

# **Clinton Public Schools School Reopening Plan 2020-2021**

*Version 1 July 24, 2020*



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## SECTION 1: INTRODUCTION AND DISTRICT FOUNDATIONS

In March, all school districts in Connecticut were faced with an unprecedented situation which led to the difficult decision to close schools in the face of the COVID-19 pandemic. In Clinton, schools were closed on March 13, and reopened for online learning on March 25th. We were all challenged with learning to teach and learn in new ways, and forced to adapt and adjust throughout the next few months, all while experiencing challenges around us to our jobs and our health, as well as the loss of normal school experiences and connection to one another. In addition, we were facing uncertainty while trying to plan and develop our online learning experience and devise methods to meet the needs of our students without in-person opportunities. We had many successes and some failures along the way. Nevertheless, the response and support of staff, students, families, and our community through all of the challenges demonstrated the strength of the Clinton community and our educators.

As soon as school closed, the district administrative team initiated work to identify next steps for strengthening our remote learning plan based on the feedback we had received and the improvement areas we had identified. In addition, we began to review information related to reopening of schools and to plan for the changes that a safe return to schools would require. On June 29, 2020, the CT State Department of Education released its plan for reopening, [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#). This plan outlines the priorities, requirements, and guidance for reopening Connecticut schools and is the blueprint for each district's reopen plans. The plan is anchored upon 6 guiding principles that are the overarching considerations for school district planning and decision-making.

### **GUIDING PRINCIPLES OF THE FRAMEWORK FOR CONNECTICUT SCHOOLS DURING THE 2020-21 ACADEMIC YEAR**

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; and
6. Factoring into decisions about reopening the challenges to the physical safety and social-emotional well-being of our students when they are not in school.

In July, the district created a Reopening Advisory Committee to provide input and feedback to the ongoing planning for reopening schools in 2020-2021 school year. The members of this team were selected to ensure a diverse set of stakeholder perspectives and to assist in guiding the communication of the ongoing work to the community.

### **COMMITTEE MEMBERSHIP**

Erica Gelven	Board of Education Chairperson – Co-Chair
Maryann O’Donnell	Superintendent of Schools – Co-Chair
Gonzalo Carrión	Director of Building & Grounds
Officer Brian Corbin	School Resource Officer
Sue Dest	Secretary Union Representative
Carolyn Dickey	Business Manager
Marco Famiglietti	Assistant Superintendent
Donna Frechette	School Nurse Supervisor
Angela Guarascio	Joel Principal
Keri Hagness	Morgan Principal
Emily Kelsey	Teachers Union Representative
Kimberly Pearce	Director of Special Services
Mary Jo Phelps	Paraeducator Union Representative
Mike Neff	Emergency Management Director
Heather Moore	Parent Representative
Frank Rossi	Director of Technology
Jon Siciliano	Director of Food Service
Catherine Staunton	BOE Public Relations Subcommittee Chairperson
Linda Tucker	Eliot Principal

This committee emphasized the importance of creating a method to keep Clinton families informed about the planning components and decision-making, which resulted in the establishment of weekly Superintendent Reopening Updates. Upon release of the plan to the school community, a method to receive stakeholder feedback will be implemented in an attempt to further inform and refine the reopening planning. Feedback will be collected through surveys and virtual meetings prior to the opening of school. This exchange of information and strong communication of plans will serve to enhance understanding about the measures being taken to ensure the safety and well-being of our school community and the community at-large.

This document includes the details of the district planning that has occurred and specifies the manner in which the Clinton Public Schools will meet all requirements put forth by the Connecticut State Department of Education in its reopening plan. Many of the implementation details are still being developed, and we are prepared to be flexible and ready to adapt to the changing landscape in Connecticut and in Clinton regarding COVID-19.

It is important to note, that although we are living through an unprecedented disruption to our normal teaching and learning experiences, the mission and priorities of the Clinton Public Schools remain a foundation for all of our decision-making and development of learning models.

### **MISSION STATEMENT**

The mission of the Clinton Public Schools is to empower learners to embrace and influence the future with courage and compassion.

### **STRATEGIC PRIORITIES**

As a Professional Learning Community, we will:

1. Provide personalized learning opportunities to develop engaged and reflective learners who can apply their learning.
2. Ensure academic achievement and learning for all students in all disciplines.
3. Develop a school community focused on establishing relationships and providing supports that foster the health and well-being of all.
4. Communicate and promote understanding of the district mission and strategic priorities among all stakeholders.
5. Provide and maintain district resources in a manner that maximizes efficiencies, ensures accountability, and supports the learning and development of all students.

These core elements, our mission and strategic priorities, remain the goal and intent of our Board of Education, administrative team, teachers, paraeducators, and all staff in the district who will support the achievements and development of our learners despite the obstacles we may face. No matter which plan is put in place to serve our community, the core mission and priorities will be what we will all work towards. Although we will need to be flexible and adjust to the public health directives in our community, we will always put our students' and educators' needs at the forefront of our decision-making.

## SECTION 2: PREPARING FOR RETURN: PRIORITIES & OVERVIEW

### 2A: FALL REOPENING MODEL

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- 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.
  - In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes.
- Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.

***Due to positive containment efforts in Connecticut, the Connecticut State Department of Education (CSDE) has directed all local school districts to plan for a return to in-person teaching and learning for the 2020-2021 school year.***

However, districts must also create a hybrid model in which schools would operate at reduced capacity, and a remote learning plan in which school buildings are closed and all instruction is done remotely. These two additional scenarios would be implemented if the spread of COVID-19 was to increase locally, or if directed by the Governor to adjust our plans. Additionally, a remote learning option must also be provided for families who temporarily choose not to participate in the full in-person return to school.

The Clinton Public School District has carefully developed a continuum of learning plan to address the three required models. These are briefly outlined in the table below and will be further elucidated within this document.

Topic	<b><u>In-School Learning</u></b> <i>Full reopening - All students and staff to report to school.</i>	<b><u>Hybrid Model</u></b> <i>50% daily enrollment with students attending on Mondays and Tuesdays or Thursdays and Fridays. Remote learning for students on days not in school. Additional cleaning and disinfecting on Wednesdays.</i>	<b><u>Remote Learning</u></b> <i>No students in school. All teaching and learning to take place at home.</i>
<b>Decision Making</b>	Based on current Connecticut State Department of Education requirements, schools should plan to have all students return to schoolhouses for full time instruction at the beginning of 2020–2021.	If public health data requires partial reopening, or if schools’ containment efforts require partial closure.	Determined by the Governor's executive order and public health data, or the Superintendent’s decision in conjunction with local health department officials requiring a complete district closure.
<b>Cohorting</b>	<p>Cohorting and modified schedules to reduce student movement within the schools.</p> <p>In grades pre K-8, cohorts of students remain together in their homeroom. Specials/related arts teachers travel to the students’ classrooms to the greatest extent possible.</p> <p>In high school, students in grades 9 and 10 are to be clustered in the D wing while students in grades 11 and 12 will be clustered in the A wing.</p> <p>Students will also be clustered similarly for participation in elective courses.</p>	<p>Cohorting and modified schedules to reduce student movement within the schools.</p> <p>In grades pre K-8, homerooms will be split into two smaller cohorts: Group A and Group B.</p> <p>Specials/related arts teachers travel to the students’ classrooms to the greatest extent possible.</p> <p>In high school, the 9-10 cluster and the 11-12 cluster will be split into two smaller groups with attendance in school 2 days per week.</p> <p>Students will also be clustered similarly for participation in elective courses.</p>	Schedules for all students will feature both synchronous (real-time) and asynchronous lessons. Individual and small group supports, based on individual student needs, to be provided as needed.

<b>Topic</b>	<b><u>In-School Learning</u></b> <i>Full reopening - All students and staff to report to school.</i>	<b><u>Hybrid Model</u></b> <i>50% daily enrollment with students attending on Mondays and Tuesdays or Thursdays and Fridays. Remote learning for students on days not in school. Additional cleaning and disinfecting on Wednesdays.</i>	<b><u>Remote Learning</u></b> <i>No students in school. All teaching and learning to take place at home.</i>
<b>Social Distancing</b>	Social distancing and maximizing classroom space based on guidance from the CDC and DPH	Social distancing and maximizing classroom space based on guidance from the CDC and DPH	Not applicable.
<b>Face Covering and Hand Washing</b>	Face covering and masks required for all staff and students. Frequent hand washing and use of hand sanitizer.	Face covering and masks required for all staff and students. Frequent hand washing and use of hand sanitizer.	Not applicable.
<b>Cleaning and Disinfecting</b>	Enhanced cleaning/disinfection of surfaces.	Enhanced cleaning/disinfection of surfaces.	Not applicable.
<b>Transportation</b>	Up to full capacity on bus with face coverings for all riders, loading and unloading restrictions, and enhanced cleaning and disinfecting protocols.  Revised parent drop off and pick up procedures to promote social distancing.	Limited capacity on bus with face coverings for all riders, loading and unloading restrictions, and enhanced cleaning and disinfecting protocols.  Revised parent drop off and pick up procedures to promote social distancing.	No transportation.
<b>Lunches</b>	Reduced menu options (grab and go) available to all students.  Off-site meal service for students who choose temporary remote learning	Reduced menu options (grab and go) available to all students at school.  Off-site meal service for students who are remote learning or for unanticipated school closures.	Off-site meal service for students who are remote learning.



<b>Topic</b>	<b><u>In-School Learning</u></b> <i>Full reopening - All students and staff to report to school.</i>	<b><u>Hybrid Model</u></b> <i>50% daily enrollment with students attending on Mondays and Tuesdays or Thursdays and Fridays. Remote learning for students on days not in school. Additional cleaning and disinfecting on Wednesdays.</i>	<b><u>Remote Learning</u></b> <i>No students in school. All teaching and learning to take place at home.</i>
<b>Instruction</b>	Instruction to take place in a traditional classroom setting with modification to room configuration and student grouping to maximize social distancing.	Two days of traditional classroom instruction for up to 50% of homeroom students followed by three days of remote learning that supports the previous in-class lessons.	Full remote learning for all students. Curriculum to parallel in-person learning to the greatest extent possible.
<b>Attendance</b>	Required. Daily attendance recorded at the elementary school and middle school. Period attendance is recorded at the high school.	Required for both in-person sessions and remote learning.	Required. Attendance will be recorded by daily check-ins and participation in “real-time” lessons.
<b>Curriculum</b>	<p>Longitudinal data from Smarter Balanced, NWEA MAP, PSAT, early literacy screeners and vertical communication between teachers will help teachers determine the instructional starting point for 2020-2021 school year.</p> <p>Units of study will be condensed to focus on priority learning standards at each grade-level.</p>	<p>Longitudinal data from Smarter Balanced, NWEA MAP, PSAT, early literacy screeners and vertical communication between teachers will help teachers determine the instructional starting point for 2020-2021 school year.</p> <p>Units of study will be condensed to focus on priority learning standards at each grade-level.</p>	<p>Longitudinal data from Smarter Balanced, NWEA MAP, PSAT, early literacy screeners and vertical communication between teachers will help teachers determine the instructional starting point for 2020-2021 school year.</p> <p>Units of study will be condensed to focus on priority learning standards at each grade-level.</p>
<b>Social and Emotional Learning</b>	Lessons to re-engage students in their learning while monitoring and responding to students’ needs.	Lessons to re-engage students in their learning while monitoring and responding to students’ needs.	Lessons to re-engage students in their learning while monitoring and responding to students’ needs.

<b>Topic</b>	<b><u>In-School Learning</u></b> <i>Full reopening - All students and staff to report to school.</i>	<b><u>Hybrid Model</u></b> <i>50% daily enrollment with students attending on Mondays and Tuesdays or Thursdays and Fridays. Remote learning for students on days not in school. Additional cleaning and disinfecting on Wednesdays.</i>	<b><u>Remote Learning</u></b> <i>No students in school. All teaching and learning to take place at home.</i>
<b>Assessment and Grading</b>	Initial back-to-school assessments will be minimized to allow for increased instructional time. Traditional grading practices will be in place.	Initial back-to-school assessments will be minimized to allow for increased instructional time. Traditional grading practices may be modified.	Initial back-to-school assessments will be minimized to allow for increased instructional time. Traditional grading practices may be modified.
<b>Special Education, 504, ELs, and Tiered Intervention</b>	Current IEP programs will be implemented as written.	The district will implement IEP programs and 504 plans as appropriate and to the greatest extent possible both in person and remotely.	The district will implement IEP programs and 504 plans as appropriate and to the greatest extent possible through remote learning.

## 2B: TEMPORARILY CHOOSING NOT TO PARTICIPATE

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Plan for parents and students who may temporarily choose not to participate in the return to school.

While we hope that all students will be able to return safely to our schools, the state reopening plan requires that all districts must plan for and provide a learning option for parents who choose to have their children temporarily not participate in the return to school and instead, engage in learning from home.

The district will be developing and offering a remote learning option for students who do not return to in-person schooling and voluntarily opt into this temporary remote option. This plan will likely include self-directed online curricula accessible to students in the core areas, paired with contact time with a teacher. The nature of this voluntary remote learning program is not likely to match the instructional hours that are associated with in-person learning model. Moreover, although we will work to provide an equivalent opportunity for class choices and curriculum as would be available in-person, there may be some limitations to the learning experiences and coursework available in this model. Parents who decide to opt into voluntary remote learning will be expected

to supervise and engage their children to fully and effectively access the remote learning programming that is offered by the district. Students will be expected to attend and engage on a daily basis and the district is required to track attendance for state reporting purposes. It should also be understood that this is a temporary option available to families and may not be available all year, in particular, if the public health data trends support greater restrictions and require a move to a hybrid or fully remote plan.

Parents who choose this temporary option will be asked to notify the district of their intent prior to school opening in order for the district to plan appropriately. Parents will be allowed to change their decision and have their child return to in-person learning with appropriate notice to the district to allow for an appropriate transition back into the classroom.

## 2C: SCHOOL LIAISON, COMMUNICATIONS PLANS, AND DATA COLLECTION

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### *Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).
- Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.
- Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols prior to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.
- Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.
- Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.
  - This should align with the forthcoming CSDE District Reopen Survey

In order to provide clear communication and a point of contact to engage with students, parents, faculty, staff and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns, the district has designated ***School Nurse Supervisor Donna Frechette as the Health and Safety Compliance Liaison***. Mrs. Frechette will be the contact point and will coordinate responses and communication regarding COVID-19 plans, implementation, and questions.

The goal of having information in an easily accessible location is to ensure strong communication and easy access to plans and updates. The district website will be the repository for all information and resources related to reopening of schools. All information regarding reopening will be organized under the School Reopening Tab at the top of the main landing page for Clinton Public Schools. Information will be shared with families through a variety of modes, including email, phone, text, and district social media. The district is also expanding the existing messaging system (School Messenger) to include text messaging for ease of delivery and to allow for parent preference in receipt of information. Messaging will be provided in multiple languages to ensure all families and staff are fully informed. In addition, the district has established a weekly reopening update from the Superintendent, sent out on Tuesdays, to inform families of the ongoing planning and new guidance related to the reopening and plan development process.

Prior to the closing of school in June the district garnered feedback from families and staff regarding our Spring online learning experiences and solicited recommendations for areas for improvement. Recently, parents and staff were surveyed to gauge their sentiment about reopening, as well as initial information about parents' intent to have their child return to school for in-person learning, and choices regarding use of bus transportation. It is our intent to continue to use surveys, virtual methods, and mailings to gather information from key stakeholders, families, and staff prior to reopening in order to properly plan for safely returning to school and resuming classes in the fall.

## SECTION 3: SCHOOL OPERATIONS FOR REOPENING

### 3A: FACILITIES

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.
- Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space.
- Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.
- Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.
- Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.
- Consider having training days and days to practice new protocols with staff only prior to having students enter the building.
- Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance
- by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed.
- Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.

#### 3A-1: CLASSROOM LAYOUT

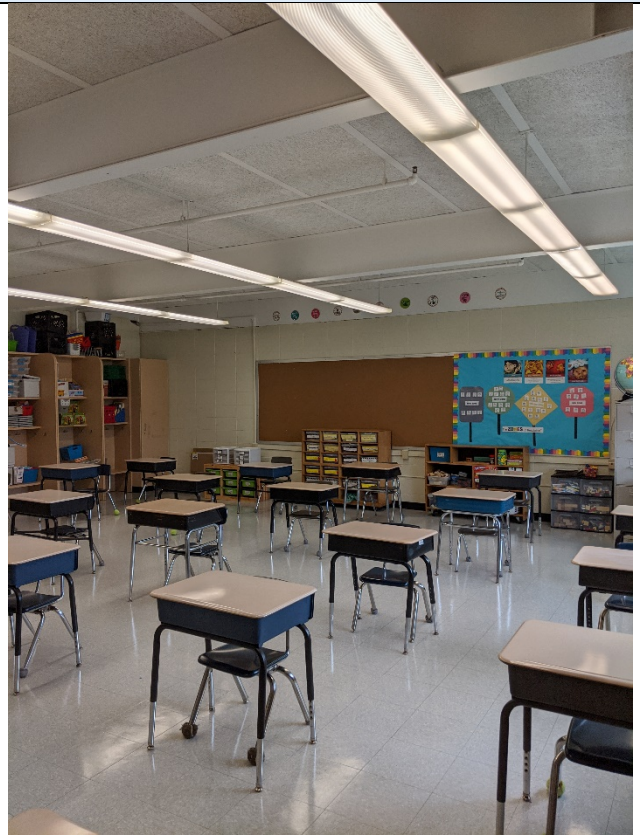
In each building, we have reimagined classroom spaces in order to maximize social distancing within the classroom. We are following the guidance of the [American Academy of Pediatrics](#) which indicates at minimum, a 3-foot distance between student desks up to a maximum of 6 feet as outlined in the [CDC Guidance for Reopening Schools](#). In addition, we are attempting to minimize surfaces within a classroom that would be frequently touched or difficult to clean such as carpets and extra furniture.

In all schools, desks will face in the same direction, and where there are tables, students will sit facing the front of the room on only one side of the tables and maximize the distance allowable between students. Teachers and other support professionals will wear face coverings at all times while in the classroom and will be located 6 feet from students in a marked area. This will ensure that appropriate distancing is maintained by all within the room.

The following table indicates information about the adjustments to classrooms to facilitate social distancing and a safe environment for staff and students.

## JOEL

- Desks will be placed approximately 4-5 feet apart from each other and will face the front of the classroom
- A designated teacher space will be identified in the front of the classroom with 6 feet distance from the students
- Individual desks will be purchased for all students in grades K and 1 to replace circle and rectangle tables that currently exist
- Students will have individual materials at their desk and sharing of materials will be minimized
- All rugs and excess furniture will be removed from the classroom
- Teachers will be provided with a smaller teacher desk/table



## ELIOT

- Desks will be placed approximately 5-6 feet apart from each other and will face the front of the classroom as designated by the classroom technology
- A designated teacher space will be identified in the front of the classroom with 6 feet distance from the students
- All Science Rooms will have science tables removed and replaced with desks
- Students will have individual materials at their desk and sharing of materials will be minimized
- All rugs in the lower academy and excess furniture will be removed from the classroom
- Teachers will be provided with a smaller teacher desk/table





## MORGAN

- Tables will be organized in rows with 6 feet between each row
- All students will face the front of the classroom
- Students will sit one to a table when class sizes allow which will allow for 6-foot distance between students
- Students will sit two to a table when necessary due to class sizes with maximum spacing at the table of 3.5 feet between students
- A designated teacher space will be identified in the front of the classroom with 6 feet distance from the students
- Excess furniture will be removed from the classroom



### **3A-2: SIGNS, MESSAGES, AND TRAINING PROTOCOLS**

In all schools, signs and messages related to stopping the spread of disease, as well as hygiene protocols will be posted and shared with students, staff, and parents. These will be provided in multiple languages and will be appropriate to each school's age group. Specific topics will include symptoms of COVID-19, how to stop the spread, social distancing, how to protect yourself and others, proper hand washing protocols, proper use of face coverings, use of hand sanitizer, and other pertinent information related to mitigating the spread of germs and COVID-19. Parents will receive information through the district's School Messenger system and social media prior to school opening and in an ongoing manner to build awareness of preventive measures and school protocols and expectations. Staff will be provided with training, and students will receive age appropriate lessons to understand how the virus spreads and the important ways that students can protect themselves and adhere to the protocols to protect their school community and families.



Training will be provided to all staff, including substitutes, during the opening days of professional development designated for August 24-28. Topics will include social distancing, cleaning protocols, hygiene practices, facial covering expectations, health office operations, and screening protocols for all staff, as well as other school/facility related topics. Training videos will be utilized to provide consistency of message and will be part of the induction process for all new staff hired after the initial training date. Written protocols will also be created and distributed to all current staff and substitutes and will become part of the employee handbooks and new staff induction/orientation process.

### **3A-3: VENTILATION**

All ventilation systems are maintained by the district and preventive maintenance is conducted per annual requirements to maximize each system's efficiency and operations. Prior to school each HVAC system has been inspected and serviced as needed, including inspection and replacement of filters and review of system operations. Controls of systems will be programmed to maximize outside air exchange, and ensure that the systems are operating properly during and following school day occupancy. A designated maintenance employee will check the systems operations on a daily basis through automated logic software and respond to any operational issues of the systems at each school.

### **3A-4: BATHROOM PROTOCOLS**

Bathrooms in each school will be cleaned according to the Department of Public Health's guidance for cleaning and disinfecting of schools during COVID-19. Bathrooms will be cleaned outside of school hours and twice during the school day and a log of cleaning for each bathroom in the building will be maintained and reviewed by the head custodian to ensure compliance.

In each school, mitigation strategies will be implemented as it relates to use of bathrooms. These strategies will include assigning cohorts of students to utilize particular bathroom spaces, monitoring student access, and limiting the number of students in bathrooms to ensure social distancing. In addition, in multi-stall bathrooms at each building, individual bathroom stalls will be designated for student/staff use with adjacent stalls remaining unused and blocked off to ensure proper distancing.

In student bathrooms throughout the district, sinks have touchless faucets installed. In addition, soap and paper towel dispensers are in close proximity to each sink and adequately filled. These dispensers will be checked and refilled throughout the day according to the established bathroom cleaning schedule to ensure materials are available at all times to students and staff.



## 3B: DAILY OPERATIONS

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

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

### **3B-1: COHORT GROUPS: CLASSROOMS, TEAMS, AND ACADEMIES**

Each school is implementing the concept of cohorting students which is a priority measure outlined in the *Adapt, Advance, Achieve* state plan document and is strongly encouraged for grades K-8. The idea of cohorts is described as emphasizing grouping of students by the same class/group of students and teacher so each team functions independently as much as possible.

To implement cohort grouping at the elementary level, specific groups of students will be assigned to a core teacher in their grade level and be considered a classroom cohort. These students and teacher will remain together as an individual classroom cohort throughout the day, while related arts teachers will come to the classrooms and provide instruction to each cohort in their assigned rooms. World Language, Music, Art, and Library/Media will be taught in the grade level classroom, while Physical Education will be taught outdoors whenever possible. When outdoors, students will be spaced at a minimum of 6 feet and the removal of masks will be permitted. If the weather limits outdoor Physical Education, an appropriate indoor activity will be provided. This would be taught in the classroom and would address the personal-social curriculum domain, fitness and wellness activities, or a health-related curriculum topic. All activities within the classroom would ensure appropriate social distancing.

At the middle school level, students would be teamed, but grouped together in a cohort with the same students each day and all day. Content area teachers would move from classroom to classroom to provide their instruction. In the 5th grade two-person team model, students would remain in their assigned homeroom and see two core classroom teachers, a world language teacher, and the assigned related arts teachers. In 6th grade, we have a two-person team and a four-person team model, so the experience would either be the same as the 5th grade or the students would remain in their assigned homeroom and see four core classroom teachers, a world language teacher, and the assigned related arts teachers.

At the high school, cohorting is much more difficult to accomplish due to the comprehensive nature of course offerings, student academic requirements, elective course pathways, and individual needs. The state plan encourages the idea of cohorting where feasible for grades 9-12. At The

Morgan School, our plan includes cohorting by Academy (9-10 and 11-12) and making some adjustments to the student course offerings in the elective area, dependent upon grade level needs and requirements. Core class offerings for students will not be altered. In most cases, 11th and 12th grade students will not have adjustments made to their elective choices. In grade 9, all students will be assigned to an elective developed with the intent to provide the transitional activities and experiences that are necessary for an effective transition to The Morgan School, and will ensure that students possess digital literacy skills necessary for remote learning at the high school level. In grade 10, student choices for electives will be matched as closely as possible, while still achieving the concept of cohorting.

The table below outlines the basic information regarding cohorts, foot traffic and hallways, and use of outside time:

<b>JOEL</b>	<ul style="list-style-type: none"> <li>● To the greatest degree possible students will remain throughout the day in a homeroom cohort with grade level peers</li> <li>● Cohort sizes will range from 15-22</li> <li>● Related Arts teachers will go to homerooms to deliver instruction and use outdoor spaces as needed</li> <li>● Lunch will be in the classroom with appropriate adult supervision</li> <li>● Recess will take place with grade level cohorts in designated areas around school property</li> <li>● Designated bathrooms assigned to grade level cohorts</li> <li>● Students will not move through the hallways of the school, except in their grade level location area to access bathrooms and to enter and exit the school</li> </ul>
<b>ELIOT</b>	<ul style="list-style-type: none"> <li>● Cohort classrooms will be organized in each grade level and the students in the cohort will remain together throughout the day <ul style="list-style-type: none"> <li>○ Lower Academy (gr. 5 &amp; 6) cohort rooms will have approximately 18 students per classroom.</li> <li>○ Upper Academy (gr. 7 &amp; 8) cohort rooms will have approximately 17-20 students per classroom.</li> </ul> </li> <li>● Cohorts will remain in classrooms and teachers (including related arts staff) will rotate through the schedule, visiting each cohort</li> <li>● Staff will be provided carts, bins, and necessary supplies in order to support classroom instruction.</li> <li>● Lunch will be in the classroom with appropriate adult supervision</li> <li>● Lower Academy recess will take place with grade level cohorts in designated areas around school property</li> <li>● Designated bathrooms assigned to grade level cohorts</li> <li>● Students will not move through the hallways of the school, except in their grade level location area to access bathrooms and to enter and exit the school</li> <li>● Grade level cohorts will arrive and dismiss together at designated times and areas</li> </ul>

<b>MORGAN</b>	<ul style="list-style-type: none"> <li>• Students will be organized into cohorts by Academy and be assigned to separate areas of the building. <ul style="list-style-type: none"> <li>○ 9/10 Academy Cohort - Classrooms located in D wing</li> <li>○ 11/12 Academy Cohort- Classrooms located in A wing</li> </ul> </li> <li>• Students in each Academy will remain in the assigned wing throughout the day.</li> <li>• Teachers will move to teach in the correct academy for the course taught</li> <li>• Students will pass between classes in a one-way pattern through the hallways and stairwells as designated by signage and floor markings</li> <li>• Lunches <ul style="list-style-type: none"> <li>○ 9/10 Academy Cohort - 3 lunch waves in the gymnasium with seating in the bleachers and spaced by 6 feet</li> <li>○ 11/12 Academy Cohort- 3 lunch waves in the cafeteria (approx. 60 students) and auditorium (approx. 40 students) with seating spaced by 6 feet</li> </ul> </li> <li>• Designated bathrooms assigned to each academy</li> <li>• No bathroom use during passing times, and access during classes will be monitored and limited to one student per class using the bathroom at a time</li> <li>• Designated entry and exit points to the school will be established for each Academy to maintain separation</li> </ul>
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### **3B-2: MAINTAINING AND NAVIGATING THE LEARNING SPACES INSIDE AND OUTSIDE**

Movement into and out of the school buildings will be controlled to mitigate contact between cohorts of students. Passing through hallways will include implementation of strategies to prevent close contact of students such as:

- Hallways and stairwells designated as one way whenever possible
- Staggered entry, exit, and hallway passing times
- Social Distancing of 6-feet when walking within the building
- Mandatory student mask wearing at all times



Entries and Exits, hallways, and any area that may involve the formation of lines will be marked with directional arrows, floor markers, and signage that will serve as reminders and guideposts to ensure all students and staff maintain approved distances of 6 feet.

Recess will be held outdoors and access to playground areas and equipment will be designated to maintain the established cohorts, and to ensure that all equipment can be cleaned appropriately between cohort use. Students will be able to remove facial coverings during recess as long as appropriate distances are maintained.

The use of outdoor areas for instructional purposes will also be encouraged and specific areas will be designated for cohort use. Teachers will be allowed to take classes outdoors to provide mask breaks and to provide instruction. Each building administrator will create designated areas to be utilized by cohorts and implement a system for teachers to request and schedule time outside for their students. While outdoors, and with appropriate social distancing, students and staff will be permitted to remove their masks. Prior to return entry into the building students and staff must put facial coverings on and wash their hands or use hand sanitizer as appropriate to the school and setting.

All Physical Education classes will be held outdoors, weather permitting. In the case of inclement weather, Physical Education teachers will be prepared with appropriate indoor activities that will abide by all social distancing and mask requirements.

In order to provide for the safety of our students and staff as they access outside areas, pass within the buildings, eat lunch, enter and exit the buildings, utilize bathrooms, or access other resource areas in the building, the district will hire campus safety and security monitors to assist in all of these responsibilities. Joel and Eliot will be assigned one monitor each, while Morgan will have a monitor assigned to each Academy. In addition, the district is fortunate to have a Clinton Police Officer to serve in the roll School Resource Officer (SRO). Officer Brian Corbin is currently assigned as the district's SRO and will work collaboratively to provide guidance and support to the school administration and the campus safety and security monitors. In addition, Officer Corbin will be available to provide support to Joel and Eliot Schools on an as-needed bases.

### **3B-3: ACCESS TO BUILDINGS AND AFTER SCHOOL ACTIVITIES**

An additional mitigation strategy to protect our schools is to limit outside exposure. Therefore, all nonessential volunteers and visitors will be restricted from our schools. To the greatest extent possible, parent meetings will be conducted by phone or through a virtual platform. Any person who needs to visit the school building should, when possible, schedule an appointment. Each school and the district offices will develop protocols that allow for contactless procedures for conducting business as is reasonable. This would include pick up or drop off of materials, early dismissal from school, late arrival to school, nurse office drop-offs, lunch service and mail

delivery. In addition, each office will designate a location in an area away from students and staff locations that will allow for necessary meetings with parents or visitors to occur and not impact the safety of students and staff.

School buildings will not be rented out to the public and access to the schools will be restricted after school hours, in the evenings, and on weekends in order to allow for proper cleaning of all areas of the building. The Superintendent will be responsible for evaluating any exceptions, and will limit any approvals to emergency circumstances or to meet specific Town of Clinton needs. For the 2020-2021 school year, the district anticipates continuing to partner with the Valley Shore YMCA to provide before and after school care programs to our elementary-aged students at Joel school.

Each of our schools will evaluate the possibilities of providing after school programs through virtual platforms. No after school activities will be allowed in the school buildings. Middle school and high school sports programs will operate according to the determinations and guidance of the CIAC unless in the judgment of the Superintendent, in consultation with local health department officials, it is determined that student contact and participation requires additional local restrictions. Sports contests will need to operate under all state and local restrictions regarding sizes of gatherings, and the district may further reduce the capacity of spectators who would be allowed to attend the athletic contests.

### 3C: CHILD NUTRITION

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

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

At each school, breakfast and lunch will continue to be served to students daily and follow all guidelines and standards related to these federal programs. Meals will be made on site each day and served in a grab-and-go style. Eligibility for free and reduced price meals will be determined and breakfast and lunches will be available for all students who qualify under the National School Lunch Program and for all other students who choose to purchase meals. No cash will be accepted.

Parents may send in a check for deposit into a child's lunch account, or parents may use MySchoolBucks, the district's online payment service which allows use of a credit or debit card.

Meals will be available to any students who qualify for free and reduced lunch regardless of whether or not they choose to return to in-person learning, provided they are participating in the district-provided temporary remote learning program. Meals for these students will be available at The Morgan School in a drive-through process. Times will be determined and communicated to any family that is eligible and not attending school in person.

A system for pre-ordering breakfast and lunch will be established at each school in order to allow for accurate meal counts and streamlined service.

<b>JOEL</b>	<ul style="list-style-type: none"><li>• Breakfast and lunch will be pre-ordered and delivered to classrooms by adults</li><li>• Students will eat at their desks and those who are eating may remove their masks to eat</li><li>• No sharing of food will be allowed</li><li>• Garbage cans will be placed in each classroom</li><li>• Custodians will be assigned to empty garbage after breakfast and again after lunch</li><li>• Any spills or cleaning of desks will be addressed by the classroom teacher or a custodian</li><li>• Students will have access to hand washing before and after eating</li></ul>
<b>ELIOT</b>	<ul style="list-style-type: none"><li>• Breakfast and lunch will be pre-ordered and delivered to classrooms by adults</li><li>• Students will eat at their desks and those who are eating may remove their masks to eat</li><li>• No sharing of food will be allowed</li><li>• Garbage cans will be placed in each classroom</li><li>• Custodians will be assigned to empty garbage after breakfast and again after lunch</li><li>• Any spills or cleaning of desks will be addressed by the classroom teacher or a custodian</li><li>• Students will have access to hand washing/hand sanitizer before and after eating</li></ul>

<p><b>MORGAN</b></p>	<ul style="list-style-type: none"> <li>• <u>Breakfast</u> will be provided to all students who choose to purchase it as they enter the building and it will be eaten in the classroom.</li> <li>• Students may remove their mask in the classroom to eat breakfast. No food should be consumed in the hallways.</li> <li>• <u>Lunches</u> for the 9th and 10th Cohort <ul style="list-style-type: none"> <li>○ Students will eat lunch in the gymnasium in the bleachers where they will have a designated spot to sit</li> <li>○ All students will be spaced at a minimum of 6 feet apart</li> <li>○ Entry to the gymnasium will be from the D wing, 1st floor hallway, side entrance</li> <li>○ Food items will be picked up upon entry to the gym if students are purchasing lunch through the school cafeteria</li> <li>○ Flow of students into the gymnasium will be monitored to ensure social distancing and mask wearing</li> <li>○ Locker Room bathrooms will be accessible to students</li> </ul> </li> <li>• <u>Lunches</u> for the 11th and 12th Cohort <ul style="list-style-type: none"> <li>○ Students will be divided and will be assigned to eat lunch in the cafeteria or the auditorium</li> <li>○ Students will be a minimum of 6 feet apart</li> <li>○ Entry to the lunch spaces will be from the A wing main stairwell. No students will access the lunch area from the middle hub staircase or upper hub</li> <li>○ Food items will be picked up upon entry to the lunch areas if students are purchasing lunch from the school cafeteria</li> <li>○ Flow of students into the lunch areas will be monitored to ensure social distancing and mask wearing</li> <li>○ Lower Hub bathrooms will be accessible to students and each area will be assigned a specific bathroom to use.</li> <li>○ Students may remove their mask while eating</li> </ul> </li> <li>• Breakfast and lunch will be pre-ordered by students</li> <li>• No sharing of food will be allowed</li> <li>• Garbage cans will be placed in accessible areas in all lunch spaces</li> <li>• Students will have access to hand washing/hand sanitizer before and after eating</li> </ul>
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### 3D: TRANSPORTATION

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

**Low Transmission Risk:**

- Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

**Moderate Transmission Risk:**

- Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.



**Safe Status**

Bus transportation can operate with no restrictions.



**Low Status**

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



**Moderate Status**

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

We have been informed that the State of Connecticut is in the Low Transmission category, which allows buses to operate at normal capacity. All bus drivers will wear facial coverings, all passengers will be required to wear a mask in order to board the bus, and masks must remain on for the entire trip. No student will be allowed onto the bus without a mask. Parents are expected to provide masks for their children, but buses will have disposable masks available in the unusual case where a student does not have a mask.

M & J Bus Company, contracted by the Clinton Public Schools, has developed cleaning protocols for their buses that include disinfecting of seats and high-touch surfaces between each run, and



increasing ventilation by opening windows and safety doors between runs. Drivers will ensure that all passengers who enter the bus are properly masked and not exhibiting any observable signs or symptoms of COVID-19 illness. In the case of any uncertainty or issues related to students entering the bus, the driver will radio the bus supervisor for guidance.

Routes will be determined based upon student ridership with the intent to reduce numbers of students on each bus and minimize the time for each bus route for each of the schools. When ridership numbers warrant, students will be spaced with empty seats in between to maximize social distancing. The front seats of the bus will remain empty to allow for 6 feet of distance between the driver and passengers. Each bus driver will establish seating for students that allows for the maximum distance between students except for those in the same household. Students will fill the bus from back to front, other than designated seating at the front of the bus for students in grade K. All students must remain seated during the entire bus ride and should not change seats at any time during the route. Any student who does not comply with mask-wearing, seating assignments, or other directions given by the bus driver or other adult assisting on the bus will be disciplined and may be suspended from the bus. The district is exploring the feasibility of assigning a bus monitor to each bus for the first two weeks to ride with students to ensure understanding of the bus rules and ensure adherence to the safety expectations.

Initial parent surveys indicated that bus ridership may be down approximately 40%. In early August, parents will be asked to indicate their intent to have their children ride the school bus. While non-binding, the information will be utilized in an attempt to adjust bus routes in order to balance the ridership and reduce the length of routes. Due to the potential reduction in numbers of students riding the buses, each school administrative team has developed an adjusted plan to manage the expected increase in parent drop off and pickup. In addition, the administration has modified the process for bus drop off and loading of buses at the end of the day to reduce student-student contact and maintain social distancing as much as possible. These processes will be reviewed with the Clinton Police Department to ensure all safety protocols and traffic patterns are addressed. All changes to school plans will be communicated to parents prior to the opening of the school year.

In the event that CT enters a Moderate Status, passenger density would be significantly reduced and schools would likely be in a hybrid learning model which would reduce the number of students on the bus. Although ridership would be reduced, the district would struggle to meet the required seating and spacing restrictions of the Moderate Status.

## SECTION 4: HEALTH PRACTICES AND PROTOCOLS

### 4A: EDUCATING AND PREVENTING

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

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

All students will be provided age-appropriate lessons and information about the new school protocols and expectations, including the reasons for the changes and new approaches. Students will be provided information about new health practices and how to work together to keep our school and community healthy. Topics will include social distancing, cleaning protocols within the school and classroom, hygiene practices, the importance of facial coverings, health office protocols, PPE, and how to stop the spread, and covering your cough or sneeze. Training will be provided by classroom teachers, Health and PE teachers, school psychologists, and other designated staff members

All classrooms will have access to sinks and soap in the room or in a nearby designated bathroom for hand washing, hand sanitizer as appropriate/safe, tissues, and disinfectant cleaners as needed.

## 4B: REPORTING ILLNESSES AND ADDRESSING VULNERABLE POPULATIONS

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### *Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.
- Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal.
- Educate staff and families about when to [stay home](#). Schools should properly communicate the content of this or any updated guidance.
  - Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the [symptoms consistent with COVID-19](#) that require keeping their students at home.
- Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

Each day before sending a child to school, parents will be asked to review the following information to ensure that their child is healthy, and will not put staff and other students at risk. In the event that a child has any symptoms on this list, parents should not send him/her to school, but should monitor his/her symptoms and contact their health provider for guidance.

People with COVID-19 have had a wide range of symptoms that are similar to many other illnesses and reports range from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.

### **SYMPTOM CHECKER**

Students should not be sent to school if they are experiencing any of the following symptoms:

- Fever of 100°F or greater without fever reducing medication such as Tylenol, Motrin, Advil or Cold Medication
- Cough
- Sore throat
- Shortness of breath
- Difficulty breathing
- Muscle pain
- Chills
- Headache
- Changes in taste or smell
- Nausea, vomiting or diarrhea

This list does not contain all possible symptoms. The CDC continues to update this list of possible symptoms as they learn more about COVID-19 and we will adjust and adapt our communications and expectations to parents on a regular basis to ensure that the latest guidance is being followed. Parents, students and staff will be instructed to stay home and inform the school nurse if they are sick with COVID-19 related symptoms, test positive for COVID-19 or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case. Upon receipt of this information, the nurse will consult with and inform the School Nurse Supervisor. The School Nurse Supervisor will contact the local health department whenever the schools are notified of a positive COVID-19 test result and will seek guidance as needed.

Each Nurse Office will do the following:

- Create and maintain surveillance documents and charting templates to track staff, student and family COVID-19 related symptoms, and share information with the appropriate personnel at the Connecticut River Area Health District (CRAHD).
- Provide the latest guidance from the CDC and the Department of Public Health to the parent, student, and staff and direct them when needed to testing sites in our local area. Links to state testing sites and state and CDC COVID-19 resources are also available on the school district website.
- Provide presumptive COVID-19 individuals information on how to manage their symptoms at home.
- The school district will comply with all health privacy laws to protect the identity of any impacted individual, but the district will notify members of the school community in the event there is a confirmed case in the district.

## 4C: SOCIAL DISTANCING

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.

Social distancing is a key mitigation strategy that requires maintaining a safe space between yourself and others within the school setting. The current CDC recommendations suggest that a physical distance of 6 feet or more should be maintained whenever possible. In a school setting, social distancing can be challenging at times in classrooms, hallways, and lunch rooms. As a result, the current plans for school operations have approached the concept of increasing physical distance between and among staff and students as much as possible. This includes spacing of desks in classrooms, limiting room capacities, and removing excess furniture in rooms in order to increase the distances between students.

In each of our schools, we have worked to reduce the number of times students will need to move through the hallways to reduce the challenges of keeping students apart. At Joel and Eliot, students will not pass between classes, but receive the majority of their instruction in a single classroom with teachers moving between spaces. In addition, we have adjusted our approach to lunches, and in grades pK-8, students will not eat lunch in the cafeteria in large groups or waves. Instead, students will eat lunch in the classrooms at their desks. At the high school, students will be on a block schedule so that they will not have to pass in the hallways as often, and when they do, hallways will be designated as one-way passing and students will be reminded to stay socially distanced as they walk to the next classroom. Lunches at the high school will occur in larger spaces with a limited capacity in each space so that students can be spaced at least 6 feet apart while eating.

Each school will also work to developed plans for arrival and dismissal to reduce contact between students that will include separate entrances and exits and staggered timeframes that will allow for better opportunity to maintain social distancing.

Clear signage shall be placed throughout the school as a reminder to maintain appropriate distances at all times.



## 4D: USE OF FACE COVERINGS, MASKS, AND FACE SHIELDS

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### *Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

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

Facial coverings represent another very important mitigation strategy to reduce the spread of COVID-19. All students in the school buildings will be required to wear a face covering, except in the limited cases as outlined in CDC guidance and the state plan requirements. This includes, “for anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance.” Exemptions from mask wearing at school will require medical documentation, and will be discussed and evaluated by the School Nurse Supervisor.

The wearing of face coverings will be a critical factor for the successful reopening and continued operation of in-person schooling. There are many aspects of teaching and learning that we will all need to adapt to when wearing a mask in school. Nevertheless, use of masks is an essential requirement of reopening. All students and staff will be required to wear masks when inside the building with the exception of when the individual is eating or drinking.

Situation- and student-specific exceptions will be granted when specified individualized services for students do not allow for the proper delivery of services if a mask is worn. In this case, mitigation strategies such as appropriate social distancing, and limits to time for service delivery without a mask will be implemented. During the time that a student or teacher is unable to wear a mask, additional mitigation strategies will be implemented, such as the use of face shields, clear masks, increased protective equipment such as medical-grade masks, or see-through partitions.

All teachers will be encouraged to schedule time outside the building during the day to provide mask breaks to students, but they must follow the school’s established procedures and ensure that students remain at least 6 feet apart when outside with their mask removed.

Due to the importance of this requirement in maintaining the overall health and safety of the entire school membership, any student or staff member who does not have a facial covering when arriving to school will be provided one prior to being permitted entry into the building.

## SECTION 5: HEALTH MONITORING PLAN

### 5A: PLANNING AND DISTRIBUTION OF INFORMATION

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws.

The School Nurse Supervisor, in conjunction with the local health department will establish a monitoring system that will entail the collection of data related to student and staff symptoms of illness, especially those that could be related to COVID-19. The data will be collected daily and aggregated weekly for submission to the local health department and to the Superintendent of Schools. The School Nurse Supervisor will communicate with the appropriate local health officials to monitor the trending data and identify any patterns of symptoms or transmission within the school environments. Close collaboration and communication between the local health department and the School Nurse Supervisor will be maintained, to allow for adjustments to data collection or implementation of additional screenings in the event of any changes in local community transmission.

## SECTION 6: CONTAINMENT PLAN

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- *The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.*
- Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following:
  - Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing.
  - Identification of a response team within the school and LEA with specific responsibilities.
  - Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school.
- Identify an "isolation room" (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.
- Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.

Two health offices will be established in each school in order to meet the various health needs of students. Each office will have specific functions to provide health support to students who are healthy (distribution of medications, triage of minor injuries, health monitoring, etc.), and to those who may be feeling ill. Health Office staff will create protocols in each school to ensure that students who are healthy are treated separately from those who are not feeling well. Anyone presenting with COVID-19-like symptoms will be isolated from other students until they are picked up by a parent, thereby ensuring the safety of all students and staff.

The process for identifying students who may need to be isolated will involve an assessment and evaluation of symptoms and answers to specific questions regarding any potential outside exposure to COVID-19. General guidelines will include evaluation of the student by the school nurse and a determination of whether a student is presenting with any of the following symptoms:

- Fever of 100°F or greater without fever reducing medication such as Tylenol, Motrin, Advil or Cold Medication
- Cough
- Sore throat
- Shortness of breath
- Difficulty breathing
- Muscle pain
- Chills
- Headache
- Changes in taste or smell
- Nausea, vomiting or diarrhea



The school nurse will evaluate the symptoms of the student, and if warranted, will ensure the student is separated from other students who may be present. The use of two offices will allow for appropriate separation of potential cases of COVID-19, as well as other easily transmissible viruses. The offices will be staffed with a Nurse and Health Aide at each school, and appropriate personal protective equipment (PPE) will be donned by health office staff as outlined in protocols to protect the health and safety of staff. Parents/guardians will be required to have a plan in place to pick up an ill student immediately, as well as a backup plan, so that sick students presenting with concerning symptoms may be picked up in a reasonably short period of time.

If the school becomes aware of any person who has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse Supervisor will notify the local health department immediately. The School Nurse Supervisor and the Superintendent of Schools will collaborate with the Connecticut River Area Health Department to assist in conducting contact tracing and to determine the quarantining of individuals as necessary. The school district will comply with all health privacy laws to protect the identity of any impacted individual, but the district will notify members of the school community in the event there is a confirmed case in the district.

#### **STAFF/STUDENT RETURN TO SCHOOL**

CDC guidance for discontinuing home isolation following COVID-19 related illness for non-healthcare workers will be applied in order to determine the return of a staff member or student after an absence due to COVID-19 related illness. The School Nurse Supervisor will monitor the guidance and adjust, update, and communicate the information to all families and staff when there are changes. The School Nurse Supervisor will also be responsible for applying the guidelines and approving the return of any staff/students in these circumstances. Current CDC guidance includes the following:

Students and staff returning to school after an absence due to COVID-19 related illness may discontinue home isolation when all of the following symptom-based strategies are met:

- At least 24 hours have passed since last fever without the use of fever-reducing medications and
- Improvement in symptoms (e.g., cough, shortness of breath); and,
- At least 10 days have passed since symptoms first appeared.
- <https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

Symptomatic students/staff will not be permitted to return to school until documentation from a medical provider indicates testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious. If the result is positive individuals must comply with CDC guidance.

### **GUIDANCE FOR NON-COVID-19 RELATED ILLNESS**

A student may return to school after the first 24 hours of various antibiotic treatments for contagious infections (i.e. strep throat, pink eye, etc.).

- 24 hours after an elevated temperature returns to normal without anti-inflammatory medication;
- 24 hours after their first dose of medication with a diagnosis of strep throat, to prevent the spread to other students;
- 24 hours after vomiting has ended;
- Upon adequate treatment for head lice, or other infestation/communicable disease, and assessed by the school nurse.

### **IMMUNIZATIONS AND HEALTH ASSESSMENTS**

Clinton Public Schools will follow the guidance provided by the state in the area of immunizations and health assessments

- Immunizations: Guidance from the Department of Public Health was issued dated June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations.
- Health Assessments: Guidance from the CSDE was issued dated June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school.

All questions regarding immunizations and health assessments should be directed to the School Nurse.

## SECTION 7: CANCELLATION OF CLASSES, REMOTE LEARNING, AND REOPENING PLANS

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

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

Local school districts are required to be prepared with several learning plans to respond quickly to any changes in local health data that would impact the ability of schools to remain open. Currently, the state has provided three categories that outline the type of learning that should be in place for students in a community.

## LOW

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

DPH will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.



## MODERATE

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

DPH will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.



## HIGH

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

The decision to reopen schools for in-person learning has been made by the Governor and is based upon the current low rates of COVID-19 transmission in the State of Connecticut. School districts will need to remain responsive to changes in state level decisions regarding schooling and remain prepared to transition to a different schooling plan, such as a hybrid plan or remote learning.

In the event that local conditions warrant a consideration for school class cancellations, the Superintendent of Schools will consult with the local health director, School Medical Advisor, School Nurse Supervisor, and the Connecticut State Department of Education regarding the decision. In the event of a cancellation, the school community will be notified through the school district's messaging system. Any closure will likely require the transition to remote learning in order to ensure continuity of student learning. As a result, every student in the district will be provided with an appropriate learning device (pK-1 Chrome tablet; 2-12 Chromebook). These devices will be utilized in the classrooms on a daily basis and students will become familiar with the devices and platforms that will be utilized for in-person learning as well as for remote learning. Each school, in conjunction with the Director of Technology will develop a system for distribution and effective management of the devices so that in the case of a sudden closure, students will have their devices at home to transition immediately to remote learning.

#### **SCHOOL DECISION TREE**

The CDC has provided a School Decision Tree which is a tool to assist in making reopening decisions for schools during the COVID-19 pandemic. This is a guide to decision-making following a decision to close due to state directives or local decisions. If the Clinton Public Schools are forced to close during the 2020-2021 school year due to changes in local conditions relative to COVID-19 transmission, the district would utilize this decision tree and coordinate with state and local health officials, to determine the most appropriate decisions for the Clinton Public Schools and reopening.

## SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

### Should you consider reopening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY  
NO



### Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL  
YES

ALL  
YES

ANY  
NO



### Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL  
YES

ANY  
NO



OPEN AND  
MONITOR



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

## 7A: FUTURE PLANNING FOR REMOTE BLENDED LEARNING

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.
  - Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model.
- Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.

Due to positive containment efforts in Connecticut, the Connecticut State Department of Education (CSDE) has directed all local school districts to plan for a return to in-person teaching and learning for the 2020-2021 school year. However, districts were also required to create a hybrid model in which schools would operate at reduced capacity, and a remote learning plan in which school buildings are closed and all instruction is done remotely, if the spread of COVID-19 increases locally. Additionally, support options for families who temporarily choose not to participate in the return to school due to a verified medical condition or for a variety of other reasons would also need to be provided. Clinton Public Schools has designed a continuum of instruction for each of the three models in the event that the district needs to shift from in-person to the hybrid or remote learning plan.

Online Learning Stakeholder Surveys were administered to students, parents, and staff regarding their online learning experience in the Spring of 2020. Results of the surveys and open-ended comments were summarized and presented to the Board of Education on June 15, 2020. The consensus among stakeholders indicated that all but eight families had internet connectivity, while all families reported having access to either electronic personal devices or district-issued Chromebooks. All stakeholders reported having sufficient tech support from the district's IT department and tech integration specialists.

The online surveys and open-ended comments described a desire for greater frequency for synchronous teaching and learning opportunities on the part of teachers, students, and parents. Parents and students reported significant difficulties in maintaining student engagement and focus during the school closure. In addition, parents of younger students expressed concerns regarding their ability to provide direct instruction to support their children's learning. Staff reported inconsistent student attendance during synchronous learning sessions and difficulty in reaching students and families to provide additional support.

As a result of the survey responses and subsequent meetings with administrators and staff members, three models of instruction have been prepared to account for the possibility of shifting from in-person to a hybrid or remote learning plan.

### **IN-SCHOOL LEARNING**

#### ***Full reopening - All students and staff to report to school.***

In this model, all schools will operate within their traditional school-day hours. Cohorting and modified schedules to reduce student movement within the schools will be implemented. In grades pre K-8, bell schedules will remain fairly consistent to current models at Joel and Eliot with modifications for increased time for drop-off and pickups, hand washing, and frequent mask breaks. Specials/related arts teachers travel to the students' classrooms to the greatest extent possible. The high school will operate on a full day block schedule to reduce the number of

transitions within the school day. In high school, students in grades 9 and 10 are to be clustered in the D wing while students in grades 11 and 12 will be clustered in the A wing.

### **HYBRID MODEL**

***50% daily enrollment with students attending on Mondays and Tuesdays or Thursdays and Fridays. Remote learning for students on days not in school.***

In this model, students will experience two days per week of traditional classroom instruction with up to 50% of their cohort, followed by three days of remote learning that support the previous in-class lessons. Individual and small group support based on individual student needs will be provided as needed. Teachers will be in school for four days, with all students and staff learning from home on Wednesdays to allow for deep cleaning and disinfection within the schools. Students who are part of Cohort A would attend in-person on Monday and Tuesday, while Cohort B students would be involved in distance learning on those days. All students and staff will be involved in distance learning from home on Wednesday. On Thursday and Friday, Cohort A students would be learning from home and Cohort B students would attend classes in person.

<b>HYBRID MODEL</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<u>Cohort A</u> In-Person	<u>Cohort A</u> In-Person	All Students Distance Learning	<u>Cohort A</u> Distance Learning	<u>Cohort A</u> Distance Learning
<u>Cohort B</u> Distance Learning	<u>Cohort B</u> Distance Learning		<u>Cohort B</u> In-Person	<u>Cohort B</u> In-Person

### **REMOTE LEARNING**

***No students in school. All teaching and learning to take place at home.***

In this model, instruction for all students will feature both synchronous (real-time) and asynchronous sessions. Individual and small group support based on individual student needs will be provided as needed. Curricula will parallel in-person learning to the greatest extent possible with units of study to be condensed to focus on priority learning standards at each grade-level.

The district plan for remote learning will focus on the successful frameworks from our spring remote experience while building in components to address perceived and real shortcomings. The remote learning plan will rely on the use of the same learning platforms as were used in the spring with SeeSaw being the platform for pk-2 and Google Classroom in grades 2-12. Teachers will utilize these learning platforms during in-person instruction and work with students and parents to become familiar with the features and systems to provide for a smooth transition to remote learning if it becomes necessary.



We are also developing plans to implement improvements to the remote learning experience by implementing specific expectations for student attendance on a daily basis, increasing contact with teachers in synchronous learning, establishing new methods to streamline and improve communication, providing embedded structures to assist students with time management, incorporating new approaches to assess student learning, and establishing clear grading expectations and due dates for work.

## SECTION 8: ACADEMICS

### 8A: SPECIAL EDUCATION

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

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

During the period of school closure, case managers and service providers carefully reviewed the IEPs of all students receiving special education in order to determine the services necessary for the delivery of FAPE to the maximum extent possible and appropriate through online service delivery. Based on federal and state guidance and on an individual basis, we will consider and assess the needs of all students receiving special education and determine the services and supports necessary for meeting their needs following the period of school closure.

Students receiving special education services and 504 accommodations will be afforded access to the supports and services in place for all students. As we collect information from parents regarding their plans to return their students to school, we will contact parents of students with IEPs and 504 accommodations who indicate that they will not plan to have students return. We will then work collaboratively with families to consider individual student medical, academic, and social/emotional needs in order to design alternative plans for the delivery of specialized instruction/accommodations which may include a modified schedule, online learning, and/or hybrid model.

We will ensure that we have protocols in place for students with complex medical and/or developmental needs so that they can meaningfully access their IEP programs and services to the maximum extent appropriate. When necessary, existing plans may be modified based on IEP team input in order for students to work toward mastery of their IEP goals. Staff will receive specialized training and PPE supplies in order to ensure their safety and the safety of students.

In advance of reopening, we will provide families with resources to review with their children regarding the safety protocols they will encounter upon return to school. Developmentally appropriate social stories will be provided to families to share with their children and parent strategies will also be provided. Topics will include requirements related to face masks, new school routines and expectations, and managing anxiety related to the changes resulting from the current pandemic. In addition to the reconfiguring of classroom space and updated cleaning protocols, training and PPE supplies will be provided to staff who work with students who may be unable to wear face masks for purposes of service delivery or medical reasons.

## 8B: ENGLISH LEARNERS (ELs)

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### *Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

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

All English Learners are provided with equal access and opportunity to high-quality instruction and support in all academic areas of the general education classroom. The English Learner program is staffed by certified Teachers of English to Students of Other Languages (TESOL) and World Language teachers along with English as a Second Language (ESL) paraprofessionals who work collaboratively with literacy and math interventionists and classroom teachers to support student needs. Academic support is provided both in the classroom through a "push in" model and in a resource room "pull out" model for more intensive and individualized instruction.

During school closures, English Learners continue to receive both their general education, grade-level instruction as well as supplemental academic support which is provided by the ESL teacher. The ESL teacher also acts as a case manager, ensuring that English Learners have the internet

connectivity and mobile devices necessary to access classwork and support family engagement and communication efforts.

At the elementary and middle school levels online instructional support is planned by ESL teachers who participate in both in the virtual classroom setting and provide pull-out support in which students work with the teacher individually or in small groups to improve their language acquisition. Native language support is provided to our Spanish speaking students as needed.

At the high school level, instructional support is provided by the ESL teacher and ESL paraprofessional. The ESL teacher provides virtual instructional classes in which the students receive intensive language support while the ESL paraprofessional supports English Learners in their mainstream online classes. The school's literacy specialist and ESL teacher collaborate to support mainstream teachers in order to provide scaffolding, modifications, and other supports for English Learners. Native language assistance is provided to our Spanish speaking students as needed.

The district maintains and promotes ongoing communication with parents and guardians with limited English proficiency in a variety of ways. ESL teachers proficient in the family's native language make frequent phone calls to provide progress reports, lend assistance, or answer questions. When not conversant in the family's native language, teachers utilize Language-Line for real-time translations. Additionally, all written communication is translated into the family's native language as needed and the district website features a translation function to translate all posted information.

English Learners who are also identified as students with disabilities continue to receive support for their English Learner needs, as well as support for their identified learning disability. During COVID-19, these dually identified students continue to receive these supports and have access to online support offered by both the ESL and special education staff to the greatest extent possible.

## SECTION 9: FAMILY AND STUDENT ENGAGEMENT

### 9A: FAMILY SUPPORT AND COMMUNICATION

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.
- Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines.
- Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.
- Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.

Clear and ongoing communication about planning for reopening schools in 2020-2021 is a priority, and many stakeholder groups have been involved in the planning for reopening, and will continue to be, as we move closer to the opening of schools and plan for all of the detailed implementation strategies and procedures that will need to be altered to open schools safely this school year. The administrative team has worked collaboratively to develop plans that meet the state requirements, and have worked to share those developing plans with staff members, the Board of Education, the Clinton Public Schools Reopening Advisory Committee, and parents in the district. A weekly reopening of schools update was established in July and it serves to provide information about important developments in guidance and key details of each of the school plans for reopening. In addition, upon release of the plan to the community, parents will have an opportunity to provide feedback and ask questions through online submissions and virtual meetings. The district website has a specified location for School Reopening on its landing page and all information and resources related to school reopening and support materials available for parents and students will be housed in that one location for ease of access.

### 9B: SOCIAL-EMOTIONAL LEARNING (SEL) AND MENTAL HEALTH

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged.
- Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

District mental health professionals are currently preparing a series of social-emotional learning activities to be shared with both staff and students upon their return to in-school learning. During staff professional development sessions, school social workers and psychologists will lead participants in training on how to talk to and support children during a pandemic. Staff will be able to recognize signs of students in distress, know what to say to a student, and where to refer students for more help. In addition, staff will receive tips on how to build relationships with students that will foster a sense of safety and well-being.

Lessons for students will be delivered by school social workers, school psychologists, school counselors, and health teachers in all grades. Topics include self-care, anxiety, dealing with new environments and rules, managing stress, new teachers/classmates, dealing with cohorting and social distancing.

Annual back-to-school training sessions for staff include: DCF mandated reporting, bloodborne pathogens, sexual harassment and anti-bullying. This annual training will be augmented to include signs of abuse that may be related to prolonged confinement. This year, a new module for QPR (Question, Persuade, Refer) suicide prevention refresher training will be provided to all staff that underwent the initial training during the 2019-2020 school year.

## 9C: AFTER-SCHOOL PROGRAMMING

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance.
- Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing

Clinton Public Schools will not be offering in-person after school activities to students in the Fall. Decisions about middle school and high school athletics for students in Clinton will be based on the guidance of the CIAC. Understanding that engagement of students in school-related programs and activities is an essential and important part of the building of strong school communities and student development, each school will explore ways to offer alternatives to the traditional programs that have been offered in the past. The Eliot After Hours program and the various clubs and activities offered to students at Morgan may be offered in a virtual platform to start the year, with further development of activities and afterschool programs to be explored as we continue into the school year.

In the past, the district has partnered with the Valley Shore YMCA to offer before and after school care to students in grades K-5. We anticipate that we will continue this collaboration and partnership while employing all appropriate safety measures and cleaning requirements so that our families in need of this program are supported, and our school buildings are safe for our students during the day.

## SECTION 10: CAREER AND TECHNICAL EDUCATION

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.

It is the intent of the district to continue to offer programs in our Career and Technical Education (CTE) course pathways, including business, video, technology education and culinary arts. At each school, the course content will be adjusted to minimize the need for multiple classes to utilize the shared labs/kitchens each day. Instruction will be provided in the cohort classrooms at the middle school with controlled opportunities to learn in the technology labs and work rooms that will limit the number of cohorts in the rooms to one per day. At Morgan, when multiple classes will be in the areas of the technology rooms and kitchen on the same day, specific protocols will be established to clean and disinfect equipment and tools, students will utilize gloves, and hand washing, and other mitigation strategies will be implemented.

## SECTION 11: STAFFING AND PERSONNEL

### 11A: CERTIFICATION AND PERSONNEL PLANNING

*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC [guidance](#) related to the ADA and the COVID-19 pandemic.
- Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.

In Clinton, our teachers, paraeducators, and staff members are the key resources that lead to our success. The quality and commitment of our staff to meeting the needs of all students is exceptional. It is imperative that the district works diligently to create a safe and secure environment for all teachers and students. In doing so, we are hopeful that we will be able to have 100% of our teachers and staff members return to work and help our students learn and achieve. In situations where staff have impediments to return to the classroom during the pandemic, the district is committed to working with staff members to evaluate the circumstances and attempt to find accommodations that will allow for a return to work. The district has established a process to identify and work with staff members who may need accommodations under ADA or who may have impacts that will prevent their return to work. All legal guidelines will be followed in working through regulatory requirements related to personnel.

It is imperative that the district is able to return staff to work to meet the staffing needs for a full reopening of school. In the situations in which staffing positions are left unfilled, the district will work to build a pool of qualified substitutes who will fill vacancies as they arise. Staff must not report to work if they are experiencing any possible symptoms of COVID-19 or are ill in order to protect the health and well-being of all students and staff. As a result, it is expected that the district will find that more substitutes will be needed during the 2020-2021 school year. Recruitment and hiring processes will be examined and supported in an effort to ensure that all classrooms in the district are covered with a quality substitute when teachers are absent.

## 11B: PROFESSIONAL DEVELOPMENT

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*Connecticut State Department of Education's "Adapt, Advance, Achieve" Requirements:*

- Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data.

On July 21, 2020, the Clinton Board of Education voted to modify the 2020-2021 district calendar to increase the number of professional development days from three to five. This was accomplished by shifting two student school days to professional development days for teachers. The first day of school for students is now September 1, 2020 with the last day of school being June 10, 2021, resulting in a total of 181 school days for students.

Teachers will now have a full week of professional development: August 24-28. Plans are being made to include paraeducators and substitute teachers for part of the week as well. Additionally, the district provides monthly early release days for students to afford staff frequent opportunities to participate in continued professional development and training that may be necessary to address further recommendations and requirements from the CSDE or public health officials.



The district-wide professional development plan under development will prioritize the following topics:

- Health Practices and Protocols: social distancing, cleaning protocols, hygiene practices (hand washing, face coverings, cough etiquette), reporting illnesses, supporting social and emotional learning.
- Supporting the social-emotional and mental health needs of students and a closer look at equity and bias in education
- Customized training of district-endorsed technology tools, apps, and subscriptions
- Teaching fluidity: Moving from in-person to hybrid to remote learning. A look at planning, instructional practices, feedback, assessment, and grading.

In addition to the robust professional development offerings, teachers and staff will be provided room prep time to reconfigure classrooms to maximize instructional space and promote social distancing. All staff will be briefed on school-based revised routines, transitions, and procedures to be implemented for in-person learning.

## SECTION 12: CONCLUSION

This plan represents a combination of district-level and school-based planning as it relates to requirements in the state reopening guidance. Many details of reopening have been established and determined, while every day brings additional information and clarifications that then must be considered and solutions devised. Moreover, each building administrative team is developing specific school-based plans to operationalize the requirements and decisions. At the same time, we continue to work to fully determine and finalize other details of the plan. This document will continue to be updated as necessary and should be considered a ‘living’ document that will continue to evolve. The goal is that this document will serve as a comprehensive outline of all of the learning components and mitigation strategies being implemented for the 2020-2021 school year.

We cannot determine exactly what challenges we will face in the course of this school year. There are many uncertainties that we cannot fully define or address in this moment. What we know and will hold as truth, is that in Clinton, we are committed to doing this together and that we will find success. We will work to break down the barriers and isolation that have become part of the COVID-19 response and nurture the social and emotional well-being of our students and staff. Together, we will continue to nurture and develop our students’ potential and to provide a positive learning environment, no matter where it is physically located. Together, we will achieve our mission to ***empower all of our students to embrace and influence the future with courage and compassion.***