staging areas where students gather to board the bus.
- ✓ Identify shared supplies and resources such as art supplies or musical instruments. Analyze steps that can eliminate the sharing of these items or explore the purchase of additional items that will be needed.
- ✓ Create a plan for teaching and reinforcing the use of face coverings throughout the day. Identify the information to be shared as well as the school's approach to mask breaks and times during which students and/or staff will not be expected to wear masks.
- ✓ Identify potential situations or times in which additional PPE may be required for students and/or staff.
- ✓ Identify the space within the school to be used as an isolation room (other than the nurse's office). Include supervision, documentation for contact tracing, PPE needs, and any additional protocols.

#### **Reflections:**

Describe the steps you are taking to eliminate the sharing of materials and supplies.

- Students will have their own bin of materials/manipulatives.
- Shared items will be sanitized after each use.

- The use of shared classroom items will be minimized.
- All personal items (personal bin of materials, folders, mini white boards, etc) will be kept in the student's individual cubby.
- Classroom procedure will be created for student access to cubbies while maintaining social distance
- Cubbies that are facing each other will be moved to create distance.
- Water fountains will be disabled; families will be encouraged to send individual bottles of water which will be kept in the cubby area.
- Desktop computers will be removed from each classroom.
- Families will be encouraged to provide each child with headphones.
- 1:1 technology will be provided for each student and faculty member.
- The computer lab is closed, with the exception of use of the photocopier.
- TimeClock Plus machines will be shifted to other parts of the building in order to reduce the number of staff in small/confined spaces.
- The Office copy machine will be shifted to an area of the main office with more space.
- Office copy machine use is limited to office staff (classroom staff will email the office if they need fax or color copies).
- Classroom staff members in C4-C14 and D1-D8 will use the copier in the computer lab; classroom staff members in C1-C3, A1-A3, and B1-B9 will use the copier in the staff room.
- A schedule for copier usage will be created.
- A system for lamination requests will be created.

Describe the school's plan for mask wearing, mask breaks, and times in which masks are not required.

- Videos and social stories will be created and shared with families in the month of August so that mask wearing can be taught first at home.
- Instructional time will be included in each classroom schedule to teach and reinforce the importance of mask wearing.
- There will be frequent modeling and reinforcement using shared language by all staff members to support student mask wearing.
- A schedule for mask breaks will be created and mask break areas will be identified.
- Masks will not be required once food is served to a student, during recess, and during creative movement.
- During mask breaks and meals/snacks, masks will be clipped to the student lanyard by the ear loop; this practice will be taught and reinforced.

Explain the school's approach to isolating individuals demonstrating COVID-like symptoms. Where is the location and what are the protocols?

- If a student is displaying symptoms, a staff member will walk them to the door of the health office for assessment.
- The child will be assessed in a designated area of the health office.

- If the child is ill (per nurse’s assessment) they will be seated in the isolation room within the health office.
- Students needing first-aid type care will receive this care in a different area of the health office.
- Cleaning procedures and schedules for these areas will be followed, aligned with CDC recommendations.
- Tracing through the cohort model will be followed to identify exposure should a student be tested/diagnosed with COVID.
- If a staff member is experiencing symptoms, they will call or text the principal, assistant principal, or special education supervisor to request to use sick leave.

## **Academics and Student and Family Engagement**

### **Actions:**

- ✓ Review student data sources currently available to the school. Create a plan for how the school will use this data to meet the needs of all students.
- ✓ Identify goals for the opening weeks of school. Include plans for reengaging students, building relationships, and establishing routines.
- ✓ Examine extracurricular components to the school day such as before and after care programming. Create a plan that assures the same level of safety protocols and standards as during the school day.
- ✓ Reflect on the school’s approach to orienting and welcoming back new and returning families. Design a strategy for welcoming students and families as well as relaying key changes in school procedures and expectations.
- ✓ Identify strategies or approaches to maintaining family engagement in the school community when physical access to the school is limited.

### **Reflections:**

Describe the data to be used to identify student needs and learning gaps. What is the school’s approach to supporting individual needs upon return?

- Share 2019-2020 report cards of returning students with teachers.
- Examine data to identify lowest achievement in standard areas; plan to re-teach these areas and provide opportunities to spiral review these areas.
- Utilize DIBELS and the PAST to assess early literacy needs.
- Utilize developmentally appropriate screeners as needed.

Briefly describe the school’s approach to the opening weeks of in-person classes. What steps will be taken to re-engage students, build relationships, and establish routines?

- Create a grad- level specific schedule to follow school-wide scope and sequence for academics and schedule for the content area instructional time.
- Teachers will use the same resources week-to-week in order to allow for flexibility and consistency for students.
- Plan and schedule social-emotional learning, including building-wide terminology for consistency.
- Review Responsive Classroom practices with teachers.
- Design ways for families to be involved: virtual read-alouds; virtual field trips/presentations to/about family's home country; virtual career and area of interest visits that fit with the theme; etc.

Describe the school's approach to extracurricular programming and/or before and after care. Explain the steps the school will take to assure appropriate implementation of health and safety protocols.

- School will work closely with site-based managers (Carelot) to ensure safety.
- Regular meetings between TFS school leadership and Carelot will be held.

Explain how the school will welcome and orient new families prior to the start of the new school year.

- Hold Town Hall zoom meetings.
- A Zoom "drop in" meeting will be scheduled in August with school leadership for any new or returning families who have questions or want to connect.
- Hold a Virtual "Meet the Teacher Day" when teachers will provide videos showing the classroom setup.
- School leadership will provide videos and communications regarding arrival, dismissal, and procedures throughout the day.

Describe how the school will support family engagement while physical access to the building is limited or during a time of school closure.

- Hold a Virtual "Meet the Teacher Day," when teachers will provide videos showing the classroom setup.
- An orientation on the use of SeeSaw will be held for families at the start of school.
- Design ways for families to be involved: virtual read-alouds; virtual field trips/presentations to/about family's home country; virtual career and area of interest visits that fit with the theme; etc.

**LEARN Reopening Schools Planning  
School-Based Committee Addendum**



School Name: **Regional Multicultural Magnet School**

Committee Members and Roles:

Mariana Reyes, Principal  
Andrea Mea, Assistant Principal  
Candy Bartsch, 2/3 Teacher  
Stacy Pleau-Guckian, Math Intervention Teacher  
Liz Quinones, 4/5 Teacher  
Paulie Reed, 4/5 Teacher  
Sue Goldstein, EL Teacher  
Jo Domin, 2/3 Teacher  
Kathy Auperin, K/1 Teacher  
Lynne Ramage, IB Coordinator  
Meghan Mongillo, K/1 Teacher  
Susan Hafler, 4/5 Teacher  
Bill Bartelli, Special Education Teacher  
Justine Binkowski, Special Education Teacher  
Lauren Gorra, Physical Education Teacher  
Kevin Salley, Music Teacher  
Ellen Hill, 2/3 Teacher  
Amy Rios, Literacy Coach  
Maria Battle, Bilingual Instructor  
Taylor Stino, K/1 Teacher  
Pam Poirier, Technology Teacher  
Meghan Pogonelski, Special Education Supervisor  
Kristin Gemaly, Literacy Coach

## ***Operations***

### **Actions:**

- Assess all areas of student use. Identify physical adjustments needed to maximize space between and among students and staff. Include common areas such as hallways, stairwells, playgrounds, and others.
- Maximize “no touch usage” by identifying doors, trash lids, and other barriers that may be modified to prevent the need for contact/touching.
- Create a bathroom use plan that maintains cohorts as much as possible and limits interactions of students waiting to use the bathroom.
- Create a plan for cohorting students throughout the day. Include considerations for assuring diverse and equitable groups and implications for specials/essentials or electives.
- Create a plan for breakfast, lunch, recess, and any other times that typically rely on shared spaces.
- Review and modify the plan for arrival and dismissal. Be sure to consider expectations for staff and parents as well as traffic patterns and other physical implications of the plan.
- Review and modify your plan for students traveling by bus. Be sure to include loading and unloading procedures, expectations while riding the bus, and any adjustments to schedules or vehicle flow/logistics.

### **Reflections:**

Describe the school’s approach to assessing and adjusting the physical layouts of spaces and/or schedules and transitions to maximize social distancing.

- Teachers will have time to clear classrooms of any unnecessary furniture/materials before the start of the school year.
- Outdoor spaces will be identified and scheduled for teacher use throughout the week.
- Schedule of transitions will be shared with the school community.

Explain how you are using any additional common areas to provide more space.

- The cafeteria and gym will be used for lunch and/or for additional movement breaks in case of rain.
- The library, tech lab, art, music, and Spanish room will be used for individual planning/lunch areas for teachers.

Describe how the school will use signage and floor markings to provide for social distancing throughout common areas of the building.

- Floor markings will be created in hallways that will identify appropriate social distancing for students when stopping.
- Floor markings will be created to signal paths and highlight one-way paths when possible.
- Signs will be provided, indicating the maximum number of people in the area.
- Developmentally appropriate signs will be posted to remind students about social distancing.
- Developmentally appropriate signs will be posted in bathrooms reminding students of proper hand washing.

- Signs will be posted in teacher bathrooms reminding of hand washing.
- Signs will be posted in the front of the building reminding students and staff to put on masks upon entering.
- Signs will be posted in the front of the building reminding families that they will need to use the intercom to communicate needs and that they cannot access the building.

Describe the bathroom usage plan.

- K/1 students will use the bathroom in their classroom. A schedule of cleaning will be created for each shared bathroom.
- Bathroom times will be scheduled for each 2<sup>nd</sup>- 5<sup>th</sup> classroom. Teachers from two classrooms will allow one male and one female student out a time during a common 30-minute block. Other teachers will only allow their students to use the bathroom if it is an emergency. When possible, scheduled lunch time will be used during these open bathroom periods.
- Staff will only use the bathrooms on their assigned floors. Disinfectants will be provided in adult bathrooms and adults encouraged to use them after use.

Describe the school's approach to cohorting students. Include planned measures for assuring diverse and equitable groupings.

- Students will remain with their regular education classroom teacher throughout the day.
- Classrooms will be close to regular capacity with maximum social distancing.
- Rotating schedules for essential arts will be created. For example, an art teacher will have the same 5 cohorts for 6 weeks and then will shift (seeing 100 students at a time vs. 500).
- Essential arts teachers will travel to each class to minimize travel throughout the building and/ or using outdoor space.
- The school will limit servicing students from different cohorts at the same time.
- Transitions for students will be limited, minimizing traffic throughout the building.
- Teachers will be supported in cleaning surface areas in between groups.

Describe the plan for breakfast and lunch. Include how the school is planning for food allergies and supervising students during these times.

- Breakfast will be delivered to classrooms.
- Lunch will take place primarily in outdoor spaces with social distancing between students. If the weather does not allow for outdoor use, lunch will take place in the cafeteria and gym. Social distancing will be implemented in all lunch spaces.
- Lunch schedules will be revised and the same adults will be assigned to each set of classrooms to limit the exposure to different areas.
- Snacks will take place outside during mask breaks.
- Guidelines will be created for eating/drinking in the classroom that explicitly state when masks may come off.
- Nurse will provide a list of allergies to each teacher and any sub or paraprofessional covering the class.
- Families will be surveyed about breakfast and lunch needs in order to be prepared.

Describe the plan for arrival and dismissal.

- Car-to-door pick up for students.
- Intervals will be created for grade level pick-ups and systems developed to coordinate between and among siblings.
- The school will utilize an app solution to plan, arrange, and authorize parent pickup by car.
- Last minute dismissal changes and plans will be discouraged.
- Families will be surveyed about their plans before the start of the school year.

Describe the plan for bus transportation.

- Students will stay in their classroom until their buses arrive. Buses will be announced and students will walk to the gym and line up to be walked out by a staff member. Floor markings will be placed on the gym floor to ensure social distancing.
- An assigned seating plan will be developed for the buses. Class cohorts will be used to sit students from the same cohort closer if necessary.
- Bus spots will be created for each bus to stop in the bus lane for consistency of implementation.

### ***Health Practices and Protocols Containment Planning***

#### **Actions:**

- Identify any possible challenges to social distancing that exist within the school. Consider student needs such as toileting support as well as program elements such as bus staging areas where students gather to board the bus.
- Identify shared supplies and resources such as art supplies or musical instruments. Analyze steps that can eliminate the sharing of these items or explore the purchase of additional items that will be needed.
- Create a plan for teaching and reinforcing the use of face coverings throughout the day. Identify the information to be shared as well as the school's approach to mask breaks and times during which students and/or staff will not be expected to wear masks.
- Identify potential situations or times in which additional PPE may be required for students and/or staff.
- Identify the space within the school to be used as an isolation room (other than the nurse's office). Include supervision, documentation for contact tracing, PPE needs, and any additional protocols.

#### **Reflections:**

Explain how this plan addresses any possible challenges to social distancing within the school.

- Clear and consistent, developmentally-appropriate signage will be posted, demonstrating appropriate social distancing.
- K-5th grade classrooms will shift from the use of tables to desks.
- There will be frequent modeling by teachers and use of social stories.

- Instructional time will be allowed for learning new norms.

Describe the steps being taken to eliminate the sharing of materials and supplies.

- Students all have individual pencil boxes with materials.
- A cleaning schedule will be created for the playscape. Schedule will be shifted to allow for cleaning time.
- Students will apply hand sanitizer immediately before and after recess. Hand sanitizer will be available during recess as necessary.
- Classrooms will have their own set of recess/outdoor play equipment to reduce sharing.
- Students will be assigned their own cubby or bins for items from home. Classroom procedures will be developed for students accessing cubby areas separately.
- No water fountains will be used. Encourage or provide (if needed) water bottles for students.
- Students will keep their things at their seats as much as possible.
- Manipulatives/play materials will be placed in a mesh bag after use to be sanitized.
- Provide 1:1 Technology devices for students. Implement a plan for devices to be used at home as needed.
- Provide a set of manipulatives for each student in bags to reduce sharing.

Describe your plan for mask wearing, mask breaks, and times in which masks are not required.

- Medical rationale should be required if students can't wear masks.
- Social stories will be provided during the summer for students.
- A plan will be created with a child's team if they are unable to wear a mask or shield.
- Mask breaks will take place outdoors and during lunch.
- Clear expectations and consequences around mask usage will be communicated with families.

Explain the approach to isolating individuals demonstrating COVID-like symptoms. Where is the location and what are the school's protocols?

- Isolation room will be located in the vacant computer lab.
- Students will be sent to the isolation room from the nurse's office if they are to be sent home.
- The door outside the computer lab will be used to dismiss students who are ill.

### ***Academics and Student and Family Engagement***

**Actions:**

- Review student data sources currently available to the school. Create a plan for how this data will be used to meet the needs of all students.
- Identify goals for the opening weeks of school. Include plans for reengaging students, building relationships, and establishing routines.

- Examine extracurricular components to the school day such as before and after care programming. Create a plan to assure the same level of safety protocols and standards as during the school day.
- Reflect on the school's approach to orienting and welcoming back new and returning families. Design a strategy for welcoming students and families as well as relaying key changes in school procedures and expectations.
- Identify strategies or approaches to maintaining family engagement in the school community when physical access to the school is limited.

**Reflections:**

Describe the data you will use to identify student needs and learning gaps. What is the school's approach to supporting individual needs upon return?

- Schedule time for vertical meetings for previous teachers to share information with new teachers.
- Share virtual incoming screening information with Kindergarten teachers.
- Include a column on the new student class list with information about progress with online learning.
- Make last year's report cards available to new teachers.
- Provide new teachers access to previous work on platforms: Google Classroom, SeeSaw, Zearn, and Writing City.

Briefly describe the school's approach to the opening weeks of in-person classes. What steps will be taken to re-engage students, build relationships, and establish routines?

- Responsive classroom guidelines for modeling all expectations.
- Provide school wide expectations to families before the start of the year.
- Use of social stories to communicate information to students and families..
- Use live-streamed announcements/all-school morning meetings.
- Zoom goal setting meetings before school starts.
- Communicate and enforce expectations for families who are choosing remote learning.

Describe the approach to extracurricular programming and/or before and after care. Explain the steps the school will take to assure appropriate implementation of health and safety protocols.

- Survey parents on needs (before-care/ after-care).
- If needs exist, Magnet Kingdom will continue to take place for families.
- Smaller groups will be created with the goal of keeping students in similar grade level cohorts.
- All school day health and safety procedures will be followed during before/after care.

Explain how the school will welcome and orient new families prior to the start of the new school year.

- Zoom goal setting meetings will be held before school starts.
- Virtual all school morning meetings will be held.
- Virtual back to school fair will be held.

- Online lessons about protocols and policies before a student comes back to the physical building, if shifting from distance learning. Provide FAQs as well.

Describe how the school will support family engagement while physical access to the building is limited or during a time of school closure.

- Virtual all school morning meetings.
- Offer parent virtual visits to classroom activities.
- Weekly newsletters for families.
- Frequent communication from teachers.

**LEARN Reopening Schools Planning**  
**School-Based Committee Addendum**



**School Name: Riverside Magnet School**

**Committee Members and Roles:**

Tonja Kelly, Principal  
 Kelly Gelineau, Assistant Principal  
 Tracey Purcell, Math/Science Coach

***We held two 2-hour work sessions with faculty to work on this plan and brainstorm ideas. The following faculty members volunteered to work on this plan:***

Kaitlyn Akerley	Casey Guiheen	Catherine Phillips
Tricia Baran	Patti Hoppin	Nikki Randall
Jess Ben-David	Jacqueline Kremer	Ali Rossi
Carolyn Bevington	Callie Mish	Lindsey Simoni
Camille Camire	Emily Murphy	Miri Starkey-Duchnowski
Sylvie Chho	Kelly Muscaro	Julia Vasquez
Malori Crouch	Jessie Myers	

**3 W's:**

**Wear your mask**  
**Wash your hands**  
**Wait 6 feet**

## ***Operations***

### **Reflections:**

Describe the school's approach to assessing and adjusting the physical layouts of spaces and/or schedules and transitions to maximize social distancing.

- The school worked with Goodwin University to determine the amount of people that can be in an area, as well as feasibility of maintaining social distancing.

Explain how the school is using any additional common areas to provide more space.

The following areas will be used to maximize social distancing:

- Pods
- Multi-purpose room/Cafe
- Outside spaces
- Art room
- Music room
- Library

Describe how the school is using signage and floor markings to provide for social distancing throughout common areas of the building.

- Signs will be used outside of the school to alert "No Visitors" inside of the building.
- All signs will be in English/Spanish and visuals (for non-readers).
- Floor markings to create social distancing of students.
- Hallways will have a plan for traffic.
- Paint on field to divide up play areas for cohorts.

Describe the bathroom usage plan.

- Students in grades PK-2 will use the bathroom in their classrooms. Custodians will implement cleaning and disinfecting plans for bathrooms in the classrooms.
- Students in grades 3-5 will use common bathrooms in the new wing. A bathroom schedule will be created for one cohort/class at a time to use the bathroom. A cleaning schedule will be created for bathrooms to be cleaned after each cohort use.
- Staff will be assigned adult bathrooms in the school to use. A cleaning schedule will be created for cleaning staff bathrooms 3x a day.

Describe the school's approach to cohorting students. Include measures for assuring diverse and equitable groupings.

- Students will remain with their classroom teacher throughout the day.
- Essentials (Unified Arts) teachers will go to the students classroom, rather than students traveling to other classrooms.
- Essentials teachers will see the same cohort daily for a quarter of the year, so that they do not see ALL students (limiting their exposure).
- Essentials teachers will see about 100-120 students ( $\frac{1}{4}$  of school population); they will be supplied appropriate PPE.

- Students will be grouped equitably, including gender, race, special needs.
- A teacher and instructor/specialist/coach will be assigned to each cohort, to limit contact between students and teachers in the building. Teacher and instructor will supply in-class interventions for reading, math, writing, social-emotional learning (SEL) and will provide coverage for each other.

Describe the school's plan for breakfast and lunch. Include the plan for food allergies and supervising students during these times.

- Breakfast and lunch will be delivered to classrooms and students will eat in their classrooms.
- Students will eat at their desks. Coverage will be provided for teachers so that they can have their contracted 30 minute lunch time.
- The school nurse will provide a list of allergies to teachers and instructors.
- Larger trash receptacles will be provided.
- Additional cambros will be needed from SLA

Describe the plan for arrival and dismissal.

Arrival:

- Students will be dropped off by parents at the front of the building. Entrances will be organized to allow students to enter via the entrance closest to their classrooms.
- Staff will be on duty to supervise safe entry into the building, as well as to ensure social distancing.

Dismissal:

- The school dismissal plan will be based upon survey data indicating how many students will be picked up daily. Any shifts to staggered dismissal times will be communicated with families prior to the start of school.
- Staff on duty will use an iPad to notify teachers of students who are being dismissed. Students will be dismissed in groups of five cars.
- The school is researching dismiss.org and other apps or communication systems (as opposed to walkie talkies) to dismiss students.
- Staff will be stationed around the school to promote safe dismissal and social distancing.

Describe the plan for bus transportation.

Bus Arrival:

- Students will unload from the bus one- at-a-time, from the front of the bus first.
- Students will walk on sidewalks into the school and maintain social distancing.
- Students will enter doors closest to their classrooms, rather than entering through the main door and traveling through hallways.
- Social stories and teaching of bus expectations (including social distancing and wearing masks) will be provided at school during the day, as part of PBIS teaching.

### Bus Dismissal:

- Students will be dismissed from their classrooms, to their bus one-at-a-time.
- Students will exit school from the closest door to their classroom.
- Students will board the bus, (back to front), while maintaining social distancing.
- Adults will check that all students are wearing masks when they board the bus. Positive reinforcements will be given to students to encourage wearing masks on the bus.
- Students will have assigned seats on the bus, maximizing social distancing.

## ***Health Practices and Protocols***

### ***Containment Planning***

#### **Reflections:**

Explain how the plan addresses any possible challenges to social distancing within the school.

- “Poly spots” will be purchased to provide visual reminders and a seating area for students when they are not at their desks.
- Signs (English/Spanish and visuals for non-readers) will be posted, reminding students of social distancing.
- Marks will be placed on the floor in hallways.
- Students will be taught to keep their distance; one strategy is “Airplane Arms”.
- Outside areas of the school will be used as much as possible to allow for more social distancing.
- WBefore and after using outside areas, students will use hand sanitizer.

Describe the steps you are taking to eliminate the sharing of materials and supplies.

- RMS will purchase individual school supplies and bags for students to store their school supplies.
- Students will only use their assigned materials.
- Personal pencil sharpeners will be used for older students.
- School supplies will be labeled.

Describe the school’s plan for mask wearing, mask breaks, and times in which masks are not required.

- Social stories and mask expectations will be shared with all families prior to school starting.
- Social stories will be shared with students about the importance of wearing masks.
- Mask expectations will be taught in all classrooms.
- Lanyards will be purchased for all students and staff, so that masks can be attached to them.
- Mask wearing will be positively reinforced, per the school’s PBIS rewards.
- Classroom teachers will create times for mask breaks in their classrooms.
- A plan will be shared with teachers about when masks will not be required (outside time while maintaining social distancing, while eating/drinking, etc.)
- The school will share a plan for students who consistently refuse or do not wear masks, including education, reinforcements, and parent contact/involvement.
- Admin, Nurse, IS may require additional PPE.

Explain the school’s approach to isolating individuals demonstrating COVID-like symptoms. Where is the location and what are the protocols?

- The Isolation Room will be located in room 114.
- Room 114 is very close to the exit door, a single student bathroom, the nurse’s office and the front desk.
- Protocols will be aligned with LEARN recommendations.
- Parents/Guardians will be contacted and the student will need to be picked up within 1 hour.
- Staff will be assigned to the isolation room to monitor students who have been assigned there..

## **Academics and Student and Family Engagement**

### **Reflections:**

Describe the data that will be used to identify student needs and learning gaps. What is the school’s approach to supporting individual needs upon return?

- The first few weeks of school will be used to re-engage students and assess their emotional wellbeing.
- Academic assessments will be delayed until after the first 4 weeks of school.
- Teachers will have already met in vertical teams to share student concerns and curricular implications due to closing in March.
- Teachers will work in teams to create plans to review and teach the standards not addressed fully due to closure.
- Family surveys will be sent home to enlist parent concerns about SEL for students
- Review data from March-June distance learning to determine families who may need more support (academic, social-emotional, health, technology (hot spots/wifi) etc.

Briefly describe the school’s approach to the opening weeks of in-person classes. What steps will be taken to re-engage students, build relationships, and establish routines?

- Virtual Meet and Greet with families will occur in the days before school starts.
- Virtual Coffee Hours with families and administrators will be held to answer questions and share concerns about reopening.
- Previous teachers will be encouraged to reach out to students and continue relationships with students and families, before “new” teachers reach out to build new relationships.

Describe the approach to extracurricular programming and/or before and after care. Explain the steps the school will take to assure appropriate implementation of health and safety protocols.

- A plan will be shared for the RMS before and after school program, maintaining social distance.
- A cleaning plan will be communicated with families.

Explain how the school will welcome and orient new families prior to the start of the new school year.

- Virtual meetings will be held for students and families
- Virtual meetings for all new individual families are being held over the summer.
- Virtual tour of the building.
- Virtual tours of classrooms will be shared by teachers before the start of the school year.
- “What to Expect at RMS” video/handbook shared before the school year begins.

Describe how the school will support family engagement while physical access to the building is limited or during a time of school closure.

- Parent info meetings will be held.
- Parent “What to Expect at RMS” meetings will be held.
- A student version “What to expect at RMS” will be held
- Parent training will be conducted on Zoom, Seesaw, logging in to platforms, Google classroom, etc.
- Virtual connections for families to “come into classroom”; record a read aloud/zoom read aloud; record an expert piece on a subject

LEARN Reopening Schools Planning

School-Based Committee Addendum

School Name: **Three Rivers Middle College Magnet High School**



**Committee Members and Roles:**

Brad Columbus Principal  
Chris Delucia School Counselor  
Beverly Carr Social Worker  
CK Wong Teacher  
Jeff Savoie Teacher  
Sarah Slocum Office Manager  
Kathleen O'Reilly Instructor  
Heather Singletary Special Ed Teacher  
Pamela Santerre Teacher

**Group meetings**

7/9/2020 8:00-9:00  
7/13/2020 8:00-9:00  
7/14/2020 1:00-2:00 (with TRCC Admin)  
7/16/2020 8:00-9:00

*Operations*

**Actions:**

- ✓ Assess all areas of student use. Identify physical adjustments you need to make to maximize space between and among students and staff. Include common areas such as hallways, stairwells, playgrounds, and others.
- ✓ Maximize “no touch usage” by identifying doors, trash lids, and other barriers that may be modified to prevent the need for contact/touching.
- ✓ Create a bathroom use plan that maintains cohorts as much as possible and limits interactions of students waiting to use the bathroom.
- ✓ Create a plan for cohorting students throughout the day. Include considerations for assuring diverse and equitable groups and implications for specials/essentials or electives.
- ✓ Create a plan for breakfast, lunch, recess, and any other times that typically rely on shared spaces.
- ✓ Review and modify the plan for arrival and dismissal. Be sure to consider expectations for staff and parents as well as traffic patterns and other physical implications of the plan.

- ✓ Review and modify the plan for students traveling by bus. Be sure to include loading and unloading procedures, expectations while riding the bus, and any adjustments to schedules or vehicle flow/logistics.

### **Reflections:**

Describe the school's approach to assessing and adjusting the physical layouts of spaces and/or schedules and transitions to maximize social distancing.

- A schedule will be created that maximizes social distancing and limits the class sizes while cohorting students in a diverse/equitable manner.
- A system of classroom transitions will be developed that minimizes student room changes throughout the day by having teachers move to rooms.
- Move all academic and student activities to the E-wing hallway of the college. D-208 classroom moves to E-202.
- Reconfigure the Innovation Lab to a student support room.

Explain how the school is using any additional common areas to provide more space.

- Remove furniture and change to tables and desks in the Innovation Lab.
- Remove common area sitting furniture to prevent students interacting.

Describe how you are using signage and floor markings to provide for social distancing throughout common areas of the building.

- Collaboration with TRCC to create signage and floor markings to provide social distancing throughout.

Describe the bathroom usage plan.

- Bathroom outside the Middle College wing is designated for Middle College Student use only.
- Bathroom usage will be limited to no more than 2 people at a time.
- Signage and floor markings will be created for bathroom usage.
- Students will be educated on plan and bathroom usage will be monitored.

Describe the school's approach to cohorting students. Include measures for assuring diverse and equitable groupings.

- Schedule is designed to break students into cohort groups with the smallest class size possible to maximize social distancing in classroom spaces.
- Cohort groups will be created with equity in mind. Diversity will be maximized in each cohort group with heterogeneous grouping.

Describe the plan for breakfast and lunch. Include how the school is planning for food allergies and supervising students during these times.

- A three-wave lunch will be planned to spread out students by cohort grouping.
- Students will eat in designated spaces socially distanced.
- Students may be able to eat outside when appropriate.
- Lunches will be pre-bagged per student and lunch will be brought to each room on a cart.

Describe the plan for arrival and dismissal.

- The E-Wing has been designated as the entrance for TRMC students only.
- Marking/cones will be placed in specific spaces for students to wait for the bus, while maintaining social distance.
- Students will be dismissed in an organized manner to socially distance themselves to the bus.
- Students will be monitored when entering the building, to ensure social distancing. Students will need to immediately wash/sanitize hands upon entering the building and classrooms.
- All locker use will be prohibited.

Describe the plan for bus transportation.

- The District plan will be followed in collaboration with Norwich Public Schools for protocols on the shuttle bus from Norwich Tech.
- TRMC will collaborate with Norwich Tech to create a social distancing plan for students when waiting for a bus at Norwich Tech.

### ***Health Practices and Protocols***

#### ***Containment Planning***

##### **Actions:**

- ✓ Identify any possible challenges to social distancing that exist within the school. Consider student needs such as toileting support as well as program elements such as bus staging areas where students gather to board the bus.
- ✓ Identify shared supplies and resources such as art supplies or musical instruments. Analyze steps that can eliminate the sharing of these items or explore the purchase of additional items that will be needed.
- ✓ Create a plan for teaching and reinforcing the use of face coverings throughout the day. Identify the information that will be shared as well as the school's approach to mask breaks and times during which students and/or staff will not be expected to wear masks.
- ✓ Identify potential situations or times in which additional PPE may be required for students and/or staff.
- ✓ Identify the space within the school to be used as an isolation room (other than the nurse's office). Include supervision, documentation for contact tracing, PPE needs, and any additional protocols.

##### **Reflections:**

Explain how this plan addresses any possible challenges to social distancing within the school.

- Students will remain in one class as much as possible. When students transition, they will proceed to an empty room.

Describe the steps being taken to eliminate the sharing of materials and supplies.

- No sharing of supplies. Each student will have their own supplies as much as possible. When necessary, supplies will be cleaned before shared.

- Identify what students have or need for supplies.
- Create personal student boxes with supplies for them in the classroom.
- Go Paperless when appropriate.

Describe the plan for mask wearing, mask breaks, and times when masks are not required.

- A mask-free break space will be created.
- Outdoor space will be identified that can be used for lunch and class time.
- A schedule for classroom walks outside for mask break will be developed.

Explain the school’s approach to isolating individuals demonstrating COVID-like symptoms. Where is the location and what are the protocols?

- Collaborate with TRCC to Identify a containment room and develop a system for communication with staff and families.
- Train staff for identification of Covid symptoms.
- Follow district protocols when students or staff are demonstrating COVID-like symptoms.

## **Academics and Student and Family Engagement**

### **Actions:**

- ✓ Review student data sources currently available to the school. Create a plan for how this data will be used to meet the needs of all students.
- ✓ Identify goals for the opening weeks of school. Include plans for reengaging students, building relationships, and establishing routines.
- ✓ Examine extracurricular components to the school day such as before and after care programming. Create a plan to assure the same level safety protocols and standards as during the school day.
- ✓ Reflect on the school’s approach to orienting and welcoming back new and returning families. Design a strategy for welcoming students and families as well as relaying key changes in school procedures and expectations.
- ✓ Identify strategies or approaches to maintaining family engagement in the school community when physical access to the school is limited.

### **Reflections:**

Describe the data that will be used to identify student needs and learning gaps. What is the school’s approach to supporting individual needs upon return?

- Students take NWEA Map tests, practice PSAT, and other class-specific assessments to identify curriculum decisions. .
- Use SRBI protocols to identify supports needed for students.
- Create first unit reentry to review previous content and skills.
- Use Kagan and restorative circles to get student feedback.

Briefly describe the school's approach to the opening weeks of in-person classes. What steps will be taken to re-engage students, build relationships, and establish routines?

- Use PD days to create common expectations for classrooms and orientation plans.
- Train students on restorative practices/circles and use that structure to develop classroom and school culture.
- Use restorative circles to provide opportunities for students to give feedback.
- Create a plan to build inter-cohort relationships via virtual opportunities and socially distant interactions when appropriate.
- Have all student laptops ready for login and internet access day one.
- Schedule textbook and supply pickup prior to the start of the school year.

Describe the approach to extracurricular programming and/or before and after care. Explain the steps the school will take to assure appropriate implementation of health and safety protocols.

- When/if after-school activities are approved, students will be assigned to specific locations for before- and after-school activities.
- Students will be monitored and set up in a socially distant manner.

Explain how the school will welcome and orient new families prior to the start of the new school year.

- New and current student expectations and plan Orientation online
- Teacher-specific Virtual Open House
- Orientation will be mixed in throughout the start of the school year to create a balance between academic, social emotional learning and school/classroom expectations.

Describe how the school will support family engagement while physical access to the building is limited or during a time of school closure.

- Parent meetings about reopening plans will continue throughout the year for feedback and adjustments.

LEARN Reopening Schools Planning

School-Based Committee Addendum



School Name: **Marine Science Magnet High School**

**Committee Members and Roles:**

Sarah Frick

Amanda Mann

Brittany Forshaw

Amy Ferland

Bonnie MacHaffie - Note-taker

Mary Sedensky

Deb Aniello

Samantha Cregger

Jill DeRosa

Colleen Hardison - Time Keeper

Tara Amatrudo - Chairperson

## ***Operations***

### **Actions:**

- Assess all areas of student use. Identify physical adjustments that are needed to maximize space between and among students and staff. Include common areas such as hallways, stairwells, playgrounds, and others.
- Maximize “no touch usage” by identifying doors, trash lids, and other barriers that may be modified to prevent the need for contact/touching.
- Create a bathroom use plan that maintains cohorts as much as possible and limits interactions of students waiting to use the bathroom.
- Create a plan for cohorting students throughout the day. Include considerations for assuring diverse and equitable groups and implications for specials/essentials or electives.
- Create a plan for breakfast, lunch, recess, and any other times that typically rely on shared spaces.
- Review and modify your plan for arrival and dismissal. Be sure to consider expectations for staff and parents as well as traffic patterns and other physical implications of the plan.
- Review and modify the plan for students traveling by bus. Be sure to include loading and unloading procedures, expectations while riding the bus, and any adjustments to schedules or vehicle flow/logistics.

### **Reflections:**

Describe the school’s approach to assessing and adjusting the physical layouts of spaces and/or schedules and transitions to maximize social distancing.

- Classrooms will be assigned according to enrollment to maximize available space.
- Unnecessary furniture will be removed from classrooms to maximize space.
- Arrange furniture within and among classrooms according to need.
- Transition routes will be planned, marked, signed, and reinforced.
- Tables in the Great Hall will be arranged to maximize distance, and the number of chairs at each table will be reduced.
- Increase the number of lunch waves to reduce the number of students in each wave.
- Covered parking area will be repurposed as an outdoor common area for lunch and study hall.
- Furniture in the upstairs common areas will be arranged and some will be removed to maximize distance.

Explain how the school will use any additional common areas to provide more space.

- Add seating and tables in the outdoor courtyard for additional dining space during lunch.
- Add seating and tables in the covered parking area to provide options for covered outdoor lunch, study hall, and learning space.
- Classes will be allowed to access tables and seating in the main hall and upstairs common area to expand classroom space.

Describe how the school is using signage and floor markings to provide for social distancing throughout common areas of the building.

- Signage will be installed with visual prompts for masks and maximizing distance at entry.
- Markings on will be placed on the floor to identify transition routes.
- “ X's” will be placed on the classroom floors to mark chair/desk locations.
- Markings will be placed at lunch tables to identify chair placement.
- Signage will be installed designating stairwell travel - one stairwell designated for up; one for down.
- Signs and tape markings will be placed at the main desk to describe sign in/out procedures and where to stand while waiting.
- Markings will be placed outside the main entrance designating spots for mask breaks.

Describe the school’s bathroom usage plan.

- No more than two individuals will be allowed per restroom at a time.
- Signage outside and inside bathrooms will reinforce maximum occupancy and all procedures.
- Open trash bins will be placed immediately outside restrooms for students to throw away paper towels after washing hands and using towels to open the door.
- Students will use restrooms closest to their classroom location.
- “X’s” will be placed on the floor at restroom doors, indicating 6 foot distances for students waiting to enter.
- Staff will monitor all restrooms for procedure compliance.

Describe the approach to cohorting students. Include measures for assuring diverse and equitable groupings.

- A Day / B Day classes will meet on a 2-week rotation. This will allow teachers to minimize class load to three at a time. Students would have no more than four classes at a time.
- Teachers will review curriculum units to optimize learning and assessment over 10 class sessions.
- The school will review practices related to midterm and final exams according to cohort needs and in consideration of AP and ECE requirements.
- IEP requirements will be reviewed for specialized instruction and related services to ensure needs are met within the 2-week cohort model. PPTs will be held for possible IEP revisions as needed.
- All class lists will be reviewed for diversity and equity of class groupings to greatest extent possible given course recommendations, requirements, and selection.

Describe the plan for breakfast and lunch. Include how the school is planning for food allergies and supervising students during these times.

- Bagged breakfasts free of common allergens will be picked up upon entry and brought to the first block classroom.
- Breakfast will be eaten in classrooms prior to the start of the first block with the teacher present. Seating during this time will be arranged to maximize distancing among students since masks will be off to eat.
- Classroom trash will be emptied during the first block.
- Lunch waves will be added to reduce numbers in each wave.
- The number of students at each table will be limited and spacing marked.
- Seating and tables will be added in the outdoor areas and covered parking area.
- All lunch areas will be supervised by school staff.
- Purchased lunches will be pre-ordered and packaged for quick pick-up/traffic flow.
- All students will be required to use hand sanitizer or wash hands at the start and end of the lunch wave.
- All lunch tables will be sanitized between waves.

Describe the plan for arrival and dismissal.

- Students will be dismissed from buses by an administrator one bus at a time and will walk with mask and proper distance through the main entrance, pick up their bagged breakfast (if needed), and walk directly to their first class.
- Students being dropped off by parents will be routed through the side lot and will enter the school through the parking garage entrance.
- Students will not use lockers.
- Students will remain in their last block class at the end of the day and will be dismissed by bus as buses arrive and with adequate time between dismissals to allow for distancing and traffic flow.

Describe the plan for bus transportation.

- Students will arrive and depart on buses according to the district transportation plan. Masks will be required.

## ***Health Practices and Protocols***

### ***Containment Planning***

#### **Actions:**

- Identify any possible challenges to social distancing that exist within the school. Consider student needs such as toileting support as well as program elements such as bus staging areas where students gather to board the bus.
- Identify shared supplies and resources such as art supplies or musical instruments. Analyze steps that can eliminate the sharing of these items or explore the purchase of additional items that will be needed.
- Create a plan for teaching and reinforcing the use of face coverings throughout the day. Identify the information to be shared as well as the school's approach to mask breaks and times during which students and/or staff will not be expected to wear masks.
- Identify potential situations or times in which additional PPE may be required for students and/or staff.
- Identify the space within the school to be used as an isolation room (other than the nurse's office). Include supervision, documentation for contact tracing, PPE needs, and any additional protocols.

#### **Reflections:**

Explain how this plan addresses any possible challenges to social distancing within the school.

- Full school morning meetings will not take place at this time. Morning announcements will take place using a virtual/digital format.
- Challenges with classroom size are being addressed by assigning classrooms according to class size.
- Lockers will not be used at this time.
- After-school activities will not take place at this time.
- The school will enlist student leaders to support social distancing efforts with their peers.
- The school will create an equitable supervision duty schedule to support adherence to social distancing requirements, including for restroom use.
- The school will pre-package meals at breakfast and lunch to the greatest extent possible in order to minimize crowding in the cafeteria.
- Students will be allowed to enter classrooms while waiting for teachers to arrive instead of waiting outside the door. The school will increase supervision in halls to monitor behavior in and out of classrooms. Student and Visitor sign-in and sign-out will use a verbal process recorded by school staff at the main desk. Barriers will be added at the main desk.
- Additional lunch, study hall, learning space will be added in the covered parking area.

Describe the steps the school is taking to eliminate the sharing of materials and supplies.

- Students will be required to bring their own set of basic supplies with them to school on a daily basis. The school will provide individual sets to those unable to purchase on their own.
- Science labs requiring equipment will be conducted mostly through demonstration or in small groups that allow for students to have their own equipment, which will be sanitized before and after use.
- Gloves and goggles will be used as available in science labs.
- No more than two students per lab station.
- Learning materials will be presented primarily in an electronic format to reduce shared paper use.

Describe the plan for mask wearing, mask breaks, and times in which masks are not required.

- Students will be required to wear masks at all times while in classrooms, common areas, and restrooms with the exception of while eating breakfast and lunch.
- Teachers will be required to wear masks at all times with the exception of while giving direct instruction from a distance of 6 feet or greater from students.
- Students will be allowed brief mask breaks if needed during the day. Areas will be marked at an adequate distance outside the main entrance. Maximum of 5 students at once. This will be monitored by front desk staff.

Explain the school's approach to isolating individuals demonstrating COVID-like symptoms. Where is the location and what are the protocols?

- An isolation room will be set up in the former storage areas near the science wing entrance.
- This space has direct outdoor access, proximity to the nurse's office, and a quiet location to maximize confidentiality.
- Supervising staff members will have adequate PPE and will be located in the isolation room or, can open the door and monitor from outside.
- The school nurse will designate who needs to await parent pickup in the isolation room.

## **Academics and**

### **Student and Family Engagement**

#### **Actions:**

- Review student data sources currently available to the school. Create a plan for how the school will use this data to meet the needs of all students.
- Identify goals for the opening weeks of school. Include plans for reengaging students, building relationships, and establishing routines.
- Examine extracurricular components to the school day such as before and after care programming. Create a plan to assure the same level of safety protocols and standards as during the school day.

- Reflect on the school's approach to orienting and welcoming back new and returning families. Design a strategy for welcoming students and families as well as relaying key changes in school procedures and expectations.
- Identify strategies or approaches to maintaining family engagement in the school community when physical access to the school is limited.

**Reflections:**

Describe the data to be used to identify student needs and learning gaps. What is the school's approach to supporting individual needs upon return?

- A team of 9th grade teachers will review the files (previous grades, test scores, attendance, and behavior records) of all incoming 9th graders to determine possible areas of need and begin to plan accordingly.
- Grade-level support teams will meet on a regular basis to review academic and social-emotional progress and refer to the SRBI team as needed.
- School counselors, social workers, and special education staff will consult with these teams and share information about engagement and progress during spring distance learning.

Briefly describe the school's approach to the opening weeks of in-person classes. What steps will be taken to re-engage students, build relationships, and establish routines?

- All teachers will make re-engagement in school the greatest priority during the first weeks of school.
- Teachers will make contact with each of their Advisory students and families at the start of the year and periodically during the year to engage in dialog about their experiences during quarantine and hopes/needs for the year.
- The school will send home videos and information about expectations for distancing, masks, and hygiene, and will reinforce those routines throughout various locations in the school.
- Freshman orientation will include programming to build new relationships and establish expectations and routines related to health and safety.

Describe the approach to extracurricular programming and/or before and after care. Explain the steps the school will take to assure appropriate implementation of health and safety protocols.

- The school will not be running after-school/extracurricular programming at this time.
- All students will be required to leave the campus by a designated time each day to ensure time for building sanitation.

Explain how the school will welcome and orient new families prior to the start of the new school year.

- A letter with a link to a video tour and explanation of school-based information will be sent to families in July.
- Freshman orientation will take place on site before the first day of school, including team-building opportunities and explanation of school expectations and routines.

- Virtual information sessions will be hosted for parents of new students prior to the start of the school year.
- Virtual meet and greet with teachers will take place early in the school year.

Describe how the school will support family engagement while physical access to the building is limited or during a time of school closure.

- Advisors will be point-person for parent contact with periodic outreach at the start of the year and throughout.
- Video announcements will be linked to the school website and posted on social media.
- Many students will be featured in morning announcements and these will be sent directly to parents of those students.
- The use of social media will be increased to connect with parents and community.
- Weekly update newsletters will be sent to all students, staff, and parents.
- An inquiry option will be established using the school website for parents to ask questions or give feedback.

**LEARN Reopening Schools Planning**  
**School-Based Committee Addendum**

**School Name:**



**CT River Academy at Goodwin University**

**Committee Members and Roles:**

Tanya Bynoe, Science  
Christina Zlatin, Principal CTRA Middle School  
Julia Eldridge, Social Studies  
Ashley Routhier, School Counseling  
Bernard Rosenblum, Paraeducator  
David Daye, Goodwin University  
Lorenzo Ramirez, Paraeducator  
Maria Cuadros, Grant Manager  
Ray Maselek, Goodwin University  
Sean Ring, Social Studies  
Xiaoxiao Cao, Science  
Kathleen Bergman, Math

**School-Based Committee - Health Practices**

J. Borger - Science  
K. Falvey - Early College Support  
B. Hadstate - Building Guest Educator  
R. Gonzalez - Student Support  
J. Miller -  
G. Young - Art Educator  
M. Breitmaier - Nurse Practitioner

**Parent Engagement Group**

Windy Petersen-AP  
Bob Lawson-IF for science dept  
Angie Sirois-Spanish educator  
Shawnta Thompson-Office manager  
Sandy Sprague-English educator  
Melissa Ewing –IF for English dept  
Heather Jacobi-Curriculum  
Gina Juliano-School Counselor  
Kiley Testa-Community Coordinator  
Dan Carol-Goodwin University Admin  
June Thomas-Instructor  
Bernard Rosenblum-Intervention Specialist

## ***Operations***

### **Actions:**

- ✓ Assess all areas of student use. Identify any physical adjustments that are needed to maximize space between and among students and staff. Include common areas such as hallways, stairwells, playgrounds, and others.
- ✓ Maximize “no touch usage” by identifying doors, trash lids, and other barriers that may be modified to prevent the need for contact/touching.
- ✓ Create a bathroom use plan that maintains cohorts as much as possible and limits interactions of students waiting to use the bathroom.
- ✓ Create a plan for cohorting students throughout the day. Include considerations for assuring diverse and equitable groups and implications for specials/essentials or electives.
- ✓ Create a plan for breakfast, lunch, recess, and any other times that typically rely on shared spaces.
- ✓ Review and modify the plan for arrival and dismissal. Be sure to consider expectations for staff and parents as well as traffic patterns and other physical implications of the plan.
- ✓ Review and modify the plan for students traveling by bus. Be sure to include loading and unloading procedures, expectations while riding the bus, and any adjustments to schedules or vehicle flow/logistics.

### **Reflections:**

Describe the school’s approach to assessing and adjusting the physical layouts of spaces and/or schedules and transitions to maximize social distancing.

- Goodwin facilities and members of the reopening team are conducting walkthroughs to identify strategies for maximizing social distancing in every classroom and shared space. Will also assess availability of outdoor spaces.
- CTRA will move from year-long classes that meet every other day, to semester classes meeting every day. This will be a change from 8 different classes over two days, to 4 classes every day. Half-year courses will continue to be every other day. At the middle grades level, classes will meet each day.
- CTRA will cohort scholars where feasible and identify opportunities to have educators switch classrooms and keep cohorted scholars in the same room.
- CTRA will identify opportunities to stagger passing times.
- CTRA will eliminate the end of the day rotating flex block and replace it with advisory/support.
- CTRA will identify feasible options for one-direction hallways and designated up and down stairways.
- CTRA will increase the number of lunch waves limiting two scholars per table, maximizing social distancing in the cafeteria. In the middle grades program, students will eat in one lunch wave but maintain social distancing in the cafeteria.
- Scholars will report to first block classes when they enter the building.
- CTRA will eliminate end-of-the-day flex block and replace it with Advisory at the high school level.

- Scholars will stay in their end-of-day class or advisory until their bus is called.
- CTRA will move Goodwin classes to CTRA and have the Goodwin professor come to the building to limit scholars' movements into other buildings.
- Eliminate Magnet Theme Days for the start of the year.

Explain how the school is using any additional common areas to provide more space.

- CTRA will use the lecture hall, Cafe, Gym, and Project Center for larger classes or functions.

Describe how the school is using signage and floor markings to provide for social distancing throughout common areas of the building.

- CTRA will work with Goodwin Custodial Operations to add signage in key areas to direct the flow of traffic, and put markings throughout common areas to ensure social distancing.

Describe the school's bathroom usage plan.

- CTRA will work with Goodwin Custodial Operations to implement a system to clean bathrooms between classes.
- CTRA will work with Goodwin Custodial Operations to place markings outside the bathrooms to ensure social distancing while scholars wait for the restroom.
- CTRA will use educators to monitor hallways/bathrooms during class time to assure compliance with capacity rules.
- CTRA will create a protocol for bathroom use by scholars during class time.

Describe the school's approach to cohorting students. Include measures for assuring diverse and equitable groupings.

- CTRA will create grade level cohorts when feasible.
- CTRA high school program will move from year-long classes that meet every other day, to semester classes meeting every day. This will be a change from 8 different classes rotating over two days, to 4 classes every day. Half-year courses will continue to be held every other day.
- CTRA's School Counseling Department is creating cohorts of students ensuring diverse and equitable groupings based on course selections.

Describe the school's plan for breakfast and lunch. Include the plan for food allergies and supervising students during these times.

- CTRA will create a system for scholars to obtain breakfast on their way to 1st block.
- CTRA will increase the numbers of lunch waves in the high school so as to decrease the number of scholars in each lunch wave while maintaining social distancing.
- Chairs will be limited to 2 chairs per table in the cafeteria.
- CTRA will explore the feasibility of having lunches delivered to the classroom.

Describe the school's plan for arrival and dismissal.

- Scholars will report directly to their first block class after entering the building in the morning.
- Scholars will wait in their advisory or last block class until their bus is called.

- CTRA will create a plan to use the main entrance and the side entrance by the elevator for arrival and dismissal.

Describe the plan for bus transportation.

- CTRA will work with CREC and East Hartford bus companies to create a plan ensuring social distancing where feasible on the buses. Masks will be required.
- CTRA will create a plan where college classes are relocated within CTRA to reduce the need for cross campus busing.

### ***Health Practices and Protocols***

#### ***Containment Planning***

#### **Actions:**

- ✓ Identify any possible challenges to social distancing that exist within the school. Consider student needs such as toileting support as well as program elements such as bus staging areas where students gather to board the bus.
- ✓ Identify shared supplies and resources such as art supplies or musical instruments. Analyze steps that can eliminate the sharing of these items or explore the purchase of additional items that will be needed.
- ✓ Create a plan for teaching and reinforcing the use of face coverings throughout the day. Identify the information that will be shared as well as the school's approach to mask breaks and times during which students and/or staff will not be expected to wear masks.
- ✓ Identify potential situations or times in which additional PPE may be required for students and/or staff.
- ✓ Identify the space within the school to be used as an isolation room (other than the nurse's office). Include supervision, documentation for contact tracing, PPE needs, and any additional protocols.

#### **Reflections:**

Explain how the school is addressing any possible challenges to social distancing.

- Goodwin facilities and members of the reopening team are conducting walkthroughs to identify strategies for maximizing social distancing in every classroom and shared spaces including hallways, stairwells, and bathrooms.
- CTRA will designate multiple locations for bus drop offs and pick -ups, and entry/exit to and from the building to stagger drop-off and pick-up.
- CTRA will identify specific times and locations for parent drop off/pick-up.

Describe the steps the school is taking to eliminate the sharing of materials and supplies.

- Review and where necessary revise curriculum to limit sharing of materials and supplies.
- Buy additional supplies when necessary.

Describe the plan for mask wearing, mask breaks, and times in which masks are not required.

- Professional development for all educators on the facts about Covid-19, the measures to ensure safety of all community members.
- Work with Integrated Health Services to devise lessons to educate scholars on the importance of face masks and social distancing.
- Work with student support services and behavior intervention specialists to create supports for scholars struggling with face masks and social distancing.
- CTRA will designate space outside, in hallways, and/or in large spaces for mask breaks.
- Create a schedule for classes to have staggered mask breaks.

Explain the school's approach to isolating individuals demonstrating COVID-like symptoms. Where is the location and what are the protocols?

- Work with Integrated Health Services to develop protocols for members of the community demonstrating COVID-like symptoms.
- Use the conference room within the nursing suite to isolate individuals demonstrating COVID-like symptoms. In the middle grades program, an empty classroom near the side entrance will be used.
- Work with Integrated Health Services to identify the best supervision for scholars demonstrating COVID-like symptoms.
- Create a protocol with Integrated Health Services that is shared with parents about scholar pick-up for scholars demonstrating COVID-like symptoms.
- Create a protocol to include Goodwin University and LEARN in all communications and concerns.

### **Academics and Student and Family Engagement**

#### **Actions:**

- ✓ Review student data sources currently available to the school. Create a plan for how this data will be used to meet the needs of all students.
- ✓ Identify goals for the opening weeks of school. Include plans for reengaging students, building relationships, and establishing routines.
- ✓ Examine extracurricular components to the school day such as before and after care programming. Create a plan to assure the same level of safety protocols and standards as during the school day.
- ✓ Reflect on the school's approach to orienting and welcoming back new and returning families. Design a strategy for welcoming students and families as well as relaying key changes in school procedures and expectations.
- ✓ Identify strategies or approaches to maintaining family engagement in the school community when physical access to the school is limited.

## Reflections:

Describe the data that will be used to identify student needs and learning gaps. What is the school's approach to supporting individual needs upon return?

- Create an asset inventory to determine technology needs.
- Survey families to determine who will be returning to school and who will remain using online/distance learning.
- Implement instruction committee's recommendations for Universal screeners.
- Review Engagement data collected in the spring: who was attending online and/or who was not? Why? (Responses included working, taking care of siblings, not able to focus at home, better able to focus at home.)
- Survey parents regarding their concerns/fears about returning to School.
- Determine how anchor groups/teachers can support scholars and families; 1:1 interview with families with the above questions
- Move registration interviews to virtual during the summer to learn more about new scholars.

Briefly describe the school's approach to the opening weeks of in-person classes. What steps will be taken to re-engage students, build relationships, and establish routines?

### Reengagement

- All advisory teachers will reach out to scholars before the start of school.
- New scholars will receive welcome yard signs from their Advisory teacher.
- Explore remote advisory in the first block of the day, when scholars can check in with their advisor. In the middle grades program, students' period 1 teacher will generally be their Advisory teacher, allowing for informal check-ins.
- At the high school, Advisory will be moved to the end of every day—include online scholars via remote; update/adjust/add to current curriculum; break-out group for advisory updating
- *Empower* works with new high school scholars the day before all scholars return. Middle school programming with *Empower* will occur later in September.
- Survey staff: what does staff need to begin the new year (assistance with technology; team-building or rapport building strategies for scholars; review of expectations for Advisory; understanding the purpose of Circles; flipped classrooms. etc.)
- Professional Development with educators on spiraling missing skills/content into curriculum.
- Create a "First 20 Days" program.

### Build relationships

- *Empower* provides one day of team building outdoors with new scholars.
- Provide time for staff to establish the relationships with scholars remotely before school begins.
- Provide time at the beginning of each class to have educators check in with scholars.

- Advisory teacher as Point person for families, instead of several teachers calling if there is an issue.
- Build stronger relationships amongst staff; taking care of ourselves.

#### Establish routines

- PD for educators on how to use Google Classroom; provide greater uniformity with technology; every assignment to be linked between PowerSchool and Google Classroom.
- Create school norms for running online group meetings or conferences.
- Direct instruction for scholars on the above as well.
- Tutorial sessions for parents on how to utilize technology (i.e.: videos created by educators on how to utilize PowerSchool, google classroom, quizlet, etc.)
- Substantial changes to curriculum due to use of equipment

Describe your approach to extracurricular programming and/or before and after care. Explain the steps the school will take to assure appropriate implementation of health and safety protocols.

- There will be no before/after school programming
- Some groups may use remote/virtual meetings for activities such as NHS

Explain how the school will welcome and orient new families prior to the start of the new school year.

- Sixth grade, Freshman and new 10th grade families are being contacted by staff members and those staff will be the point people for the families until the school year starts.

Describe how the school will support family engagement while physical access to the building is limited or during a time of school closure.

- Regular communication with families via email, website, social media, school messenger.
- Remote contact by staff through phone calls or virtual meetings on a weekly/biweekly basis.
- Position a tent outside the front door to provide parent meeting time with individual staff as needed/requested.
- Set up a “fan board”.

**LEARN Reopening Schools Planning**

**School-Based Committee Addendum**

School Name:



Ocean Avenue LEARNing Academy

LEARN Transition Academy

**Committee Members and Roles:**

Erica Mahon, Bridgette Gordon-Hickey, Sarah Moon, Jessica Uzonyi, Christin Kondash, Amy LeQuire, Jen Kelly, Tanya Carbray, Carla Strecker, Meghan Pogonelski, Jennifer Cimmino, Tara Woodruff, Isabel Acampora, Kimberly Eaves, Greg Wissell, Connie Readett, Marlena Minkos, Nick Gelbar, Mike Rivera

## ***Operations***

### **Actions:**

- Assess all areas of student use. Identify physical adjustments that are needed to maximize space between and among students and staff. Include common areas such as hallways, stairwells, playgrounds, and others.
- Maximize “no touch usage” by identifying doors, trash lids, and other barriers that may be modified to prevent the need for contact/touching.
- Create a bathroom use plan that maintains cohorts as much as possible and limits interactions of students waiting to use the bathroom.
- Create a plan for cohorting students throughout the day. Include considerations for assuring diverse and equitable groups and implications for specials/essentials or electives.
- Create a plan for breakfast, lunch, recess, and any other times that typically rely on shared spaces.
- Review and modify the plan for arrival and dismissal. Be sure to consider expectations for staff and parents as well as traffic patterns and other physical implications of the plan.
- Review and modify the plan for students traveling by bus. Be sure to include loading and unloading procedures, expectations while riding the bus, and any adjustments to schedules or vehicle flow/logistics.

### **Reflections:**

Describe the school’s approach to assessing and adjusting the physical layouts of spaces and/or schedules and transitions to maximize social distancing.

### **OCEAN AVENUE LEARNING ACADEMY**

- Classrooms will be de-cluttered to ensure space for social distancing. Classroom capacity will be clearly defined and occupancy will be limited based on physical space and activity or purpose.
- Partitions and cubby walls will be used to designate student spaces when needed. Students will continue to have individual desks.
- Therapy spaces will be decluttered to ensure space for social distancing. The use of partition or cubby walls will be used as needed to encourage space and distance between staff and students.
- Students will access the playground and outside areas according to a schedule and their cohort.
- The gymnasium will remain split in half. One side will be designated for elementary and one side for secondary students. Students will access their side of the gym according to their cohort time. Activities for this space will be defined based on CDC guidance.
- Hallways will be marked to show traffic flow and will utilize one way loops when possible throughout the building.

- Common spaces such as the benches will have a sign noting the number of people who can access at one time.
- Students will be assigned specific doorways to enter and exit the building that limit travel across the building.
- Building maps will be used for the purpose of planning and communicating traffic patterns.
- Work stations in the main office will be defined to ensure social distancing; office staff will be relocated to have fewer people in the office area.
- Common staff work spaces will have clearly defined spaces for work to promote social distancing. Smaller, shared offices will be repurposed as needed and staff will be provided with alternate work space opportunities that allow social distancing through physical space or barriers.
- To minimize hallway congestion, students will be encouraged to take in-class breaks and to move through the building and outside at designated times.
- A plan will be developed for accessing the nurse's office and what procedures will occur in what space. Classrooms and therapy spaces will continue to be provided with first aid bags to support in-class care. Nurses will evaluate students in class when possible. Protocols will be established for designated isolation space.
- Use of shared spaces such as the downstairs kitchen and vocational space will be scheduled and capacity will be limited. Cleaning protocols will be in place in between students.

## **LEARN TRANSITION ACADEMY**

- Classrooms and common spaces will be de-cluttered to ensure space for social distancing. Room capacity will be clearly defined and limited.
- Partitions and cubby walls will be used to designate student spaces when needed. Students will continue to have individual desks.
- Students will access common areas such as the kitchen and the lounge according to a schedule and in accordance with room capacity.
- The building will designate traffic patterns to maximize distancing in doorways. There will be a designated entry and exit door.
- Common spaces will have a sign noting the number of people who can access at one time.
- Building maps will be used for the purpose of planning and communicating traffic patterns.
- Staff will be encouraged to keep personal items in their car to limit items entering the building. Staff will be given a space to put their items and protocols will be developed around accessing space to allow for social distancing.
- Common staff work spaces will have clearly defined spaces for work to promote social distancing. Smaller, shared offices will be repurposed as needed and staff will be provided with alternate work space opportunities that allow social distancing through physical space or barriers.
- Use of shared spaces such as the kitchen will be scheduled and capacity will be limited. Cleaning protocols will be in place in between students.

- Vans will be used in accordance with transportation guidance and health and safety protocols as outlined in District Plan.

Describe how the school is using signage and floor markings to provide for social distancing throughout common areas of the building.

#### **OCEAN AVENUE LEARNING ACADEMY**

- The mess hall upstairs will be repurposed as a classroom space for secondary students.
- The outside deck will be designated as outdoor learning space for secondary students.
- Overhang outside elementary classrooms will be used as outdoor learning space with the use of items such as hula hoops, vinyl spots, etc. to visually support social distance and pop up tents to provide coverage in inclement weather.
- Vocational space will continue to be accessed on a schedule with the use of individual materials that will be cleaned or disposed of after student use.
- The PPT room will be used as extra classroom space or extra adult work space as needed.

#### **LEARN TRANSITION ACADEMY**

- Signs on classrooms, offices, therapy spaces and common spaces will note the capacity of space.
- The building will be marked with arrows depicting traffic flow.
- Signs will be accessible.

Describe the school's bathroom usage plan.

#### **OCEAN AVENUE LEARNING ACADEMY**

- Most students will continue to access individual bathrooms.
- Protocols will be in place regarding PPE use when toileting students.
- Provide IS staff with brief cleaning protocol after toileting students.
- Ensure bathrooms are cleaned and logged by custodial staff after student use and on a schedule according to protocol.
- Specific bathrooms will be assigned to cohorts of students as feasible.
- For multi-stall bathrooms allow one staff and student at a time; will include "Occupied" signage.

#### **LEARN TRANSITION ACADEMY**

- Students will continue to access individual bathrooms.
- Protocols will be in place regarding PPE use when toileting students.
- Provide IS staff with cleaning protocol after toileting students.

- Ensure bathrooms are cleaned and logged by custodial staff after student use and on a schedule according to protocol.
- Staff and student bathrooms will be clearly marked.
- A plan will be created for custodial services during the day.

Describe the school's approach to cohorting students. Include measures for assuring diverse and equitable groupings.

- Student class size does not exceed 10 students.
- This program is an outplacement special education school; students are grouped according to their individual learning needs.
- Signage on classrooms will include each room's capacity of students and adults.
- Students will move to recess in cohorts and access common spaces such as the gym at scheduled times with their cohort.

Describe the plan for breakfast and lunch. Include how the school is planning for food allergies and supervising students during these times.

- School meals will be delivered to and eaten in the classroom at student's individual desks.
- All school prepared food will come in a closed container with disposable utensils.
- Students bringing meals from home should bring all utensils and plates; items should be packed up and returned to their specified location at the end of meal times.
- If students require specialized school-provided utensils, plates, cups, etc. for feeding purposes, staff will follow protocol to use, clean and store student specific items.
- Edible reinforcements should be in a closed container, labeled with the students name. Other reinforcements should be used as much as possible; staff will follow protocol when delivering edible reinforcements.
- Staff supporting students with feeding should follow procedures including wearing specific PPE to maintain safety.
- If students require specialized school provided materials for hygiene routines, staff will follow protocol to use, clean, and store student specific items.
- If students are preparing food as part of their program, cooking and cleaning protocols will be followed throughout kitchen use. Specific protocols for kitchen use at school will be designed, implemented and monitored.

Describe the school's plan for arrival and dismissal.

- Students will be assigned specific entry and exit doors.
- Due to the individualized nature of students' transportation, arrival and dismissal is naturally staggered.
- Staff will greet students at the vehicle and walk them in their assigned door for arrival.

- Students will wait in assigned spots for their vehicle to be called by walkie-talkie; staff will escort students to their vehicle for dismissal.
- For parent/caregiver pick up and drop off, families will park in the lot and call the OALA office/Transition Academy cell phone to alert that they are on campus. Staff will go to the vehicle to get students for arrival and will walk students to the vehicle for dismissal. The office staff will log this into the system as families call. Staff will confirm with office/Transition Academy designee that they have picked up/dropped of child.

Describe your plan for bus transportation.

- Most students are individually transported
- LEARN office will work with sending districts for vehicles transporting larger numbers of students

### ***Health Practices and Protocols***

#### ***Containment Planning***

##### **Actions:**

- Identify any possible challenges to social distancing that exist within the school. Consider student needs such as toileting support as well as program elements such as bus staging areas where students gather to board the bus.
- Identify shared supplies and resources such as art supplies or musical instruments. Analyze steps that can eliminate the sharing of these items or explore the purchase of additional items that will be needed.
- Create a plan for teaching and reinforcing the use of face coverings throughout the day. Identify the information that will be shared as well as the school's approach to mask breaks and times during which students and/or staff will not be expected to wear masks.
- Identify potential situations or times in which additional PPE may be required for students and/or staff.
- Identify the space within the school to be used as an isolation room (other than the nurse's office). Include supervision, documentation for contact tracing, PPE needs, and any additional protocols.

##### **Reflections:**

Explain how the school is addressing any possible challenges to social distancing within the school.

- For in person related service, related service providers will schedule students according to cohort whenever possible and allow time for cleaning and changing according to district plan

and protocol. The use of virtual services in school may also be considered to mitigate social distancing concerns.

- For individual evaluations, staff will follow the district plan for protocols regarding health, safety, and environment.
- Students will access individual lockers or cubby spaces to maximize distancing, cubbies and lockers will be spaced out.
- For students requiring close-proximity for instruction, toileting support, and feeding, staff will be provided with guidance for PPE usage. When possible, the number of staff working with individual students will be limited.
- Staff access and use of copiers (and similar equipment), bathrooms, time clock, kitchen/fridge/microwave/coffee machine will be scheduled and limited to cohorts. Staff will be encouraged to bring thermoses, ice packs, etc, to limit the need for common refrigerator space and microwaves.
- Due to the nature of student needs and behavior, social distancing recommendations may not be able to be safely implemented. In these situations the use of PPE and environmental modifications will be considered.
- Considerations for students who require 1:1 staffing and physical prompting or may include prompting from behind, elbow guiding from behind during transitions to avoid face-to-face contact, and the use of gloves and extra space allotments in settings and halls to avoid upsetting students with sensory processing issues will be considered and implemented.
- Maximum room capacities will be posted for each space with capacities lowered and adequate space allotted for those students who may need an emergency intervention necessitating additional staff support.
- Staff will be trained as outlined in the district document and provided with continual updates, refreshers, and monitoring.
- Programs will consult with individual student teams and internal and external consultants, as appropriate, to evaluate responses to individual student's challenging behavior.
- If restraint or seclusion is needed to maintain safety in an emergency situation, staff will follow the LEARN District document "Physical Interventions and Emergency Protocols" section.

Describe the steps the school is taking to eliminate the sharing of materials and supplies.

- Each student has their own bins of materials and supplies for learning.
- For items that are shared across students, staff will; follow cleaning protocol between student use (for items such as therapy equipment).
- Limit the amount of items in the classroom and ensure that classroom-based toys, vocational materials, reinforcers, and learning tools are used for one cohort only and are cleaned properly between student use.
- Consider the purchase of additional testing materials to limit sharing of test books and protocols. Consider the purchase of additional reinforcers and instructional materials to limit sharing.

Describe the plan for mask wearing, mask breaks, and times in which masks are not required.

- Identify location/protocol for staff mask breaks; ensure staff receive information and training.
- When staff are working individually in offices or socially distant work spaces, masks may be removed. When others enter these spaces or when staff move about the building, masks must be worn.
- Identify places for students to take mask breaks, including cubby spaces and identified outdoor spaces. Ensure students have a way to signal when they need a mask break and understand where and when these can happen.
- Plans and protocols for students who cannot wear masks due to individual needs will be developed.

Explain the approach to isolating individuals demonstrating COVID-like symptoms. Where is the location and what are the protocols?

- Students exhibiting symptoms of illness will be assessed by the school nurse. If a student meets exclusion criteria, they will be escorted to the isolation room to await parent pick up.
- Isolation spaces will be designated and marked at both locations.
- Protocols will be established for the maximum number of people allowed and PPE criteria for the area.

## **Academics and**

### **Student and Family Engagement**

#### **Actions:**

- Review student data sources currently available to the school. Create a plan for how this data will be used to meet the needs of all students.
- Identify goals for the opening weeks of school. Include plans for reengaging students, building relationships, and establishing routines.
- Examine extracurricular components to the school day such as before and after care programming. Create a plan to assure the same level of safety protocols and standards as during the school day.
- Reflect on the school's approach to orienting and welcoming back new and returning families. Design a strategy for welcoming students and families as well as relaying key changes in school procedures and expectations.
- Identify strategies or approaches to maintaining family engagement in the school community when physical access to the school is limited.

## Reflections:

Describe the data that will be used to identify student needs and learning gaps. What is the school's approach to supporting individual needs upon return?

- Guidance will be developed for staff to think through planning for individual students. Emphasis will be placed on determining appropriate workload, appropriate expectations, the level of demands, the need to recondition plans, and token boards and prioritization of skills and instruction.
- Staff will probe early learner and prerequisite skills through the use of a simplified data collection system that can be used across classrooms to get a snapshot of skills. This will be developed in conjunction with the BCBA team.
- Staff will use engagement data from the past school year and ESY to determine student needs and triage instruction.
- Staff will begin to probe skills over ESY to plan for instruction in the fall.
- Benchmark assessments for reading, grade level math, and general skills will be administered on individual timelines based on student readiness.
- Teachers will begin with fewer demands and previously mastered skills in order to build momentum and confidence with students.
- Upon return, an emphasis will be on rapport building, acclimating, teaching routines and expectations, and supporting social emotional needs. The SEL team will adjust school-wide expectation lessons to reflect the teaching of critical routines in the school.
- Staff will maintain the use of google classroom to communicate and share information with families. Staff will maintain some virtual learning platforms in order to teach vital skills in-school, so students can have more independence at home should school close again. For students remaining at home, please see LEARN District Plan.

Briefly describe the school's approach to the opening weeks of in-person classes. What steps will be taken to re-engage students, build relationships, and establish routines?

- Utilize whole-school framework for teaching school-wide routines and expectations. (See work from PBIS/SEL committee.)
- Emphasis rapport-building with staff and students
- Students and caregivers will have the opportunity to visit campus multiple times prior to opening in order to re-engage with staff and acclimate to new campus traffic patterns and expectations
- Student programming will continue to be individualized, with systematic re-conditioning of behavior plans, emphasis on rapport building with staff, and re-engagement with school life by allowing time for play, choice, and support of student interests.

Describe the school's approach to extracurricular programming and/or before and after care. Explain the steps the school will take to assure appropriate implementation of health and safety protocols.

- The school/program does not have before- and after-care at this time or any extracurricular activities.
- For community-based work, the school will make individual decisions about student engagement in these activities based on state guidance, family input, and school health and safety protocols. If it is determined that a student will engage in community work during the school day, the nurse supervisor and LEARN team will work together with the community site to develop agreements regarding health and safety protocols.

Explain how the school will welcome and orient new families prior to the start of the new school year.

- New students and families have been engaging with the team via virtual tours of campus over Zoom. New students and families will continue to have the opportunity to meet over Zoom or google classroom in a "meet and greet" format, in order to build connection and rapport.
- Video modeling of school expectations, environments, and routines will be created by specialized team members to help students familiarize themselves with the school. These will be created to ensure accessibility and understanding for a wide range of learners.
- Re-engagement opportunities have been developed and sent to families to allow them access to campus for some fun learning activities and to get an understanding of traffic patterns, routines, PPE wearing, and signage. Students have been encouraged to come weekly for the last three weeks of ESY to allow multiple opportunities to practice.

Describe how the school will support family engagement while physical access to the building is limited or during a time of school closure.

- Staff will continue to use google classroom as appropriate to post videos, upload work, and allow families to virtually experience what is happening at school
- The school will look to increase social media presence and provide more frequent updates and newsletters on a consistent basis
- Staff will continue individual coaching and connection with families to target specific needs and maintain connection. Staff will continue to hold team meetings and update on student progress.

## SELF-MONITORING FOR COVID-19 SYMPTOMS

### **DAILY STUDENT SELF- MONITORING FOR COVID-19 SYMPTOMS**

Monitoring daily symptoms can help detect the early onset of illness so that students and staff can isolate themselves from others and reduce their risk of spreading disease. Everyone has a role to play in protecting themselves and others. Self-monitoring for COVID-19 related symptoms is the best method for protecting yourself, family members, friends and members of the school community.

**If your child answers “yes” to any of the questions below, please keep him/her home from school.**

Parents should connect with the school office to report absences and call the school nurse to discuss symptoms if needed. It is extremely important that you immediately report the results of a COVID-19 test so that we can take steps to protect our school community. Your family’s health conditions will be kept confidential, and they will only be used to take any appropriate and necessary steps to mitigate the spread of disease.

1) Does the student currently have one of the following symptoms

- Fever of 100.0°F or higher/chills
- Cough
- Congestion/runny nose (not related to allergies)
- Sore throat
- Shortness of breath
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Nausea/Vomiting
- Diarrhea

2) Has anyone in your household been diagnosed with COVID-19 by a medical provider?

3) Has the student been told by a health care provider or public health official to self-quarantine due to potential COVID-19 exposure(s) or suspicion of having COVID-19?

4) Has the student traveled within the last 14 days to a location which requires 14 days of self-quarantine according to [Executive Order 7BBB](#)?

## DAILY STAFF SELF- MONITORING FOR COVID-19 SYMPTOMS

Monitoring daily symptoms can help detect the early onset of illness so that students and staff can isolate themselves from others and reduce their risk of spreading disease. Everyone has a role to play in protecting themselves and others. Self-monitoring for COVID-19 related symptoms is the best method for protecting yourself, family members, friends and members of the school community.

**If you answer “yes” to any of the questions below, please remain home from school/work.** Staff should report absence directly to their supervisor and building principal. It is extremely important that you immediately report the results of a COVID-19 test so that we can take steps to protect our school community. Your health conditions will be kept confidential, and they will only be used to take any appropriate and necessary steps to mitigate the spread of disease.

- 1) Does you currently have one of the following symptoms
- 2)
  - a) Fever of 100.0 °F or higher/chills
  - b) Cough
  - c) Congestion/runny nose (not related to allergies)
  - d) Sore throat
  - e) Shortness of breath
  - f) Fatigue
  - g) Muscle or Body aches
  - h) Headache
  - i) New loss of taste or smell
  - j) Nausea/Vomiting
  - k) Diarrhea
- 3) Has anyone in your household been diagnosed with COVID-19 by a medical provider?
- 4) Have you been told by a health care provider or public health official to self-quarantine due to potential COVID-19 exposure(s) or suspicion of having COVID-19?
- 5) Have you traveled within the last 14 days to a location which requires 14 days of self-quarantine according to [Executive Order 7BBB](#)?

## When to Come Back to School or Work

# COVID-19 Decision Tree for Students and Staff

For people (e.g., children, care providers, or staff) who have symptoms consistent with COVID-19, send home or deny entry and reference the exclusion criteria in this document to determine when they may return.

**Symptoms of COVID-19 include:** new onset cough or shortness of breath, fever (100 °F or higher), chills, muscle pain, sore throat, loss of sense of smell or taste, and gastrointestinal symptoms of diarrhea, vomiting, or nausea.

If a person has a new symptom (for example, new loss of smell only) with no other diagnosis to explain it, they should stay home and talk to their health care provider about testing for COVID-19, even if it is the only symptom they are experiencing.

### POSITIVE COVID-19 TEST

Stay home at least 10 days since symptoms first appeared AND until no fever for at least 1 day without medication AND improvement of other symptoms.

Siblings and household members also stay home for 14 days.

Please let the school know if a student, staff person or family member tests positive. They will notify the Ledge Light Health District so contact tracing can be started quickly to determine close contacts who need to quarantine for 14 days as well as answer any questions or concerns.

A close contact is anyone who has spent more than 15 minutes in an area of less than 6 feet from the infected person.

### NEGATIVE COVID-19 TEST

May return to school with a note stating when and where tested **ONLY** if there are no symptoms.

If the person still has symptoms their medical provider should be contacted

### SYMPTOMS FROM OTHER DIAGNOSIS (SUCH AS STREP THROAT OR ASTHMA)

Stay home until symptoms have improved. Follow specific return guidance from your school.

If symptoms related to a pre-existing condition change or worsen, talk to a health care provider to determine next steps.



**ANYONE AWAITING TEST RESULTS MUST STAY HOME & AWAY FROM OTHERS**