

# Reopening the Willington Public Schools



**DRAFT**

**Version 1.1**

**July 24, 2020**

Developed following guidelines from the Connecticut State Department of Education

Date of Submission:	July 24, 2020
LEA Name:	Willington Public Schools
Reopening Plan Point of Contact:	Phil Stevens, Superintendent
Contact Email:	<a href="mailto:pstevens@willingtonct.org">pstevens@willingtonct.org</a>
Contact Phone:	860-487-3130
LEA COVID-19 Health and Safety Compliance Liaison:	Phil Stevens, Superintendent
Liaison Email:	<a href="mailto:pstevens@willingtonct.org">pstevens@willingtonct.org</a>

## **A Message from the Superintendent of Schools**

This return to school plan was developed to meet the challenges related to COVID-19. The health and safety of all students and staff is and always will be my number one priority, with educating students as a near second. Neither one of these priorities are easy to fulfill without additional funding. This plan was developed with a committee of over 20 stakeholders, all who agree that it won't be effective without additional support. We are planning to have all our students and staff back in classrooms on September 3, but let me be clear that classrooms, and the school, will look drastically different in an effort to minimize the spread of COVID-19 should it infiltrate our schools. The protocols outlined in this plan are intended to provide students an opportunity to learn within our buildings while meeting very strict safety requirements.

No matter the model of implementation this fall, our staff will be there for your children to help them grow academically, socially and emotionally. We fully recognize that remote learning is not the best option for our students, but it has to be one of our options to maintain the health and safety of our school community members. Many superintendents have said that remote learning is a reasonable alternative, which I believe it is, but it doesn't compare to the education a student receives during in-person schooling.

During these challenging times we have to work collaboratively to educate our children. We will continue to collect your feedback to overcome this health crisis as families play a tremendous role in the implementation of this plan. The success of the district, which equates to the academic, social, and emotional growth of your child, requires creative problem solving and a team approach. Thank you to all the volunteer hours committed by our staff and parents to create this plan. Please forward any thoughts, concerns and ideas at any time.

The Willington Public Schools reopening plan for the 2020-2021 school year has been developed in consultation with the Eastern Highlands Health District and stakeholders. Our plan is grounded in the six guiding principles outlined below by the Connecticut State Department of Education:

1. Safeguarding the health and safety of students and staff;
2. Allowing all students the opportunity to return to school full time starting in the fall;
3. Monitoring the school, students, and staff and, when necessary, potentially canceling classes in the future to appropriately contain COVID-19;
4. Emphasizing equity, access, and support to our students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with our partners including families, educators, and staff; and
6. Factoring into decisions about reopening the challenges to the physical safety, social-emotional well-being, and the mental health needs of our students when they are not in school.

## Table of Contents

Reopening Advisory Committee Members/BOE Members	5
Subcommittees/Subcommittee Members	6
Pandemic Response Compliance Liaisons	7
Timeline	8
Continuum of Learning/General Overview of Each Model	9
Communications Plan	9
Plan Layout	9
Facilities/Cleaning	10-16
Food Services/Child Nutrition	17-18
Transportation	19-23
Health	24-34
Instruction	35-42
Unified Arts	43-46
Scheduling	47-48
Mental Health and Social Emotional Support	49-55
Reimagining CT Classroom: A Glossary	56-57

**Willington Public Schools  
Reopening Advisory Committee Members**

<b>Name</b>	<b>Role</b>
Phil Stevens	Superintendent of Schools
Rich Napoli	CES Principal
Mary Kay Tshonas	HMS Principal
Marcia McGinley	Pupil Service Director
Erica Bushior	Administrative Intern, HMS Teacher
Sean Conlin	WEA Co-president, HMS Teacher
Victoria Lee	CES Teacher, parent
Stacey Britner	HMS Teacher
Kim Tillona	School Counselor
Sarah Hebert	Social Worker
Chris Tillona	HMS Sp.Ed. Teacher
Jan Castle	CES Music Teacher
Marcia Panciera	HMS Nurse
Lynne Fox	CES Nurse
Nichole Page	WESS Pres./HMS Secretary
Matt Jensen	CES Maintenance
Steve Folino	HMS Maintenance
Tanya Smith	PTA Pres./Parent
Sara Anderson	Parent
Kirstie Farrar	Parent
Jeff Farrar	Parent
Desiree Daigle	Parent, CES paraprofessional
Don Castle	Food Service Director
Dr. Eccles	WPS District Medical Advisor
John Hipsher	Transportation Company
Robert Miller	Eastern Highlands Health District

**Board of Education Members**

Herb Arico	Chair
Elena Testa	Vice Chair
Michelle Doucette Cunningham	Secretary
Ann Grosjean	
Tracey Anderson	
Donna Cook	
Laura Rodriguez	

## Willington Public Schools Reopening Advisory Committee: Subcommittees

The Willington Public Schools Reopening Advisory Committee includes administrators, teachers, paraprofessionals, administrative assistants, custodial/maintenance staff, food service director, parents, and business office staff. Subcommittees, indicated below, provided feedback and direction based on state guidelines and recommendations to draft a plan for the reopening of the Willington Public Schools.

### **Cleaning:**

Phil Stevens, Superintendent  
Rich Napoli, CES principal  
Mary Kay Tshonas, HMS principal  
Matt Jensen, CES maintenance custodian  
Stephen Folino, HMS maintenance custodian

### **Scheduling:**

Phil Stevens, Superintendent  
Rich Napoli, CES principal  
Mary Kay Tshonas, HMS principal  
Sara Anderson, Parent  
Tanya Smith, PTA President/Parent  
Stacey Britner, Teacher  
Sean Conlin, WEA Co-president/Teacher  
Chris Tillona, Teacher  
Erica Bushior, Teacher  
Desiree Daigle, Parent/Paraeducator  
Victoria Lee, Teacher  
Janice Castle, Teacher

### **Health:**

Phil Stevens, Superintendent  
Lynne Fox, RN, CES Nurse  
Marcia Paniera, RN, HMS Nurse  
Nichole Page, WESS President/Secretary  
Dr. Terry Eccles, District Health Advisor

### **Transportation:**

Phil Stevens, Superintendent  
Nichole Page, WESS President/Secretary  
Sara Anderson, Parent  
Jeff Farrar, Parent  
Desiree Daigle, Parent/Paraeducator  
Tanya Smith, PTA President/Parent

### **Unified Arts:**

Phil Stevens, Superintendent  
Rich Napoli, CES principal  
Mary Kay Tshonas, HMS principal  
Jeff Farrar, Parent  
Tracie Canistrari, Teacher  
Janice Castle, Teacher  
Sean Conlin, WEA Co-president/Teacher  
Amy Redding, Library/Media Specialist  
Alison Spector, Teacher  
Jason Phillips, Teacher

### **Instruction:**

Phil Stevens, Superintendent  
Rich Napoli, CES principal  
Mary Kay Tshonas, HMS principal  
Kirstie Farrar, Parent  
Jeff Farrar, Parent  
Stacey Britner, Teacher  
Chris Tillona, Teacher  
Erica Bushior, Teacher  
Desiree Daigle, Parent/Paraeducator  
Victoria Lee, Teacher

### **Mental Health/Social Emotional:**

Phil Stevens, Superintendent  
Marcia McGinley, Pupil Services Director  
Sarah Hebert, Social Worker  
Kim Tillona, School Counselor  
Kirstie Farrar, Parent  
Desiree Daigle, Parent/Paraeducator  
Erica Bushior, Teacher  
Victoria Lee, Teacher  
Janice Castle, Teacher

**Willington Public Schools  
Pandemic Response Compliance Liaison**

<b>Health</b>	<b>Instruction</b>	<b>Mental Health</b>	<b>Transportation</b>
<b>Food Services</b>	<b>Willington Public Schools Compliance Liaison: Superintendent</b>		<b>Scheduling</b>
<b>Unified Arts</b>	<b>Facilities</b>	<b>Cleaning</b>	<b>Technology</b>

**District Liaison:** Phil Stevens, Superintendent of Schools  
[pstevens@willingtonct.org](mailto:pstevens@willingtonct.org)  
 40 Old Farms Rd  
 Willington, CT 06279  
 860-487-3130

**Responsibilities:** The district liaison will engage students, parents, staff, and administrators to answer questions about the health and safety requirements of the Willington Public Schools reopening plan and address questions about compliance.

**Center School Liaison:** Rich Napoli  
[rnapoli@willingtonct.org](mailto:rnapoli@willingtonct.org)  
 12 Old Farms Rd  
 Willington, CT 06279  
 860-429-9367

**Hall School Liaison:** Mary Kay Tshonas  
[mtshonas@willingtonct.org](mailto:mtshonas@willingtonct.org)  
 111 River Rd  
 Willington, CT 06279  
 860-429-9391

**Responsibilities:** The school liaisons will support the implementation of the health and safety requirements of the Willington Public Schools reopening plan and address questions about compliance. School liaisons will communicate successes and concerns to the district liaison.

## Timeline

This is a timeline of events for the development, review, and revision of the Willington Public Schools reopening of schools plan.

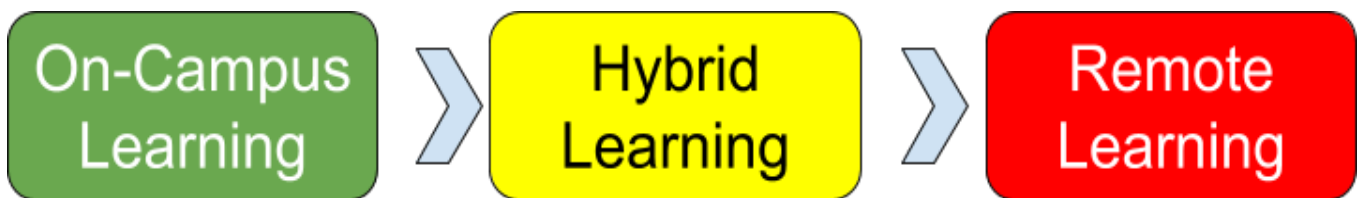
May 18, 26 June 1, 8	Admin meetings: Return to School Think Tank
June 29	Release of state plan Review of state plan
July 3	Formation of Willington Public Schools Reopening Advisory Committee Formation of subcommittees
July 13, 15 July 14, 16	Health subcommittee meeting Cleaning subcommittee meetings Transportation subcommittee meetings Social Emotional Learning subcommittee meetings
July 15, 17	Unified Arts subcommittee meetings Instruction subcommittee meetings Scheduling subcommittee meetings
July 21	Reopening Advisory Committee meeting, review of draft plan
July 21	Staff Zoom: Town Hall meeting, review of draft plan
July 23	Parent Zoom: Town Hall meeting, review of draft plan
July 24	Submission of Draft Plan to the State Department of Education
July 27	Parent survey regarding intention to participate Staff survey
July 31	Staff Zoom: Town Hall meeting
August 5	Board of Education meeting, plan review
August 7	Parent Zoom: Town Hall meeting
August 31	First day for staff
September 3	First day for students

## Willington Public Schools Continuum of Learning

As directed by the Connecticut State Department of Education we have developed three contingency plans to prepare for the 2020-2021 school year:

1. On-campus learning model for all students
2. Hybrid model with on campus learning and distance learning
3. Remote learning only model

We are committed to creating a comprehensive plan for each scenario above. Each plan has specific requirements regarding health and safety standards. An increase in cases in Willington will result in a change in our learning plan as identified in collaboration with the Eastern Highlands Health District and Connecticut Department of Education. The State of Connecticut has developed a plan (Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together) for all students to return to on-campus learning at the start of the school year. The district will be prepared to shift to a different model while ensuring the highest levels of access to instruction as possible. The graphic below represents how our learning plan will be adjusted based on the prevalence of COVID-19.



### General Overview of Each Model

	LITTLE OR NO COMMUNITY TRANSMISSION	MINIMAL OR MODERATE COMMUNITY TRANSMISSION	SUBSTANTIAL COMMUNITY TRANSMISSION
<b>Instruction</b>	Instruction is 100% in-person	Instruction is a balance of in-person instruction (2 days) and remote learning (3 days).	100% remote learning
<b>School Prevention measures</b>	Social distancing at 6 ft. as best as possible with all wearing masks  Students in cohorts	Social distancing at 6ft. as best as possible with all wearing masks; 50% of students in-person  Students in cohorts	Buildings closed to students
<b>Transportation</b>	Full capacity with health and safety protocols	Bus capacity significantly reduced with additional health and safety protocols	Suspended



## **Willington Public Schools Communications Plan**

Communication to families, staff and students is always critical to the success of a school district. This continues to hold true during the COVID-19 pandemic. Below is a general overview of the methods the district will implement to continually update stakeholders. Each section of the plan also has a communication section that addresses specific messages/information required as part of the plan.

### **Families**

- Use of School Messenger system to notify staff and families (phone, email, and text)
- Use of district Facebook Page to share information
- Use of [district website](#) for policies, procedures, and updates (COVID-19 landing page)
- Surveys to collect data as needed
- Weekly school communications from principals via the Digital Backpack

### **Staff**

- Use of School Messenger system to notify staff and families (phone, email, and text)
- Use of district Facebook Page to share information
- Use of [district website](#) for policies, procedures, and updates (COVID-19 landing page)
- Surveys to collect data as needed
- Weekly school communications from principals

### **Students**

- Update Google for Education email system for students to be able to receive/send internal emails from @willingtonct.org addresses
- Ongoing communications regarding stopping the spread and mitigation strategies

## **Willington Public Schools Plan Layout**

The Willington Public Schools plan for reopening schools is sectioned into the following categories:

1. Facilities/Cleaning
2. Food Services/Child Nutrition
3. Transportation
4. Health
5. Instruction
6. Unified Arts
7. Scheduling
8. Mental Health

Each section of the plan has a brief overview, identifies some of the specific requirements and guidelines, and then how Willington will address each area. The end of every section identifies communication and professional development that will be required to ensure success.

# Facilities/Cleaning

The health and safety of students and staff is our most critical priority as we plan for the reopening of the Willington Public Schools. The use of facilities along with cleaning protocols have been developed for the health and safety of our students and staff. The Department of Public Health provided [guidance](#) around facilities during the COVID-19 pandemic. The reopening of the Willington Public Schools requires coordination and participation from all stakeholders in the administration of our policies.

## Classrooms

### Requirements

- Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout, and students should face the same direction.

### Guidance

- Install floor markings to illustrate social/physical distancing.
- Use outdoor instruction where health and safety conditions and physical space allow.
- Ensure the classroom cohort will have access to washing stations, and if necessary, plan for temporary washing stations or hand sanitizer dispensers.

### Willington Response

- Desks/tables will all be facing the same direction and will be at least 4 feet apart (edge to edge). The distance from the center of each desk to the center of the next desk is approximately 5 ½ feet. The American Academy of Pediatrics states desks should be 3-6 feet apart when masks are worn.
- Classrooms have minimal furniture to allow for additional spacing, and spacing between students will be increased for smaller class sizes. Personal, non-essential items must be removed.
- Students will be assigned a desk and chair. If a student works at a shared seat at the teacher's table, it will be disinfected with a wipe between each use.
- Outdoor instruction is being promoted and tents are being investigated for both schools.
- Sit-upons (bleacher cushions) are being investigated to support outdoor instruction.
- Each classroom will have a sink for handwashing and a hand sanitizer dispenser outside their classroom (as long as distributors can locate them).
- Maintenance custodians, in collaboration with the building principals, will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium, etc) based on maintaining reasonable social distancing.
- Items that cannot be washed will be limited in classrooms.
- Each student's school supplies will be in an individually labeled storage container provided by the district. Lockers will not be used as students will hang their backpack on their chair (or another

separate/safe space in the room). Students will take home belongings each day. Belongings such as personal stuffed animals and other toys will be strongly discouraged.

### **Cleaning Protocols**

Cleaning common touch points is an important measure in maintaining safe schools. Clear expectations for cleanliness is documented below.

#### **Requirements**

- Comply with the Department of Public Health guidance for cleaning and disinfecting of schools.

#### **Guidance**

- Identify at least one separate bathroom near the isolation room for an individual who began experiencing symptoms while at school.
- Plan and communicate ways to maximize social distancing in multi-stall shared bathrooms.
- When consistent with fire code, privacy considerations, and health and safety requirements, consider propping doors open.
- Place a trash can and paper towel roll by the bathroom door to allow students and staff to prevent them from touching the handle with their hands.
- Install touch-free single-use paper towel dispensers, garbage bins, faucets, urinals, and toilets if possible.

#### **Willington Response**

- Touch surfaces will be cleaned several times per day. A written log will be maintained by the maintenance custodian in each building. Common touch points include railings, elevator buttons, door knobs, office counters, photocopiers, restroom doors, etc.
- Separate written cleaning logs will be maintained for bathrooms (toilet handles, toilets, faucet handles, touchless soap dispensers, and touchless paper towel dispensers). Bathroom surfaces need to be cleaned and disinfected twice daily (minimum) during school hours. The approximate times for this cleaning will be CES: 11:00 a.m., 1:30 p.m. HMS: 10:00 a.m., 12:30 p.m. One set of bathrooms will be open at CES when the other is being cleaned. Bathrooms will be closed for use for approximately 10 minutes during cleaning.
- We are investigating the use of a product that will allow students and staff to open doors (if applicable) without needing to touch the door. [INSTALL](#) product sample. If these are not feasible, maintenance custodians will place trash cans and paper towels by each bathroom door to prevent students and staff from touching the handle with their hands.
- Cleaning logs will be maintained for evening routines with oversight by the building principal and maintenance custodians.
- Water fountains that have push buttons for mouth pieces will be off limits (covered). Water fountains with touchless bottle fillers will be open for use. We are investigating additional water coolers for Hall School. Parents are recommended to send their child with a water bottle.
- Maintenance custodians must ensure sufficient supply of paper towels, hand soap, toilet paper, hand sanitizer (at least 60% ethyl alcohol or 70% isopropyl alcohol), and cleaning/disinfecting

supplies. Maintenance custodians will identify proper cleaning agents and disinfectants for purchase that comply with the Connecticut School Green Cleaning Law. An alcohol based product will be used to clean touchpoints and a disinfecting product will be used for bathrooms (5 minute product during the day; 10 minute product at night) and cleaning desk/chairs/tables (10 minute product).

- Custodians will ensure that each classroom has a container of alcohol wipes. Any item that needs additional cleaning will be completed with a separately approved chemical by a custodian. Staff will receive training on utilization of wipes.
- Schools will receive a deep cleaning prior to the return of students in September.
- Trash cans throughout the building will be touchless and either have the top removed or have a pedal to open.
- Meals will be provided in classrooms and may require trash removal during the day. Larger trash cans are being provided for each classroom. Students will use a wipe to clean their desks after eating. Accommodations will be provided for students with allergies.
- Maintenance custodians will produce a cleaning schedule that identifies items for daily routine cleaning and items that need both cleaning and disinfection.
  - **Routine cleaning**
    - Outdoor areas such as benches, tables, and railings. It is not shown to provide any additional protection above routine cleaning alone.
    - Indoor areas that are not touched or used frequently, such as floors, walls, windows, carpeting, and light switches.
  - **Cleaning and Disinfection**
    - High touch surfaces including desks and chairs, doorknobs, countertops, bathroom surfaces, copiers, locker rooms (if used), physical education equipment (if shared), shared break room appliances, handrails, door knobs, and light switches
- The district will delay cleaning when school is not in session when possible if there is a suspected case of COVID-19 to allow for passive decontamination.
- Each building will have a plan to close off areas used by any sick person and not reopen those areas before cleaning and disinfection.
- The district will provide guidance for disinfection of the preschool room if a ½ day program is operated.
- Hand sanitizer dispensers will be located outside every classroom (depending on availability), outside all bathrooms, at all entrances (with fobs) and throughout the building.
- Maintenance custodians will be responsible for ensuring units are refilled.

## Ventilation

### Requirements

- Comply with DPH Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems.

### Guidance

- Refresh stale indoor air by opening windows.

### Willington Response

- Very few spaces at CES and HMS have shared ventilation areas. Air filters will be installed with at least the minimum rating per DPH guidance and systems will be tested throughout the summer.
- Spaces with shared ventilation will receive minimal use. The older buildings in Willington allow significant fresh air into the buildings, though we will recommend opening windows as an additional strategy to improve ventilation.

## Water Systems

### Requirements

- Comply with DPH Return to Service Guidance for Building Water Systems.

### Willington Response

- Maintenance custodians will ensure that all water systems are safe to use.
- Water systems will be run to flush pipes throughout the summer.

## Signage

### Requirements

- Ensure all signs and messages related to stopping the spread are accessible.

### Guidance

- Focus on distribution of information and regular communication about the actions school communities can take to stop the spread of COVID-19. This includes posting signs in highly visible locations (e.g., school entrances, staff areas, and restrooms) that promote everyday protective measures, and provide instruction related to properly washing hands and properly wearing a cloth face coverings. Educate students about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keep the virus out of one's mouth/nose/eyes).

### Willington Response

- Each school will post a "No Visitors Policy" that includes the following wording, "Visitors will not be permitted into school facilities unless scheduled to enter or required by law." Visitors will be able to communicate with office staff through the school doorbell system or by calling the office.

- Signage will occur in bathrooms, hallways, and entrances highlighting mitigation strategies (social distancing, proper handwashing, proper mask wearing) and how to stop the spread of COVID-19.
- School nurses will share videos for social distancing, handwashing, etc.
- Maintenance custodians will install floor markings for social distancing throughout the buildings, including on floors to illustrate foot-traffic expectations, and where to wait to use the bathroom.

### **Access to School Buildings**

#### **Willington Response**

- The Superintendent of Schools will review all requests for use of the schools and there will be limited access to outside organizations' use of schools.
- Maintenance custodians and the Food Service Director are responsible for accepting deliveries in a safe manner. Delivery agents must sanitize their hands at the entrance and wear a mask at all times.
- School visitors will be able to communicate with office staff by ringing a doorbell at the entrance to the school. Each school will have a container for item exchange (clothing, homework, lunch, etc) that parents will be able to leave items in. Visitors will have limited access to school buildings. Hand sanitizer will be located at the main entrances.

### **Other**

#### **Willington Response**

- We are researching renting/purchasing outdoor tents for mask breaks and instruction. Each tent may have folding chairs (that would need cleaning between each use). Tent sizes include:
  - 18x26 = 12 students with masks off
  - 18x34 = 15 students with masks off
  - 26x34 = 20 students with masks off

#### **Communication needed:**

- Cleaning procedures will be communicated to staff, students and families.

#### **Professional development needed:**

- Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.
- 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.
- Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.

## Facilities Reopening Checklist

Maintenance custodians and principals will ensure that the schools comply with DPH guidelines including:

- [Guidance for Cleaning and Disinfecting of Schools](#) during COVID-19
- [Return to Service Guidance](#) for Building Water Systems
- [Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems](#)

# Food Services/Child Nutrition

## Requirements

- 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.

## Guidance

- **On-site Meal Service:** Determine the appropriate meal distribution method(s) (i.e., Cafeteria Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.
- **Off-site Meal Service:** Determine model(s) of meal service delivery options to be implemented (i.e., Parent Pick-up on Remote Learning Days; Dismissal Time Distribution, and School Bus/School Vehicle Delivery).
- Assess needs around work stations, social distancing of staff, the availability of food, equipment and supplies, storage space, staffing, etc.
- Determine the probability of increased costs to operate the school nutrition programs and the financial impact if there is a decrease in revenue because of the inability to offer a la carte sales and a potential decrease in meal counts and increases in expenses related to the costs of food, supplies and labor.
- Work in consultation with the appropriate local health departments on updated safety protocols, including standard operating procedures for sanitation of school kitchens.
- Notify parents and the school community about school meal service and options. Use a variety of communication methods such as social media, newsletters, and school websites.
- Personal Protective Equipment (PPE): Assess the need for PPE in food service operations such as masks, gloves, physical barriers in serving areas, etc.

## Willington Response

- The Food Services Director will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition.
- The Food Services Director will establish safety measures for food preparation in accordance with public health guidelines.
- The Food Services Director will actively promote and determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.
- The Food Services Director will ensure that the schools claim eligible meals/milk provided to students using accurate counting and claiming methods.
- The Food Services Director will oversee PPE for food service operations such as masks, gloves, physical barriers.
- The Food Services Director will be prepared to serve meals whether instruction is being provided in-person or remote.
- Students will have all meals delivered to their classrooms and will not enter the cafeteria.
- Students will eat in classrooms, unless it is feasible for them to eat outside. Classes that eat



outside must face the same direction when eating and be 6 feet or more away from each other.

- Breakfast will be offered to students on a daily basis.
- Families choosing to have their child participate in the learning process from home can pick up their lunches. Delivery will not be available while students are learning on-campus or via the hybrid model.
- The Food Services Director is investigating a system such as Google Forms for ordering (no paper orders) which should be completed prior to the start of the school day.
- Preschool snacks will be provided by the Food Services Department.

### **Communication**

- Staff will need to know lunch times for delivery.
- Notify parents and the school community about school meal service and options. Use a variety of communication methods such as social media, newsletters, and school websites.

### **Professional Development**

- The Food Services Director will identify training necessary for kitchen staff.

# Transportation

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

## Requirements

- Where low transmission risk in the community and some restrictions are in place in schools, buses will be able to operate up to full capacity. Passenger density should be significantly reduced when there is moderate spread.
- Passengers will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit (in place before boarding).
- Passengers should load into the bus from the back row to the front and then unload from front to back.

## Guidance

- Assess whether a temporary monitor will best facilitate successful compliance with health policies.
- Provide back-up masks if students do not have face coverings when boarding.
- Develop expectations for drivers/bus monitors related to face coverings and safety measures.
- Include a plan where a student boarding a bus has observable symptoms of COVID-19.
- Do not allow passengers to change seats during the route.
- Plan to increase cleaning and sanitizing for all vehicles, and keep associated logs. Effectively communicate cleaning protocols to all staff.
- Consider gathering data whether parents plan to transport their children.
- Consult with municipal leaders, including public safety officials, to assess the approach if the school determines parents/guardian transportation is an option, including whether the school can safely accommodate the traffic, and whether local streets will be impacted.

## Willington Response

- Buses will be cleaned between runs (5 minute chemical), which will take approximately 10 minutes. Task to be completed by bus monitors. If bus monitors are not approved, task will be completed by bus drivers.
- The district will partner with M&J Bus to provide guidance and professional learning to familiarize transportation staff with effective disinfection procedures and signs/symptoms of COVID-19.
- The district is investigating hiring bus monitors.
- Bus drivers will perform a self-screen before leaving for school to ensure their temperature is below 100.4 degrees Fahrenheit and do not have COVID-19 symptoms. Drivers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19. Drivers will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test. The district is investigating an electronic sign-off to be completed each morning.
- Bus drivers will use the hand sanitizer and wear a mask when they enter the bus.
- Families will have the opportunity to “opt out” of transportation. Families will be able to return to

transportation with 1 weeks notice to the Superintendent's office.

- Parents will be asked to assist in social distancing at bus stops.
- Masks will be available for students if they do not have one when they enter the bus.
- Bus drivers will communicate with the school if a student getting on the bus has symptoms of COVID-19 (school calls home immediately).
- A seat will be reserved at the front (6 ft from driver and 6 ft from first used seat) for any student who gets sick on the bus. The bus driver will notify the school immediately if a child is sick.
- Buses will be released one at a time upon arrival (HMS: not before 7:25 a.m.; CES not before 8:25 a.m.). Buses will be called for dismissal one at a time.
- Bus windows will be open to increase air flow as often as possible.

### **Bus Protocols by Instructional Model**

Eastern Highlands Health District will help determine if the district needs an instructional model change as a result of increased community transmission. The Superintendent of Schools will notify the bus company and families that due to the increased risk of transmission, the transportation protocols will be modified to ensure the safety of students and staff.

#### On-campus learning (Low Infection)

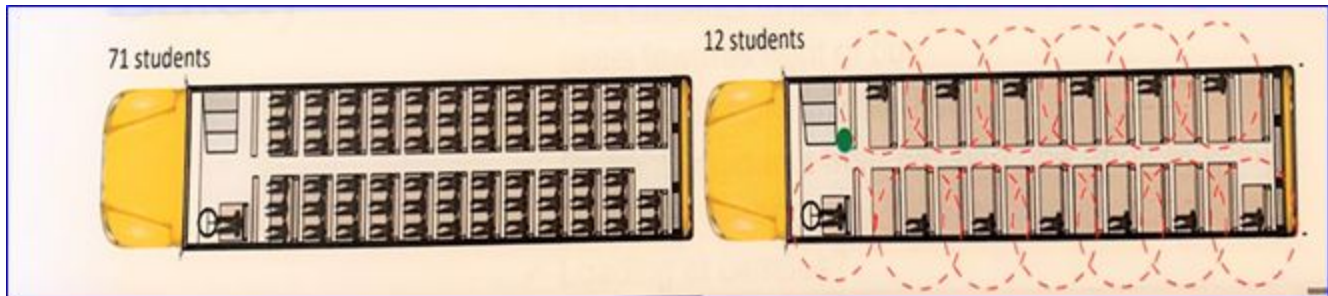
- Students and bus driver must wear a mask and have it on before they enter the bus
- Students will sanitize their hands when they enter the bus (provided on bus)
- Students fill seats from the rear of the bus to the front (no assigned seats)
- Students must sit with family members when possible
- Students will not be permitted to change seats during the route
- Students must unload from the bus in a controlled manner from front to back
- Buses are released one at a time upon arrival to school
- Students must stay socially distanced from each other as they enter the building

#### Hybrid Learning Model (Moderate Infection)

- Students and bus driver must wear a mask and have it on before they enter the bus
- Students will sanitize their hands when they enter the bus (provided on bus)
- Students fill seats from the rear of the bus to the front
- Students must sit with family members, and leave seats open with diagonal seating maintaining social distancing (may need to be a K-8 route depending on students committed to on-campus learning)
- Students will not be permitted to change seats during the route
- Students must unload from the bus in a controlled manner from front to back
- Buses are released one at a time upon arrival to school
- Students must stay socially distanced from each other as they enter the building

### Sample Low and Moderate Infection Rates

(note greatly reduced bus capacity during moderate infection rate)



## Student Pick-up and Drop-off

These protocols are in place to maximize student distancing during drop-off and pick-up. The district may decide to eliminate group bus stops until the end of the pandemic.

### Guidance

- Assess if a staggered arrival and drop off will enhance safety protocols in place.
- Plan vehicle flow and logistics particularly if there are more family transport vehicles.
- Consider arrival/departure procedures that limit unnecessary entrance of parents into the building.
- Consider ways to encourage parents/guardians to transport their children to schools.

### Arrival (Drop-off)

#### Wilmington Response

- **CES Arrival Protocol**

- If a significant number of parents are transporting their students, arrival times will be staggered by last name (IE.CES arrival: 8:25-8:35 a.m. A-H; 8:35-8:45 a.m. I-Q; 8:45-8:55 R-Z). If a large number of students are dropped off, parking lots will be switched and parents will drop off students in the paved parking lot along the curb. PreK arrival time may be adjusted later if needed.
- Parents will pull up to the front of the drop-off line, their child will get out and walk into the building. Supervision will be provided by the school.
- Students will go straight to their classrooms.
- Center School will not have an early drop-off time.
- Parents will not be able to access the building unless they have a meeting scheduled.

- **HMS Arrival Protocol**

- If a significant number of parents are transporting their students, arrival times will be staggered by last name (IE.HMS arrival: 7:25-7:35 a.m. A-H; 7:35-7:45 a.m. I-Q; 7:45-7:55 R-Z)
- Parents will pull up to the front of the drop-off line, their child will get out and walk

into the building. Supervision will be provided by the school.

- Students will go straight to their classrooms.
- Hall School will not have an early drop-off time.
- Parents will not be able to access the building unless they have a meeting scheduled.
- Parents may be required to make a right turn out of the HMS lot to maintain traffic flow.

### **Dismissal (Pick-up)**

#### **● CES Dismissal Protocol**

- Bus dismissal will occur at the same time as pick-ups. Students will be called by the office. Staff without homerooms will supervise hallways to promote social distancing.
- Early dismissal cut points will be established (IE: before 3pm at CES)
- If a significant number of parents are picking up their child, dismissal times will be staggered by last name.
- Two lanes of cars may be needed for student dismissal.
- We are investigating an app ([Kid Check](#)) to allow for a touchless dismissal
- Staff may need to park at Wellington Hill Fire House, or across the street
- Overflow parking could be at the Wellington Hill Fire House (church)

#### **● HMS Dismissal Protocol**

- Bus dismissal will occur at the same time as pick-ups. Students will be called by the office. Staff without homerooms will supervise hallways to promote social distancing.
- Early dismissal cut points will be established (IE: before 2pm at HMS)
- We are investigating an app ([Kid Check](#)) to allow for a touchless dismissal
- Staff may need to park across the street
- Outdoor dismissal strategies will be investigated
- Longer waiting loops are being investigated

#### **Communication needed:**

- Provide all bus drivers with district protocols
- Survey parents to determine how many parents will be opting out of transportation
  - Will you drive your student to school? What if we go to a hybrid model?
- Video for students to know how to load bus and where to sit (Students will be taught proper bus safety protocols)
- Letter to parents to make sure parents are at bus stops and know procedures.
- A change to a hybrid model may result in different bus routes

#### **Professional development needed:**

- Staff training for new procedures

## Transportation Reopening Checklist

	Bus drivers will follow the expectations for school employees regarding health and screening.
	Students will be taught proper bus safety protocols (DO A BUS VIDEO FOR FAMILIES)

# Health

Our staff will reinforce healthy practices and take preventative actions to prevent the spread of COVID-19. The health and safety of students and staff is our most critical priority as we plan for the reopening of the Willington Public Schools. Health protocols are the primary focus as we collaborate with local health officials (Eastern Highlands Health District), school staff, the Connecticut State Department of Education, and families to establish procedures for our reopening. The reopening of the Willington Public Schools requires coordination and participation from all stakeholders in the administration of our policies.

## Requirements

- Ensure that students are educated in the new expectations and assess the best approach to communicating the information at the beginning of the school year.
- Familiarize stakeholders of the public health practices used to prevent the spread of COVID-19:
  - social distancing
  - frequent hand washing and use of hand sanitizer
  - use of face coverings that completely cover the nose and mouth
  - respiratory and cough etiquette
  - enhanced cleaning/disinfection of surfaces
- Up-to-date immunizations and health assessments are required prior to enrolling in school.
- 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. They must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough. The Equal Employment Opportunity Commission (EEOC) has provided guidance that confirms that, during a pandemic, it is permissible to ask employees if they are experiencing symptoms of the pandemic virus (such as fever, chills, cough, shortness of breath, or sore throat). Employers must maintain all information about employee or student illness as a confidential medical record.
- 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.
- Instruct staff and students (or their parents/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.
- Follow the relevant public health guidelines at the time of reopening and communicate with the local public health official regarding an individual who has been sick with COVID-19 or had recently had close contact with a person with COVID-19.
- Include 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
- Include 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.
- If any person who has been present in school has a confirmed diagnosis of COVID-19, the local health department must be notified immediately.
- Identify an “isolation room” to accommodate students who exhibit symptoms consistent with COVID-19 until a parent arrives. For the purposes of contact tracing, schools should log all persons who entered the room. The individual supervising the room must be equipped with proper PPE.
- Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case.
- Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. Include input from the local health department, school medical advisor and school nurses.

## **Guidance**

- Educate and train the school community in the standard public health practices, to help them make appropriate decisions and comply with school health policies and practices.
- Encourage staff members and teachers with concerns about individual risk factors to talk to their healthcare provider to assess their personal risk.
- Review and consider revising policies and procedures related to student and employee absences to ensure that policies do not incentivize coming into school (e.g., “perfect attendance”).
- Review the most updated guidance on monitoring for COVID-19 and develop protocols consistent with the applicable recommendations.
- Be prepared if, at the recommendation of state and local departments of public health, screenings are initiated based on local factors such as a confirmed case, known exposure, or if a staff member or a student presents with obvious symptoms.
- Actively monitor staff and student absenteeism and track the reasons for their absences to identify any trends that would suggest spread of illness such as COVID-19.
- Explore the ability to code student and staff absences with specific symptom codes (COVID related) within PowerSchool.
- Create a communication system for staff and families for self-reporting of symptoms, and for families to notify the school of known or presumed cases consistent with applicable privacy and confidentiality laws.
- Educate the school community about the signs and symptoms of COVID-19. This will allow the community to best participate in observing, monitoring and when necessary, reporting symptoms.
- Provide resources to staff and families regarding local community testing, such as the contact information for 211.



# HEALTH: Responsibilities

## Student Expectations

**Stay home if you feel ill.** Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.

**Morning health check by parents required.** In order to prevent transmission among the school population, parents must screen students before leaving for school. Check to ensure temperature is below 100.4 degrees Fahrenheit and observe for symptoms associated with COVID 19.

**Face coverings or masks required.** Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions for students with a documented medical condition. “Mask Breaks” will be provided during the day. Parents will be responsible for providing students with face coverings/masks. Schools will have backup disposable masks available for students who forget them.

**Social distancing required.** Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school.

**Frequent hand washing or hand sanitizing expected.** Students must wash their hands or sanitize upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.

**Students may not change buses.** Students will be expected to ride their assigned bus to and from school every day. Face coverings or masks should be in place prior to entering the bus.

## Adult Expectations

**Stay home if you feel ill.** Teachers and staff must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.

**Morning self-screening required.** In order to prevent transmission among the school population, staff must self-screen before leaving for school. Check to ensure temperature is below 100.4 degrees Fahrenheit and observe for symptoms associated with COVID 19.

**Face coverings or masks required.** Staff must wear face coverings or masks that completely cover the nose and mouth while inside the school, with exceptions only for those for whom it is not safe to do so due to medical conditions. “Mask Breaks” will be provided during the day. Schools will have backup disposable masks available.

**Social distancing required.** Teachers, staff, and volunteers must maintain social distancing to the greatest extent possible.

**Frequent hand washing or hand sanitizing expected.** Staff must wash their hands or sanitize upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.

## **Willington Response**

### **• Health Office**

- Each school has established an “isolation room” that can be sealed off, provides clear observation, and allows for close access to a bathroom. The room is in the nurse’s office (prior) which is separated from the clinical area. A student with COVID-19 symptoms will remain in the isolation room until their parent arrives to pick them up. A washable walk-off rug will be provided.
- Nurse work stations with their desk and computer will be outlined by barriers and/or tape on the floor to ensure privacy. Files will be closed unless currently being reviewed. A door bell will be installed at each nurse’s office.
- Teachers that need to send a student to the nurse’s office will call prior to sending the student (no paper pass).
- School nurses will be required to maintain a confidential document of COVID-19 cases their school for staff and students, and submit a weekly report to the liaison and Eastern Highlands Health District at the conclusion of each week.

### **• Students Reporting Illnesses and Absences**

- Students with a temperature greater than 100.4 degrees are not permitted into the school. Students will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
- CES: Parents/Guardians must call the school nurse each day the student is absent from school and state the reason for the absence prior to 9:00 a.m. by calling our attendance line, 860-429-9367 and pressing #1.
- HMS: Parents/Guardians must call the school nurse each day the student is absent from school and state the reason for the absence prior to 8:00 a.m. by calling our attendance line, 860-429- 9391 and pressing #1.
- CES/HMS: A call from a parent within ten school days of the student’s return to school will be accepted as an excused absence for only the first nine occurrences. For the tenth and all subsequent absences due to illness, a note from a doctor is required for the absence to be considered excused. If a doctor’s note is not submitted to the school nurse for each absence beyond the ninth absence, your child will have an unexcused absence on their school record.
- The following signs and symptoms exhibited by students or staff would require them to stay home from school: fever, chills, cough, shortness of breath, or sore throat.
- Parents are to inform the school nurse if their child is sick with COVID-19 symptoms or if they had known contact with someone diagnosed with COVID-19. Parents will be encouraged to seek medical evaluation and COVID-19 testing.

- **Staff Reporting Illnesses and Absences**

- Staff with a temperature greater than 100.4 degrees are not permitted into the school. Staff will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
- The following signs and symptoms exhibited by students or staff would require them to stay home from school: fever, chills, cough, shortness of breath, or sore throat.
- In addition to notifying the subcaller, staff absent from school must email the appropriate school nurse: CES nurse, Lynne Fox ([lfox@willingtonct.org](mailto:lfox@willingtonct.org)) or HMS nurse, Marcia Panciera ([mpanciera@willingtonct.org](mailto:mpanciera@willingtonct.org)) and provide symptoms being exhibited. The nurse will maintain health information about employee illness in confidential medical files.
- Staff are to inform the school nurse if their child is sick with COVID-19 symptoms or if they had known contact with someone diagnosed with COVID-19. Parents will be encouraged to seek medical evaluation and COVID-19 testing.

- **Hand Washing and Sanitizing Protocols**

- All entering the building will use a hand sanitizing station as they enter the building. Hand sanitizers will be outside classrooms as well.
- Staff and students must sanitize their hands before they enter the classroom even if they just washed their hands in a different location.
- Students and staff will wash their hands when they exit the classroom, including at the end of the school day.
- Students will wash their hands before and after lunch and snacks.

- **Mask Protocols**

- Teacher and staff face coverings/masks may be removed while eating or drinking (all students must remain at their desk), or when outside and practicing social distancing.
- Student face coverings/masks may be removed while eating, drinking (all students must remain at their desk) , or when students are outside and effectively practicing social distancing. Exceptions may be necessary for a few students when a medical exemption is provided.
- For students who have trouble breathing or for other medical reasons, reasonable accommodations will include a face shield with a cloth drape attached across the bottom and tucked into the shirt (provided by parents).
- Each student will have a lanyard provided by the district to put their mask on while eating/drinking, or outside. Lowering a mask around their neck or putting it in their pocket are also reasonable solutions.

- Clear masks will be provided to all teaching staff (<https://buy.theclearmask.com>)
  
- **Monitoring COVID-19 Protocols**
  - Staff will visually screen students as they enter school. Staff will report concerns directly to the nurse by calling the nursing office, or the main office if her line is busy. Please do not send students for bandaids first thing in the morning.
  - Families will be required to complete a COVID-19 electronic questionnaire every morning.
  - Temperature checks for all children at the point of entry will not be included due to the high likelihood of potential false positive and false negative results, but will be available by the school nurse.
  - Only the nurse shall use a thermometer requiring a touch method (under the tongue or arm, forehead, etc) and the nurse must be wearing gloves, eye protection, and a mask.
  - Nurse follows-up with a temperature check with a no-touch thermometer (ensure temperatures below 100.4 degrees Fahrenheit). Students may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
  - The nurse will maintain health information about student illness in their medical records potentially in PowerSchool.
  - The nurse and/or principal will be the point person for information receiving. Each nurse shall maintain accurate records for attendance through PowerSchool for students, and through a confidential chart for staff.
  
- **Automatic Dismissal Protocols**
  - The following COVID-19 signs and symptoms exhibited by students or staff would require their immediate dismissal from school: fever, chills, cough, shortness of breath, or sore throat ([symptoms consistent with COVID-19](#))
  - *The presentation of just one of the above symptoms does not necessarily trigger a dismissal from school, or a directive to stay home. The specific clinical presentation criteria for this purpose is still under development by the Connecticut Department of Public Health. It will be incorporated into the plan when it becomes available.*
  - Students/staff are required to leave if they exhibit symptoms consistent with COVID-19 or at the nurse's discretion.
  - Students or staff with a suspected case of COVID-19 may return to school:
    - 10 days after symptom onset and resolution of fever for at least 24 hours (without fever reducing medication), and with improvement of other symptoms.

- With a physician's clearance note provided and symptoms improve consistent with standard school guidelines.
    - Or, with a negative COVID-19 test result provided and symptoms improve consistent with standard school guidelines.
    - Students and staff must report to the school nurse for a health screening before returning to work/class.
  - Students or staff with a laboratory confirmed case of COVID-19 may return to school:
    - 10 days after symptom onset and resolution of fever for at least 24 hours (without fever reducing medication), and with improvement of other symptoms.
    - Or, at least 10 days have passed since the date of their first positive COVID-19 test assuming they have not subsequently developed symptoms since their positive test. If they develop symptoms during this period then they must follow the bullet above.
    - Students and staff must report to the school nurse for a health screening before returning to work/class.
  - EHHD will call close contacts and notify families and notify school of a confirmed case.
  - Staff or families who travel to states on the CT DPH current list of COVID-19 advisory states will be required to quarantine for 14 days upon return.
  - A student being picked up sick goes out the front door when their parent arrives. When the parent arrives they should ring the doorbell and wait outside. The parent does not enter the building. The hallway should be cleared prior to the student moving into the hallway. The parent signs the student on using the Kid Check app.
- **Containment Protocols**
    - A separate bathroom near the isolation room has been identified to be used in conjunction with any individual who began experiencing symptoms while at school.
    - Students who are symptomatic while entering school or become symptomatic during the school day will be separated into the isolation room right away by the school nurse.
    - Students exhibiting symptoms will be required to continue to wear a mask and wait in a supervised, designated isolated area until the student can be transported home.
    - School nurses must document any student or staff member who enters the isolation room, including their name, time of entry, time of dismissal, and time the room was disinfected.

- Eastern Highlands Health District will assist with contact tracing. Any student for staff identified as a close contact by the Eastern Highlands Health District should stay home and quarantine for 14 days after their last contact with a person with COVID-19. Students and staff must report to the school nurse for a health screening before returning to work/class.
- The local response team is the school nurse, principal, district medical advisor, and superintendent (as needed).
- *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.*

### **District Communications**

- Community notice (protocols): communicating with students, parents and staff who have come into close/sustained contact with confirmed cases (prepare draft letter)
- Letter to parents (protocols): perform a self-assessment prior to leaving for school; symptoms consistent with COVID-19
- Letter to staff (protocols): perform a self-assessment prior to leaving for school; symptoms consistent with COVID-19
- Establish and communicate school-wide sick protocols (handbooks), including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.
- We need to note nebulizer use in school; no inhalers without spacers
- Letter requiring all students and staff to wear a face covering or mask over their nose and mouth while inside the school and on the bus for the safety of all school community members.

### **Professional Development (all to be completed prior to the start of the student school year)**

- Staff video: how to effectively use PPE (how to properly put on, use, remove, and dispose of)
- Nurses: how to effectively use PPE
- Staff video: hand-washing protocol
- Staff overview training video: signs and symptoms of COVID-19, social distancing, face coverings, cleaning protocols, and hygiene practices (hand washing, hand sanitizer, cough etiquette)
- Student/parent training video: signs and symptoms of COVID-19, social distancing, face coverings, and hygiene practices (hand washing, hand sanitizer, cough etiquette)
- Substitute training (see staff training videos)
- Teaching Public Service Announcements (sign says "I wear a mask"...and person shares their response)

### **VIDEOS:**

Social distancing: <https://www.youtube.com/watch?v=Xdd2M40Leb0>

Basic COVID education: <https://www.youtube.com/watch?v=PWzbArPgo-o>

COVID symptoms: <https://www.youtube.com/watch?v=7zzfdYShvQU>

Face covering video <https://www.youtube.com/watch?v=dy9TzRwVWoA>

Hand washing: <https://www.youtube.com/watch?v=d914EnpU4Fo&t=15s>

## Health Reopening Checklist

	Local health officials (Eastern Highlands Health District) have determined that local conditions safely allow for schools to physically reopen.
	Local health officials (Eastern Highlands Health District) have collaborated with the Willington Public Schools for the reopening of schools, and that the plan meets state guidelines.
	School nurses have adequate protective equipment for students and staff. Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns. IE. masks, face shields for speech, gowns for toileting
	School nurses have a plan for an ongoing supply of protective equipment.
	School nurses each have a no-touch thermal scan thermometer.
	School nurses have procedures for isolating an area of the school based on the risk level within the school/community.
	Under the supervision of the Director of Special Education, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.
	The school nurse and staff have active screening protocols.
	Plan to address high risk students.

**Wilmington Public Schools  
Personal Protective Equipment Inventory Needs**

**Disposable Masks**

Group	District Quantity Per Week	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	Assumptions
Students	440	5,280	2,640	1 disposable mask/week per student
Staff	100	1,200	600	1 disposable mask/ week per staff
School nurses	20	240	120	10 disposable masks/week per school nurse
<b>Total</b>	<b>560</b>	<b>6,720</b>	<b>3,360</b>	

**High Impact Equipment**

*(e.g. nurses, custodians, and special education staff)*

Item	District Quantity Per Week	Supply	Assumptions
Disposable Nitrile Gloves	2 boxes	80 boxes (year supply)	50 pairs disposable nitrile gloves per week per school
Disposable Gowns	200	2,400 (12-week supply)	50 disposable gowns per week per school
Reusable Eye Protection	8 total	n/a	2 reusable eye protection goggles per school
Reusable Face Shields	8 total	n/a	2 reusable face shields per school
Waste Disposal Medium	4 total	n/a	1 unit for biohazard waste per school
N-95 Ventilating Masks*	40	480 (12-week supply)	10 N-95 masks per week per school

\* Note: N-95 masks are recommended *only* if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures. *KN-95 Ventilating Masks can be substituted for N-95 masks if they have been tested for filtration effectiveness.*



## **Scheduling: Class Cancellation Protocols**

### **Requirements**

- 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 contemplating class cancellations. Assume that any decision about school closure, reopening, or cancellation of school events will be made in collaboration with local health officials, the school medical advisor, and school nurses.
- Anticipate that recommendations, whether it will be partial or total, and duration of school dismissals, will be made on a case-by-case basis using up-to-date information about COVID-19 and the cases in the community.
- 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.

### **Guidance**

- Review the CDC's updated guidance to K-12 Schools regarding temporary dismissal of students or staff for two to five days, if they attended school before being confirmed as having COVID-19. Be aware that the initial short-term dismissal allows (1) time for the local health officials to gain a better understanding of the COVID-19 situation affecting the school and (2) for the necessary cleaning and disinfecting of the facility. Appropriate next steps, may include an extended dismissal duration after review of the circumstances and consultation with relevant experts.
- Ensure the plan addresses the impact of class cancellations on extracurricular activities and before- and after-school programs.
- Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with your local health department and school medical advisor, if applicable. When possible, allow time to lapse between dismissal and cleaning procedures.

### **Willington Response**

- If a student, staff member, volunteer, or visitor has been present in school and has a confirmed diagnosis of COVID-19, the school nurse and the building principal contact the Superintendent of Schools. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Americans with Disabilities Act (ADA).
- The Superintendent of Schools notifies the local health officials (Eastern Highlands Health District) immediately.
- EHHD will assess the risk of further transmission in the school. Decisions will be made concerning contact tracing, closure, cleaning, continuity of education and reopening of school.
- The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials (Eastern Highlands Health District).

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

### **Communication**

- Letters will be prepared in advance for a suspected case, confirmed case and closure notification.

### **Professional Development**

- Rob Miller, Director of Health for Eastern Highlands Health District, will be scheduling a meeting with school nurses and medical advisors prior to the start of school.

### **Eastern Highlands Health District contact information**

Director: Robert Miller

Contact tracing: Cecile Serazo

# Instruction

The main purpose of education is to provide students with the skills necessary to advance in society. COVID-19 has forced educators to adjust the path to achieve that goal, but the end goal remains the same. The Willington Public Schools has a comprehensive instructional plan that provides continuity of services whether students are in physical buildings or learning remotely. Our schools will reopen with instructional schedules and model options that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, may transition to a different model.

## Requirements

- Plan for parents and students who may temporarily choose not to participate in the return to school. Parents may voluntarily choose for students to temporarily engage in learning from home for a variety of other reasons. Districts should develop temporary support options for students who continue remote learning from home.
- Consider how retired teachers and/or teachers who voluntarily identify as “high risk” or otherwise need to be accommodated outside of the school may support operational needs via remote learning, including but not limited to the following:
  - Working with students (virtually) unable to attend school, or as a tutor
  - Developing and implementing district professional development

## Guidance

- 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.
- Develop a system for cohorting and logging for the purposes of contact tracing.
- Ensure cohorts are not based upon any specific demographic or disability criteria.
- Educate students, families, and staff on the value of cohorts. Ensure they understand that other health and safety guidelines remain important to minimize the risk of infection.
- Notify families of the cohorts so that they can use that information when scheduling any activities, carpools, or other engagement outside the schoolhouse.
- Have teachers of specific academic content areas rotate, instead of student groups.
- The CSDE recommends an approach designed to ease students back into learning, fill any gaps, advance equity, minimize testing time, increase instructional time, and empower teachers. The unique needs of these learners must be considered in the planning of both assessment and instruction, including the provision of supports, accommodations, and modifications as required in a student’s IEP, Section 504 plan, or other intervention/learning plan.
  - **Summer 2020 — Prior to the Start of School**
    - **Review Available Information:** This includes longitudinal data, universal screening, early reading assessments, district benchmark tests from fall and winter, IEP progress reports, student attendance patterns, grades, etc.
    - **Plan the First Unit of Instruction:** To reduce student anxiety and ease them back into learning, educators should design the first unit of instruction to engage students and ensure a high probability of student success.
    - **Support Professional Learning:** Teachers may need professional learning opportunities on assessment/data literacy; formative assessment practices; differentiated instruction and personal learning; learning progressions of the

Connecticut Core Standards; and blended learning (i.e., class that combines in person classroom teaching with online instruction) approaches/tools.

- **Start of the School Year**

- **Build Community with the New Class:** Some students may have experienced family issues, health emergencies, grief, and/or trauma due to the pandemic. Therefore, it is especially important to take time to build community and establish norms through fun and engaging activities. Districts should include robust communication and engagement with families as learning partners.
- **Deliver the First Unit:** The first unit should be engaging and allow students to have a high probability of success to help students ease into learning. Teachers should differentiate instruction and utilize formative assessment practices. Shift fully to on-grade instruction with scaffolds and support after the first unit.

### **Willington Response**

- **Class Groups and Teams (Cohorts):** The purpose of cohorting is to limit the number of students who are exposed to or may be diagnosed with COVID-19 if there is community transmission in school. Maintaining stable cohorts helps mitigate the risk of spreading COVID-19. A “cohort” is a group of students with consistent members that stay together throughout the school day.
  - Students will be placed into cohorts in preschool through grade 8, and students will not switch classes. Teachers will rotate to classrooms for instruction.
  - Students will have their desks spaced apart and will face forward. Each student will be assigned a desk and chair (no sharing). If a student works with the teacher at a table, the chair and table will be wiped after each use.
  - Classrooms will not contain materials that are not washable, and students will not share materials.
  - Each student will receive a pencil box with their own materials.
  - Students will be assigned a chromebook or an ipad for in school use. They will be wiped down after being charged.
  - Field trips will not be allowed until health and safety conditions improve regionally. Virtual field trips will be encouraged.
  - One eighth grade cohort will be established to ensure algebra can be offered to students.
  - Cohorts may be supported by UConn student teachers and juniors.
- **Materials**
  - Lockers will not be used. Students are requested not to bring non-school related materials to school. Their belongings will be kept in their backpack which will hang on their chair.

- Students may not share materials, and all student materials will be located in their pencil box. Materials will travel home in their pencil box if we shift from an on-campus learning model, but must be brought back to school upon return.
  - Students may fill book boxes, but may not share books with other students. Books will be quarantined for 72 hours prior to being loaned to another student.
  - Principals will work to ensure that staff restrict the sharing of educational materials between individuals (including such items as books, manipulatives, computers, calculators, writing utensils, and art supplies). Teachers will ensure that there is a procedure for disinfecting any electronic devices, toys, books, and other games or learning aids that must be shared during the same school day.
- **Assessment: Gap Identification**
    - Staff will meet to share data from prior year to support every learner academically, socially and emotionally, and behaviorally through personalized plans.
    - Intervention staff will review iReady data and discuss students slated for intervention.
    - The district will only utilize iReady as an assessment tool and not as an instructional tool at the start of the school year. Assessments will be minimized at the start of the year.
    - The district will review their SRBI protocols and provide professional development.
  - **Intervention Plan**
    - The district will provide support structures for students (academically, socially, emotionally, and behaviorally).
    - Intervention must occur in classrooms cohorts or in pull-out locations (no groups across cohorts). Spaces must be wiped down prior to bringing in another student.
    - The district will refine each school's multi-tiered system of support and include guidance for implementing Tier 1 strategies and when and how to offer Tier 2 and Tier 3 supports.

## **Special Education**

### **Requirements**

- Prepare with the understanding that there has been no waiver of requirements for a free and appropriate public education (FAPE) in the least restrictive environment (LRE).
- 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. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized

means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.

### **Guidance**

- Implement protocols to communicate safety guidelines to students, staff, and families to ensure that they feel safe within the school environment.
- Communicate with families of students with a high level of need to develop transition plans to assist special populations and special education students in their return to the school building. The use of social stories, visual cues, and other appropriate developmental strategies should be used to reinforce these new concepts and protocols.
- Identify students who have had the most difficulty accessing remote learning opportunities and prioritize access to in-person instruction including:
  - students who may require direct physical assistance for safety, health and selfcare (feeding, toileting, activities of daily living);
  - students who may exhibit significant behaviors that require de-escalation strategies and emergency safety protocols;
  - students that have significant communication and/or executive functioning deficits;
  - students with impaired vision, hearing, and/or other physical disabilities
- Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to other CDC or CSDE guidelines. In consultation with your local health department consider the following:
  - Environmental modifications
  - Use of alternative face coverings
  - Reduction of class size
  - Assign staff to specific students/instructional environments to limit exposure
  - Toileting/ADL protocols
- Be prepared that there may be certain high-risk students and/or families who may require continuing remote instruction full time due to underlying health conditions, undergoing disease treatment, or those with family members who are at-risk.

### **Willington Response**

- The schools will oversee programming for the fall with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education in the least restrictive environment. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.
- Additional considerations and planning will be needed for students with disabilities, underlying health conditions, asthma or respiratory illness, and special education requirements.
- The district will survey the special education case managers to determine if students with disabilities are unable to access the reopening plan.
- Staff will facilitate individualized and alternative means of re-entry based upon individualized student needs, present level of functioning, developmental levels, and student/parent input.

- Students unable to wear protective personal equipment will be identified with alternative protocols put into place such as the use of alternative face coverings.
- The district will identify high-risk students that may require remote instruction and/ or blended learning due to underlying health conditions or family members at risk.
- Special education programs may be allowed some flexibility with guidelines as long as the programs follow standards and public health strategies (hygiene, social distancing, and cleaning/sanitizing.)
- Communication will occur with families of students with a high level of need to develop transition plans to assist them in their return to the school building. The use of social stories, visual cues, and other developmentally appropriate strategies can be used to reinforce these new concepts and protocols.
- For students who need physical assistance with feeding, toileting or activities of daily living, protocols will be established and staff training will occur around safety and PPE.
- For students who exhibit significant behaviors that require de-escalation strategies and emergency safety procedures, protocols will be established and staff training will occur around safety and PPE.
- The district will identify methods to provide paraprofessional support for students with special education needs in each learning model.
- Preschool modifications will be developed in conjunction with the classroom teacher, pupil services director and superintendent of schools.

### **English Learners**

- All language instruction and supports for English Learners will resume for all instructional models.
- Communication with parents and guardians that have limited proficiency in English will occur in the language they understand through translation and/or interpretation services.
- Students who are dually identified as ELs and students with a disability will continue to receive support for their EL needs as well as support for their disabilities.
- All established processes for identification, parental notifications, assessment requirements, and provision of services will be followed.

### **Instructional Models**

- **On-campus Learning**
  - This model allows for all students to be educated on-campus with specific safety and health requirements and guidelines.

- This model allows for parents to choose to have their child learn from home if they are uncomfortable sending their child to the physical school building. Instruction may be facilitated live or through recorded lessons for students who choose to stay home.
  - Students that participate from home in this model, but do not attend live instruction using technology will be a day behind instruction and able to submit work accordingly.
  - The district will utilize the Google Classroom and Seesaw learning platforms. Training will be provided on each of the platforms at the start of school.
  - The [CT Remote Learning Hub](#) may be used as a resource.
- **Hybrid Model**
    - This model reduces the number of students in the school by approximately 50%.
    - Students are assigned on-campus learning days and remote learning days.
    - Students will have synchronous learning (real time virtual interaction at a specific time) and asynchronous learning (teacher provides materials and assignments to complete within a flexible time frame)
    - The district will also support students with educational paper packets while at home.
    - The district will utilize Google Classroom and Seesaw for remote learning platforms. Training will be provided on each of the platforms at the start of school.
    - The [CT Remote Learning Hub](#) may be used as a resource.
    - Willington students will follow an AABB schedule with distance learning for all on Wednesday each week (2 days on-campus and 3 days remote learning each week). This model is consistent with regional schools (Ashford, Mansfield, Columbia and Region 19).
    - Students will be identified alphabetically for either the AA or BB group, and siblings/students from the same household will be in the same group.
    - Teachers will provide work to do remotely before students leave the physical school.
- **Remote/Distance Learning**
    - Students and parents engage in learning with materials and support from the school.
    - Students will have synchronous learning (real time virtual interaction at a specific time) and asynchronous learning (teacher provides materials and assignments to complete within a flexible time frame)
    - Classroom learning and instructional activities are shared through contact with the teacher with a blend of synchronous and asynchronous learning.
    - The district will also support students with educational paper packets.
    - The district will utilize Google Classroom and Seesaw for remote learning platforms. Training will be provided on each of the platforms at the start of school.
    - The [CT Remote Learning Hub](#) may be used as a resource.
- **Home Schooling**
    - The parent chooses all instructional materials and is solely responsible for student learning. This model is appropriate for families who do not wish to continue with computer-based learning at home or those who do not feel the remote learning model to be an appropriate model for their child.
    - The [CT Remote Learning Hub](#) may be used as a resource.



The Willington Public Schools will follow a “traditional” schedule of school unless the transmission of COVID-19 results in local health officials and/or state officials recommend operating on a hybrid or remote learning model. An overview of each model is compared below based on community transmission.

	LITTLE or NO COMMUNITY TRANSMISSION	MINIMAL OR MODERATE COMMUNITY TRANSMISSION	SUBSTANTIAL COMMUNITY TRANSMISSION
<b>Instruction</b>	Instruction is 100% in-person	Instruction is a balance of in-person instruction (2 days) and remote learning (3 days).	100% distance learning
<b>Attendance</b>	Daily attendance rates monitored	Daily attendance rates monitored and shared with local health officials	Based on participation from home and completion of assignments
<b>School Prevention measures</b>	Social distancing at 6 ft. with masks as best as possible  Students in cohorts	Social distancing at 6ft with masks mandatory  Students in cohorts	NA: Shelter in place at home  Buildings closed

**Communication needed:**

- Conduct a survey to find out which students will participate in on-campus learning, hybrid model learning, remote learning. Also identify students that will be homeschooled without school support.
- Families: Only bring minimal items to school. Students will take home belongings each day to be cleaned. Belongings such as stuffed animals and toys will not be allowed.
- Principals and teachers will educate students, families, and staff on the value of cohorts, ensuring they understand that other health and safety guidelines remain important to minimize the risk of infection.
- Communicate with students about the use of iReady to prepare them for the assessment.
- We will share schedules of instructional blocks so students at home know when they can log in for live instruction: CES classroom teachers will always use same link; UA will each have their own link; HMS: each academic teacher will use their own link (repeated), UA will each have own (repeated). Not all instruction will be streamed live or recorded.
- WEEK 1: all students will learn how to use programs (Seesaw and Google Classroom)
- Need a section of the website just around COVID-19 resources
- Consider allowing small cohorts to enter school prior to reopening to give them time to understand the new policies and protocols, and practice the changed routines and rules.

**Professional development needed:**

- SRBI training for staff
- Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one's mouth/nose/eyes).
- Prior to the start of school, teachers, interventionists, and related service providers will have the opportunity to participate in vertical teams with their colleagues from the prior grade. They will review what content was covered pre-COVID and what was covered during distance learning to provide a clear understanding of students in the incoming class.
- Recording instruction expectations for staff (with only teacher on camera).
- Training parents on systems (Seesaw and Google Classroom), and how to access UA
- Preparation of packets for students (and they types of materials to send home)
- Training for teachers on systems (Seesaw and Google Classroom); also recording
- Review [Eastconn survey](#) to identify (or rank order) common core standards which can help the district identify priority standards.
- Provide teachers consistency training on setting up Seesaw and Google Classroom

# Unified Arts

Teachers will push into the cohort classroom as much as possible. Courses and activities that may involve risk to students and staff (singing, playing instruments, food production and consumption, etc.) will be approved in advance by the principal and the superintendent of schools. All educational programming in the unified arts will be expected to adhere to all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment. Any classroom items to be used should be wiped down first (smartboard pens, smartboards, telephones, etc).

## Physical Education/Health

### Requirements

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

### Guidance

- Provide physical education through a combination of in-classroom instruction and activities tailored according to available spaces and use of shared equipment (use stations, marked off areas, and staggered participation to ensure distancing between students during activities).
- Provide professional development for instruction to align with necessary modifications due to changes in space and social distancing.
- Focus on activities, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness such as mindfulness, taekwondo, yoga, strength development, dance, orienteering, geocaching, hiking, etc.
- Support social-emotional learning
- Plan for regular cleaning and disinfecting of any equipment shared by students.
- Consider reorganizing and prioritizing the sequence of units to provide content and learning opportunities that can be delivered outdoors in appropriate weather and other content delivered later in the year through a blended approach in homerooms or online.
- Allow students to use personal water bottles.
- Educators can incorporate additional opportunities for movement in and/or out of the classroom through stretching, seated yoga, and walking outdoor classrooms.

### Willington Response

- **Instruction**
  - Physical education classes will be outside as often as possible. Classes may be in the cohorts homeroom, or in the gymnasium with social distancing.
  - Activities will be limited to those that do not involve physical contact with other students or shared equipment (unless sanitized) until approved by state/local public health officials.
  - PE at all levels will focus as much as possible on activities, fitness, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness and individual sports/activities.
  - Fields will have boxes sprayed to promote social distancing (based on the largest class).
  - Gym floors will be taped to promote social distancing (based on the largest class).
  - Students will wear their masks unless they are outside and practicing social distancing.

- **Materials**

- Teachers will avoid use of items that are not easily cleaned, sanitized, or disinfected
- Classes will work on different skills so they don't share equipment. Equipment will be sanitized at the end of each day.
- Class materials must be wiped down if going to be used by another student.

## **Music Education**

### **Guidance**

- Consult the resources provided by the Connecticut Arts Administrators Association.
- For handling musical instruments, consult the National Association for Music Education's COVID-19 Instrument Cleaning Guidelines.
- Add class time for cleaning and organization of materials.
- Strive to maintain current program offerings, within safety precautions.
- Maintain proper spacing of at least 12 feet when students are singing or performing wind instruments. Focus on maximizing distancing for instruments that require blowing or for singing.
- Shift curriculum focus to solo and small ensemble work.
- Create virtual performance experiences and assessments.

### **Willington Response (general music, chorus)**

- **Instruction**

- In classrooms or outside weather permitting
- Maintain proper spacing of at least 12 feet when students are singing. Focus on maximizing distancing when singing.
- Shift curriculum focus to solo and small ensemble work and create virtual performance experiences and assessments.

- **Materials**

- Avoid use of items that are not easily cleaned, sanitized, or disinfected.
- Class materials must be wiped down if going to be used by another student.
- Carts will be provided to move around the sound-system, instruments, and materials.

### **Willington Response (band)**

- **Instruction**

- In band room in small groups (same cohort), or outside weather permitting with 12' distancing depending on instrument(s).
- Maintain proper spacing of at least 12 feet when students are playing wind instruments. Focus on maximizing distancing for instruments that require blowing.
- Shift curriculum focus to solo and small ensemble work and create virtual performance experiences and assessments.
- Train students and parents how to properly clean and sanitize instruments.
- Teacher will use a mobile shield when demonstrating an instrument.

- **Materials**

- Avoid use of items that are not easily cleaned, sanitized, or disinfected.

- Class materials must be wiped down if going to be used by another student (including chairs and music stands).
- Students may opt to wear [specially designed masks](#) while playing.
- Students will bring their own [folding stand](#) to rehearsals.
- Percussion students will bring their own stick bag with drumsticks and mallets.
- All school owned percussion equipment will be wiped down after each rehearsal and only one student will use the instrument during rehearsal.
- Instruments will have [bell covers](#)
- Students will bring a hand towel from home to collect condensation from instruments.
- Students will [spray instrument mouthpieces with sterisol](#) or comparable solution after each rehearsal.
- Students will have [individual spray bottles](#) of sterisol to keep in their cases.
- Music will be kept in individual three ring binder with plastic sheet protectors.
- Students will bring their own pencil to rehearsals.

## Library

### Willington Response

- **Instruction**
  - Instruction will occur in classrooms, not the library.
  - Library media specialist will connect with town services to see if Hoopla can be connected for digital content for middle school students.
  
- **Materials**
  - Avoid use of items that are not easily cleaned, sanitized, or disinfected
  - Class materials must be wiped down if going to be used by another student.
  - A plan for loaning materials will be established and meet safety standards.
  - Books will be quarantined for 72 hours on clearly marked tables before redistribution and two separate wagons will be used (one for collection and one for delivery) to deliver and collect books from classrooms.
  - Adult support may be necessary to handle book selections and requests.

## Spanish

- **Instruction**
  - Instruction will occur in classroom cohorts.
  
- **Materials**
  - Avoid use of items that are not easily cleaned, sanitized, or disinfected.
  - Class materials must be wiped down if going to be used by another student.

## Art

### Guidance

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

## Willington Response

- **Instruction**

- Instruction will occur in classrooms or outside, weather permitting.
- Adequate time to travel between classes will be built into schedules.
- Technology to share videos and or demonstrations as students will need to be able to see work from anywhere around the room.
- Students will create a sketchpad portfolio based on weekly or daily prompts.
- All work will be contained within sketchbooks and no work will be collected.

- **Materials**

- All materials will be contained in the classroom in individual student bins.
- Avoid use of items that are not easily cleaned, sanitized, or disinfected
- Class materials must be wiped down if going to be used by another student.

### Communication needed:

- Clear message regarding UA expectations during remote learning
- Clear message for how to access UA lessons and the online platforms

### Professional development needed:

## Unified Arts Reopening Checklist


# Scheduling

## Staffing

- Need to determine staff needing to work from home via survey (medical need).
- Staff working from home will be provided specific responsibilities by the district.
- The district is requesting 6 utility staff to support cleaning, supervision, and new general tasks.
- Paraprofessionals not assigned to 1:1 coverage will assist with duties when feasible.
- List of staff that can be used to cover classes as needed

## Mask Breaks

- Times will be determined by teachers and shared with building administrators for coordination. Principals will develop the final schedule.
- As best as possible, mask breaks should be taken every hour.
- Mask breaks should be taken around any transitions already scheduled if possible.
- During a heat wave, the district may dismiss early based on classroom temperatures.

## Afterschool Programs and Sports

- We believe our primary focus is maintaining cohorts and these activities do not match belief therefore we will not have any fall sports.
- The YMCA afterschool program is proposing a plan for after school care, potentially by cohort.

## Meetings

- School based meetings will be completed via Zoom to minimize in-person interactions for adults.
- Zoom rooms will be identified for staff to participate in meetings.
- Small meetings may occur as long as social distancing protocols are followed.

## Recess

- Recess times will be scheduled by individual teachers and communicated to principals to ensure proper spacing is available outside. Principals are responsible for finalizing the schedule.
- Recess activities are being identified to engage students while maintaining social distancing.
- The playscapes will be closed, though students may be in the woodchip areas.
- Tents intended for mask breaks and outdoor instruction will be off limits to students at recess.

## Student Assignments

- Twins/triplets are placed together
- Mixed families with students in the same grade will be placed together.

## School Day Schedule and Unified Arts

- An alternate UA and academic schedule will be identified during this temporary disruption.
- Schedules will be developed by principals and teams.
- Schedules will attempt to minimize UA staff needing to see all students multiple times per week.
- The HMS maker space will be a special.
- The student school day may need to be shortened to accommodate arrival and departure plans and the UA schedule will operate accordingly.

## Transitions

- Classes must continue through the hallways when traveling to locations (no stopping).

- Students must wait outside the bathroom on a floor marker if more than 3 students are in the bathroom at a time (part of the PBIS training).
- Classes should take the shortest route when transitioning outside.
- If a class is already in the hallway transitioning, pause and let them move through prior to your class leaving the room.
- Schools will have plans to minimize movement of students and staff as much as possible to reduce occupancy in the hallways at the same time.

**Congregating**

- No school assemblies, concerts or other large gatherings will occur until further notice. Plans for a gathering require approval from the principal and superintendent. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations.

**Classroom Visitors**

- Staff members visiting a classroom cohort need to sign in and out at the door (time and date) for contract tracing.

**District Calendar**

- An updated district calendar is being drafted for Board approval. The calendar will support additional professional development for staff. The calendar will stay regardless of the instructional model on the first day of school.

**Communication needed:**

- 

**Professional development needed:**

- 

**Scheduling Reopening Checklist**




# Mental Health and Social Emotional Support

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

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

## Social-Emotional Learning (SEL) and Mental Health

### Requirements

- Develop a detailed plan to engage all students, staff and families including 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.

### Guidance

- Provide a period of time for students to acclimate back to school. Focus on the whole child and use this period to reestablish routines and relationships.
- Intensify communication efforts with all families and at the same time provide additional supports for students who are struggling or at risk.
- Communicate the importance of SEL as a foundational and necessary aspect of a highly functioning school community.
- Consider staff in addressing SEL and mental health support.
  - Design opportunities for adults to connect, heal, and cultivate their own SEL competence.
  - Ensure access to mental health and trauma support for adults.
- Incorporate SEL and mental health support activities into online learning by employing activities such as wellness checks, discussion circles about important issues, and lessons that directly address SEL and mental health.

### Willington Response

- **Student Supports**
  - **Open Schools**
    - Research does not recommend using a formal screener to assess, but use data such as attendance, health room visits, office referrals, work completion and connectedness to identify student needs.
    - Students will receive specific lessons and strategies to support their emotional well being. The district will have a plan for SEL that is integrated into academic content through building essential self-management skills, resilience, and connections.

- Strategies will be identified for students to connect with their trusted adult.
  - Students will be provided methods to reach out to wellness staff.
  - The Wellness Team at each school will review data around attendance, health room visits, referrals, work completion and connectedness. The team will identify strategies for students while on campus.
  - The team will identify strategies to engage populations and specific students that have been disengaged.
  - Outdoor learning spaces will be established for wellness staff.
  - The district will identify methods for students to identify how they are feeling.
- **Hybrid Model**
    - The Wellness Team at each school will review data around attendance, health room visits, referrals, work completion and connectedness. The team will identify strategies for students while the hybrid model is being implemented.
    - Students will receive specific lessons and strategies to support their emotional well being. The district will have a plan for SEL that is integrated into academic content through building essential self-management skills, resilience, and connections.
    - Strategies will be identified for students to connect with their trusted adult.
    - Students will be provided methods to reach out to wellness staff.
    - Outdoor learning spaces will be established for wellness staff.
    - The team will identify strategies to engage populations and specific students that have been disengaged.
    - The district will identify methods for students to identify how they are feeling.
    - If it comes to it, the best use of this model might be to only have those students in the building who can't be at home or who are struggling and need the extra support.
- **Remote Learning**
    - The district will identify strategies to engage populations and specific students that have been disengaged (be sure to identify the reason for disengagement).
    - Students will receive specific lessons and strategies to support their emotional well being. Plan for SEL that is integrated into academic content through building essential self-management skills, resilience, and connections.

- The district will identify methods for students to identify how they are feeling.
- Strategies will be identified for students to connect with their trusted adult.
- Students will be provided methods to reach out to wellness staff.

- **Staff Supports**

- **Open Schools**

- Engage the staff in reflecting on what they've learned from the spring of 2020 and how this experience will shape the coming years for them and their students.
- Human resources will provide information about employee assistance.
- All teachers will receive professional development with specific lessons, resources and strategies to support students' emotional well being.
- Teachers will receive strategies for managing stress, emotional well being, and connectedness to teammates.
- The district will identify methods for staff to identify how they are feeling.
- Staff will identify methods to support their colleagues.

- **Hybrid Model**

- Engage the staff in reflecting on what they've learned from the spring of 2020 and how this experience will shape the coming years for them and their students.
- Human resources will provide information about employee assistance.
- All teachers will receive professional development with specific lessons, resources and strategies to support students' emotional well being.
- Teachers will receive strategies for managing stress, emotional well being, and connectedness to teammates.
- The district will identify methods for staff to identify how they are feeling.
- Staff will identify methods to support their colleagues.

- **Remote Learning**

- Engage the staff in reflecting on what they've learned from the spring of 2020 and how this experience will shape the coming years for them and their students.
- Human resources will provide information about employee assistance.
- All teachers will receive professional development with specific lessons, resources

and strategies to support students' emotional well being.

- Teachers will receive strategies for managing stress, emotional well being, and connectedness to teammates.
- The district will identify methods for staff to identify how they are feeling.
- Staff will identify methods to support their colleagues.

- **Family Supports**

- **Open Schools**

- Survey families to identify social/emotional needs (barriers to learning) for their students.
    - Families will receive strategies to support their child's mental health.
    - Families will be provided red flags regarding mental health.
    - Families will be provided with resources in the school and community (and methods for families to connect with school wellness staff). Families will receive information regarding the differences in service providers (counselor, social worker, psychologist, etc)
    - Several families will be identified as a support system for other families and contact information will be shared (after release agreement).

- **Hybrid Model**

- Survey families to identify social/emotional needs (barriers to learning) for their students.
    - Families will receive strategies to support their child's mental health.
    - Families will be provided red flags regarding mental health.
    - Families will be provided with resources in the school and community (and methods for families to connect with school wellness staff). Families will receive information regarding the differences in service providers (counselor, social worker, psychologist, etc)
    - Several families will be identified as a support system for other families and contact information will be shared (after release agreement).

- **Remote Learning**

- Survey families to identify social/emotional needs (barriers to learning) for their

students.

- Families will receive strategies to support their child's mental health.
- Families will be provided red flags regarding mental health.
- Families will be provided with resources in the school and community (and methods for families to connect with school wellness staff). Families will receive information regarding the differences in service providers (counselor, social worker, psychologist, etc)
- Several families will be identified as a support system for other families and contact information will be shared (after release agreement).

**Communication needed:**

- Communicate to the school community that SEL is foundational to the holistic success of the school community and a necessary aspect of a highly functioning school community.
- Need to notify parents of the support systems that are available and to what extent they are available (including mentor families).
- Red flags of student stress for staff and families (review state resources)
- The [CT Learning Hub for social emotional learning](#) will be shared with families.
- Provide families various strategies to connect with school staff and to help them understand it is acceptable to share if they are struggling.
- Develop a school wellness page for our professional staff
- Survey families to determine how they are feeling about their child(ren) returning to school.

**Professional development needed:**

- Provide staff training on the mental health and wellness of students throughout the year, starting with trauma informed instruction in August.
- Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. (no updates from DCF)
- Identify strategies to comfort a child without physical touch (identify the Wellington way).
- Train staff on how to identify students exhibiting social/emotional needs and how to access resources/support for students
- Provide ideas/expectations for staff to develop connections with students
- Engage the staff in reflecting on what they've learned from the spring of 2020 and how this experience will shape the coming years for them and their students.
- Help staff understand personal experiences that could impact students: amount of work, caring for other siblings, etc.
- How do students feel when their student work is shared with the classwork, or if nobody commented on the student work...

Resources put out by The American School Counselor Association:

- <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-middle-school-counseling>
- <https://schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources>

### **Transition Back to School (work in progress)**

Plan for experiences that ensure a positive, safe, and supportive learning environment. Develop programming designed to help children and adults in the school community to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Seek the voices of perspectives of students, families, educators, and other adults to develop responsive transitions plans. Engage directly with staff families and provide activities to help them feel comfortable back in the schools.

- How do we prepare students for friendships in smaller groups/cohorts?
  -
  
- Help students understand how to connect without physical touch...tell us what we can do!
  - Share that we know how hard it is.
  - We need simple and direct messaging about our guidelines and what they will accomplish
  - Educate on why each step is important, focusing on the “can dos” more than the “don’t”
  - Signals or signs kids can use to greet each other. A poster showing “non-contact” options is a good idea.
    - Air fist bump
    - Air high five
    - Dances
    - Namaste
    - Bow
  
- What strategies/experiences can we develop to welcome back students, staff and families?
  - Virtual tour of each school that highlights changes and new safety protocols (bitmojis)
  - Reverse parade (find your teacher)
  - Zoom meet and greet times scheduled
  
- How will staff check in with small groups of students and families before opening?
  -

- Ensure every student has at least one caring adult at school who checks in regularly with them.
  - Chromebook chats (Google Hangout or Zoom)
  - Postcards, notes, time for students to email
  - Shared Google docs
  
- Create exercises/lessons on alternative ways to communicate feelings given that wearing masks may alter the understandings of how individuals are feeling.
  - Who can do this at CES and HMS to support this? (this is more connected to writing an advisory curriculum in the first month.)
  
- Create exercises/lessons on positively communicating the need for physical distancing in the classroom as children naturally hug, touch, etc. when playing.
  -
  
- Help staff with strategies to handle students' and/or families' varied understandings of physical distancing measures by school personnel.
  -
  
- Assist staff in engaging students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world. Include discussions that will elevate racial consciousness as students were not present together in school during recent events in the U.S.

## Reimagining CT Classroom: A Glossary

**Asynchronous Learning<sup>4</sup>:** Students **complete their work assigned on their own time**. Students are given a timeframe — usually a one-week window – during which they need to connect to their class daily or as determined by the teacher. When asynchronous, students can access assignments and content at any time of the day (or night). Prior to remote and distance learning, students engaged in asynchronous learning when completing projects assigned to complete at home over an extended period.

**Assessment:** **The process of assessing student learning includes multiple means for demonstrating learning which results in an evaluation or inference.** Demonstrations of learning are aligned to the benchmarks and standards that allow students to show you what they know through products, performance and evidences of learning, skill development and content understanding.

**Blended Learning:** Learning that combines online digital tools, resources and media with technology and classroom methods, with some element of student control over time, place, path or pace. Blended Learning can take place on site, on campus, in a single classroom or in remote settings. A Blended Learning environment that provides face-to-face and online learning opportunities. The blended learning environment is designed to provide teachers with the resources necessary to both innovate and differentiate instruction according to the needs and strengths of each student.

**Continuous Learning:** Learning that continues regardless of time, space and location to ensure continuity and minimize learning gaps during extended school closures.

**Curriculum:** Curriculum is different from state and national academic standards in that standards define what students are expected to learn by subject and grade. The curriculum combines how teachers will teach to develop skills, content knowledge and assess students' ability to transfer learning. Curriculum is the central roadmap for communicating essential learning outcomes for mastery by the end of a grade or grade band. The structure and organization of curriculum is guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials and multiple means of assessment aligned to standards.

**Differentiated Learning (DI):** The process of modifying or delineating some aspect of instruction: the content, process, product, and/or learning environment to address the needs of the learners by the teacher. DI differs from personalized learning as it is a facilitated process that moves the learner to the center of the planning.

**Digital Learning:** Digital learning is any instructional practice (onsite/on campus or remote) that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality, high-impact instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, advancing equity through personalized or individualized instruction to ensure all students reach their full potential to succeed in college and a career. A digital learning environment includes the use of tools and applications to promote online or blended learning.

**Distance Learning:** The education of students who may not be physically present at a school. Instruction and courses are delivered via the Internet (or other forms of digital technologies that may evolve from the Internet without face-to-face interaction between student and instructor.

**Educational Standards:** The learning goals for what students should know and be able to do at each grade level. Educational standards are not a curriculum. Educational standards are adopted by the Connecticut State Board of



Education to guide the development of high-quality curriculum and high impact instruction. Local communities and educators customize and personalize the development of curriculum aligned to the approved educational standards, district needs and portrait of the learner.

**Evidence of Learning:** Student artifacts, assignments, projects that students use to demonstrate that they have made progress or mastered certain knowledge or skills. Evidence of learning may be compiled in a portfolio that can be in hard copy or a digital file, to include formative and summative test scores over time.

**Face Coverings:** All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions including when teachers are providing instruction.

**Mastery-Based Learning**<sup>5</sup>: Systems of instruction, assessment grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. In public schools, mastery-based systems use state learning standards to determine academic expectations and define “mastery” in a given course, subject area, or grade level.

**Personalized Learning**<sup>6</sup>: The term *personalized* learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

**Remote Learning:** Students and educators are not physically present in a traditional classroom environment. Instruction is relayed through technology, such as a learning management system with embedded tools like discussion boards, video conferencing, online assessments and teacher/administrator dashboards to monitor progress from remote locations.

**Synchronous Learning**<sup>7</sup>: Face to face teaching (on site/on campus). Classes and learning occur on set schedules and time frames. Students and teachers are online at the same time in synchronous classes. When blended or remote, all students must be online at that exact time in order to participate in the class.