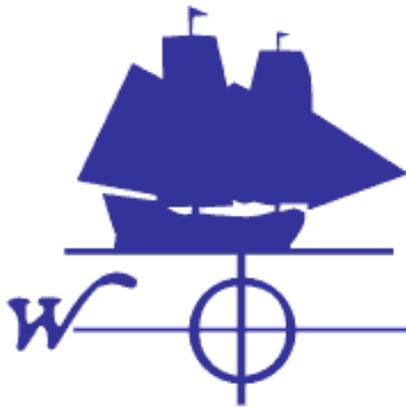


Westbrook Public Schools

7/24/2020



Covid-19 School Re-Open Plan

District Level

2020-2021

A Message from the Superintendent of Schools

Nothing is more joyful than the voices of happy children. As teachers, we relish the return of those beautiful sounds when our students return to us each fall. We are particularly anxious to welcome back our pupils this year after our work together was cut short in March due to COVID-19. We miss them and know that students learn best from the full instructional and social experience of face-to-face learning.

From all I have learned from teachers and the Board of Education since my start as interim superintendent on July 1, we have much to be proud of regarding the way our staff and students responded to the issues we faced from the pandemic. We were able to immediately put in place distance learning while protecting the health and safety of our school community. We will continue to watch the coronavirus data over the summer and will stand ready to respond with a full reopening plan, a hybrid plan, and a distance learning model, should we need to return to staying at home at any point during the year. We are eager to return to a traditional school format with increased safety and cleaning protocols. We also know, however, that we must be flexible and proactive in preparing to teach our children in these uncertain times; we may need to move to our hybrid or distance learning model should the public health data change.

Administrators and teachers are working with small committees on three draft plans to address the needs of our students and employees in each building. Each school will be prepared for a traditional school plan with increased cleaning and safety protocols, a hybrid plan combining the traditional face-to-face instructional plan with on-line learning, and a full distance learning plan, depending on the data at each school and across the state. For parents who feel their child is at risk in a face-to-face learning environment, distance learning or home schooling are also possible alternatives.

A Reopening Westbrook Taskforce will review the plans and provide feedback. The Taskforce includes teachers, parents, students, union leadership, health director, medical advisor, first selectman, and representation from the Westbrook Board of Education. Together we will develop plans to protect our children and employees while meeting our students' academic and social/emotional needs.

I understand the significant upheaval families are dealing with when the manner of instruction is inconsistent. Thank you for your patience and support as we strive to provide the best environment considering these unprecedented circumstances. I will continue to keep you informed as we meet the challenges that are certain to present themselves.

Patricia Charles, Ed.D.

Interim Superintendent of Schools

Task Force Members:

Patricia Charles, Ed.D - Superintendent

Madeline Illinger- Director of Special Education & Student Services

Lesley Wysocki- Business Manager

Tina Bennett- Nurse, Secondary

Kayla Johnson- Nurse, Elementary

Ruth Rose- Principal, Daisy Ingraham

Tara Winch- Principal, Westbrook High School

Teg Cosgriff- Athletic Director

Patrick Hanssen- WEA Union President, Teacher

Maggie Vincent- AFT Union President, Secretary

Noel Bishop- First Selectman

Zachary Faiella- Health Director

Benjamin Russell- IT Specialist

Caitlin Eichler- Curriculum Coordinator

Marilyn Brown- School Psychologist

Mary Ann Clark- Parent

Andrew Livingstone- Student

Jesse McGannon - Student

Heather Manley, Parent

Don Perreault, BOE member

Dr. Adam Perrin - School Physician

Sub-Committees:

| Daisy Ingraham School | Westbrook Middle School | Westbrook High School |
|---|--|---|
| Ruth Rose, Principal | Madeline Illinger, Interim Director of Special Education | Tara Winch, Principal |
| Marilyn Brown, School Psychologist/Lead Teacher | Nicole Archambault, School Psychologist | Caitlin Eichler, Lead Teacher |
| Heather Manley, Parent | Brianna Banach, Secretary | Erik Becker, PLC Family /Consumer Science |
| Tovah Vincent, Parent | Alesia Bauer, Secretary | Allison Carr, PLC Health/PE |

| | | |
|---|--|---|
| Corey Ehrlich, Social Worker | Alicia Ferro, Spanish Teacher/PLC World Language | Eric Gerhardt, PLC Music |
| Alicia Adinolfi, Administrative Assistant | Amy Gallagher, Gr. 7 LA Teacher/Lead Teacher | Patrick Hanssen, PLC Math |
| Lisa Sizer, Secretary | Jodi Ouellette, Gr. 8 Science Teacher/Parent | Susan Hourihan, PLC Art |
| Jennifer Pernal, Preschool Teacher | Jennifer Singleton, Paraprofessional | Nancy Malafronte, PLC English |
| Lori Freeman, Kindergarten Teacher | Gerah Ventresca, Gr. 8 Math Teacher/PLC Math | Lindsay Stopa, PLC Social Studies |
| Seana Nygard, First-Grade Teacher | Nancy Wengefeld, Gr. 6 LA Teacher | Meta Wallace, PLC Science |
| Lynne Fischer, Third-Grade Teacher | Teg Cosgriff, Athletic Director | Jill Britton, School Counselor |
| Jennifer Kowalski, Music/Band Teacher | | Sarah Cunningham, School Counselor |
| Kim Godfrey, Computer Teacher | | Jenny Szewczyk, School Psychologist |
| Kayla Johnson, School Nurse | | Teg Cosgriff, Athletic Director |
| Maggie Gilhuly, Special Education Teacher | | Maggie Vincent, Administrative Assistant (Recorder) |
| Emma Voytek, Speech/Language Pathologist | | |
| Lynda Fisher, Paraprofessional | | |

WPS Athletics Covid-19 Subcommittee:

| | |
|----------------------|-------------------------------------|
| Teg Cosgriff | Director of Athletics |
| Dr. Patricia Charles | Superintendent |
| Tara Winch | WHS Principal |
| Tina Bennett | WHS/WMS School Nurse |
| Madeline Illinger* | WMS Admin - designee |
| Caty Halpin | Athletic Trainer |
| Derek Hanssen | WHS Fall Boys Coach |
| Janet Dickey | WHS Fall Girls Coach |
| Dr. Adam Perrin | School Medical Advisor |
| Zachary Faiella | Westbrook Director of Public Health |
| Abigail Fredrickson | WMS Fall Coach |
| Ryan Percival | Daisy Ingraham - designee |

Introduction to Fall Reopening Model

Westbrook Public Schools' plan is responsive to the continually changing conditions presented by the coronavirus pandemic. We understand that the guidance we receive from state and local officials will evolve and our plans must respond accordingly. This is a fluid document which will be revised as new information becomes apparent and from learning from our experience as the year progresses.

Presented in this plan are three alternatives to address student and staff needs that anticipate changing health data as we move through the year:

1. Traditional School experience, 5 days a week, all students with increased health and safety protocols.

Parents may choose not to participate based on individual considerations. Temporary distance learning options will be provided by certified staff.
2. Hybrid Plan, a combination of in-school and remote learning.
3. Distance Learning, a blend of synchronous and asynchronous instruction by the classroom teacher, support staff and service providers.

In each of these scenarios we will address the needs of all students with respect to inclusion, equity, and access for all learners. Students will require breaks within the school day as they adjust to wearing masks full-time. Classes will occur outdoors when appropriate weather and learning conditions are possible. All students will be provided with technology to connect with their teachers and lessons. School staff will follow up to ensure that *all students* have access to the internet. A technology support line is available to staff and students to support continuous learning from remote locations. Plans and support services will be provided so students make progress in the general curriculum.

Guiding Principles

This plan is based on the following guiding principles as stated in the Connecticut State Department of Education guidance document, Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together.

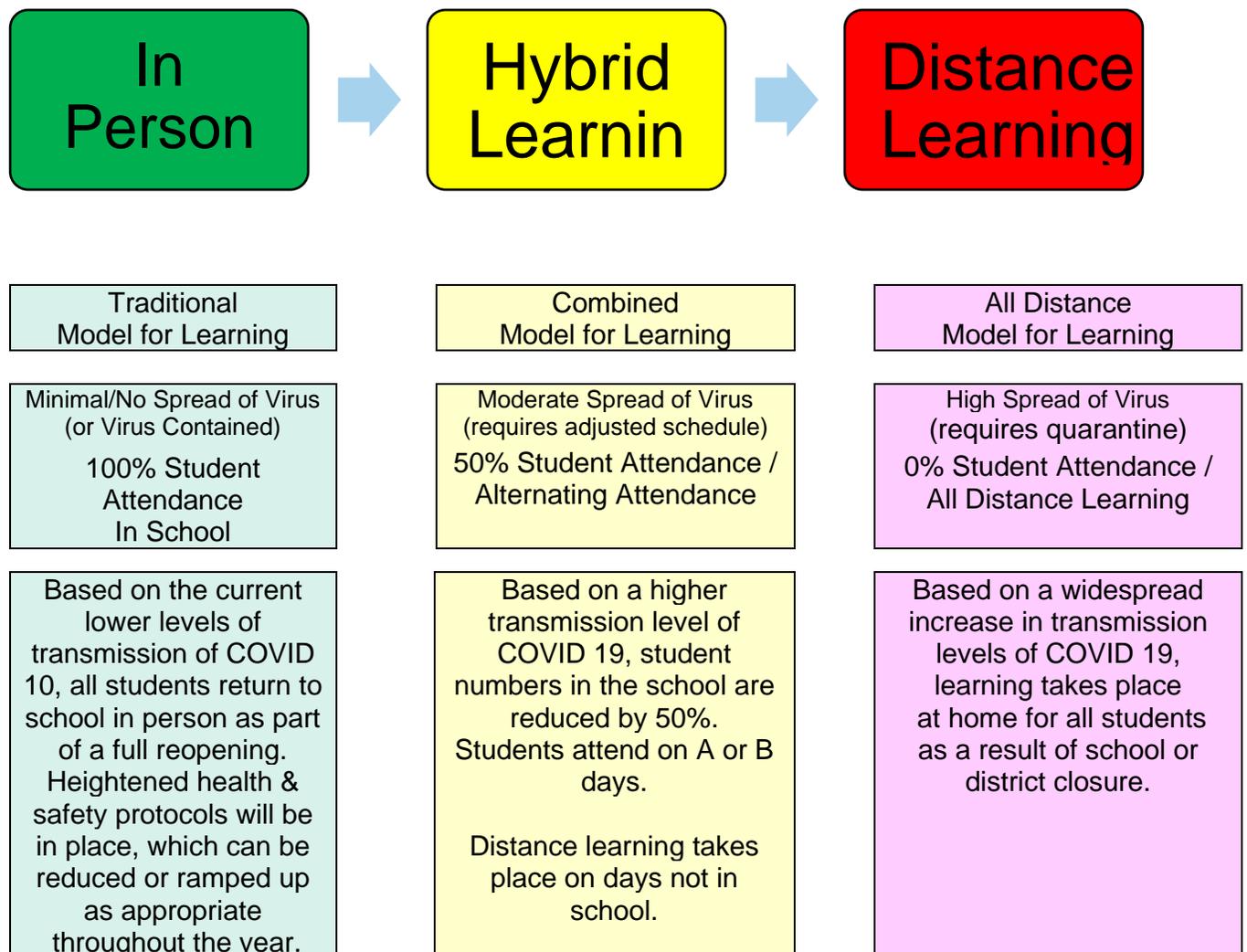
1. Safeguarding the health and safety of students and staff;
2. Allowing all students the opportunity to return to school full time starting in the fall;
3. Monitoring the school, students, and staff and, when necessary, potentially canceling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;

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

Scheduling

As stated, Westbrook Public Schools has outlined three plans, traditional in-school learning, a hybrid plan, and full remote learning from home.

- A full time, five-day a week program in school with appropriate protocols to protect the health and safety of our staff and students
- A hybrid model of instruction featuring A&B days
- A remote learning plan with synchronous and asynchronous learning opportunities



Elementary

All Students Return with Heightened Protocols:

Maintain classroom cohorts as much as possible and avoid cross-cohort contact between students by modifying lunch and recess schedules; as well as flexible access to special areas in alternative locations (i.e., Art, Music, Library, Computer, P.E., Band and Spanish classes), bringing those classes into the classroom or outside spaces as appropriate. Considering grouping students with services in cohorts to achieve less cross-cohort contamination.

- Social/emotional learning lessons will be provided by Support Staff and classroom teachers to cohorts to support reintegration of school and maximize learning.
- All teachers will escort and monitor the student cohort groups while moving throughout the building.

Hybrid Model:

- In the event that a hybrid model needs to be implemented to accommodate 50% of students to be in the school building at a time, in order to further reduce the size of classroom cohorts, the elementary schedule will change to:
- Monday, Tuesday, Thursday, Friday: Grades PreK, K, 1, 2, 3 and 4--50% of students in these grades will participate in in-person learning, while 50% of students participate in Distance Learning and follow up activities to their in-school experience. If possible, live-streaming classroom instruction (using Google Suite) will be utilized for students in remote learning environments at home.
- Wednesday: Students in Grades PreK through 4 participate in Distance Learning to allow an opportunity for deep cleaning of school buildings. Teachers will provide additional remote assistance for students; working individually or in small groups or participating in Professional Development.
- This daily schedule will allow parents/guardians to plan for necessary childcare. Families will be grouped together to follow the same daily schedule across grade levels. (For instance, a preschooler and third-grader from the same family will be scheduled for the same days in/out of school.)

Full Distance Learning:

- 9:00 a.m. - 2:00 p.m. Combination of synchronous & asynchronous learning for all students with school-provided 1:1 technology for remote learning at home.
- Daily Schedule:
- 9:00 a.m. - 9:30 a.m.: Welcome, Morning Meeting, Check-in, Sharing, Attendance
- 9:30 a.m.-10:30 a.m.: Literacy/Social Studies Block
- 10:30 a.m.-10:50 a.m.: Special #1
- 10:50 a.m.-11:10 a.m.: Special #2

- 11:10 a.m.-11:20 a.m.: Snack/Break
- 11:20 a.m.-12:20 p.m.: Math/Science Block
- 12:20 p.m.-12:30 p.m.: Check in/Questions w/ Teacher
- 12:30 p.m.-12:50 p.m.: Lunch
- 12:50 p.m.-2:00 p.m.: Synchronous & asynchronous learning opportunities for students to receive related services and additional assistance from teachers and support staff, including reteaching. Professional Development may also be offered.

Middle School

All Students Return with Heightened Protocols:

- Group and maintain classroom cohorts at each grade level with teams of General Education Teachers and support personnel. Classroom cohorts will use the same classroom every day and for most part utilize the same hallways, bathrooms, and other areas of the school as much as possible.
- Group students who receive special education, SRBI and English Language services in cohorts as much as feasible and in the best interest of individual students.
- Each cohort will travel together to Special Area classrooms with the exception of World Language classes where students may be mixed.
- Each cohort will eat lunch and participate in Recess or Academic Enrichment as a group.
- Social/emotional learning lessons will be provided by Support Staff to cohorts to support reintegration of school and maximize learning.
- Mark hallways for traffic flow and designate up and down stairways. All teachers will escort and monitor the student cohort passing to rooms throughout the building.
- Lockers will be utilized at the beginning and end of each day to store coats and sports equipment on a schedule designed to maintain cohorts and social distancing. Classroom materials will be stored in the student's cohort classroom.

Hybrid Model:

The school will operate at a reduced capacity of 50% student population with students divided by alphabet - for example A-M on Monday and Tuesday and N-Z on Thursday and Friday. Half the group would be face-to-face with the teacher and the other half would engage in synchronous distance learning.

When students are not in school on alternate days, students will be expected to work at home via distance learning and with materials provided from the teachers and school. On Wednesday, all students are engaged in full distance learning with teachers. These days are designated for specific and increased cleaning and sanitization protocols in the school building.

Full Distance Learning:

- Follow a 2-day rotation from 9:00 a.m. - 12:30 p.m.
A Day - Periods 1-4 & B Day - Periods 5-8
- 12:30 p.m. - 2:00 p.m. Teachers provide assistance and reteaching. Professional Development may also be offered.
- Google Suite Platform will be used by teachers and students.

High School

All Students Return with Heightened Protocols:

- Utilize a 4 X 4 block schedule with 90-minute periods. Use a 2-day rotation
- Remote learning approaches for courses that must be limited due to state guidelines

Hybrid Model:

A Day: Periods 1-4 Grades 9 and 10 (90-minute classes) Grades 11 and 12 DL
B Day: Periods 5-8 Grades 9 and 10 (90-minute classes) Grades 11 and 12 DL
C Day: Distance Learning Day Periods 1-8 All grades (40-minute classes)
D Day: Periods 1-4 Grades 11 and 12 (90-minute classes) Grades 9 and 10 DL
E Day: Periods 5-8 Grades 11 and 12 (90-minute classes) Grades 9 and 10 DL

Full Distance Learning:

- Follow a 2-day rotation 9:00 AM - 12:30 PM
- A Day - Periods 1-4 B Day - Periods 5-8
- 12:30 p.m. - 2:00 p.m. Teachers provide assistance and reteaching. Professional Development may also be offered.

Communication & Data Collection

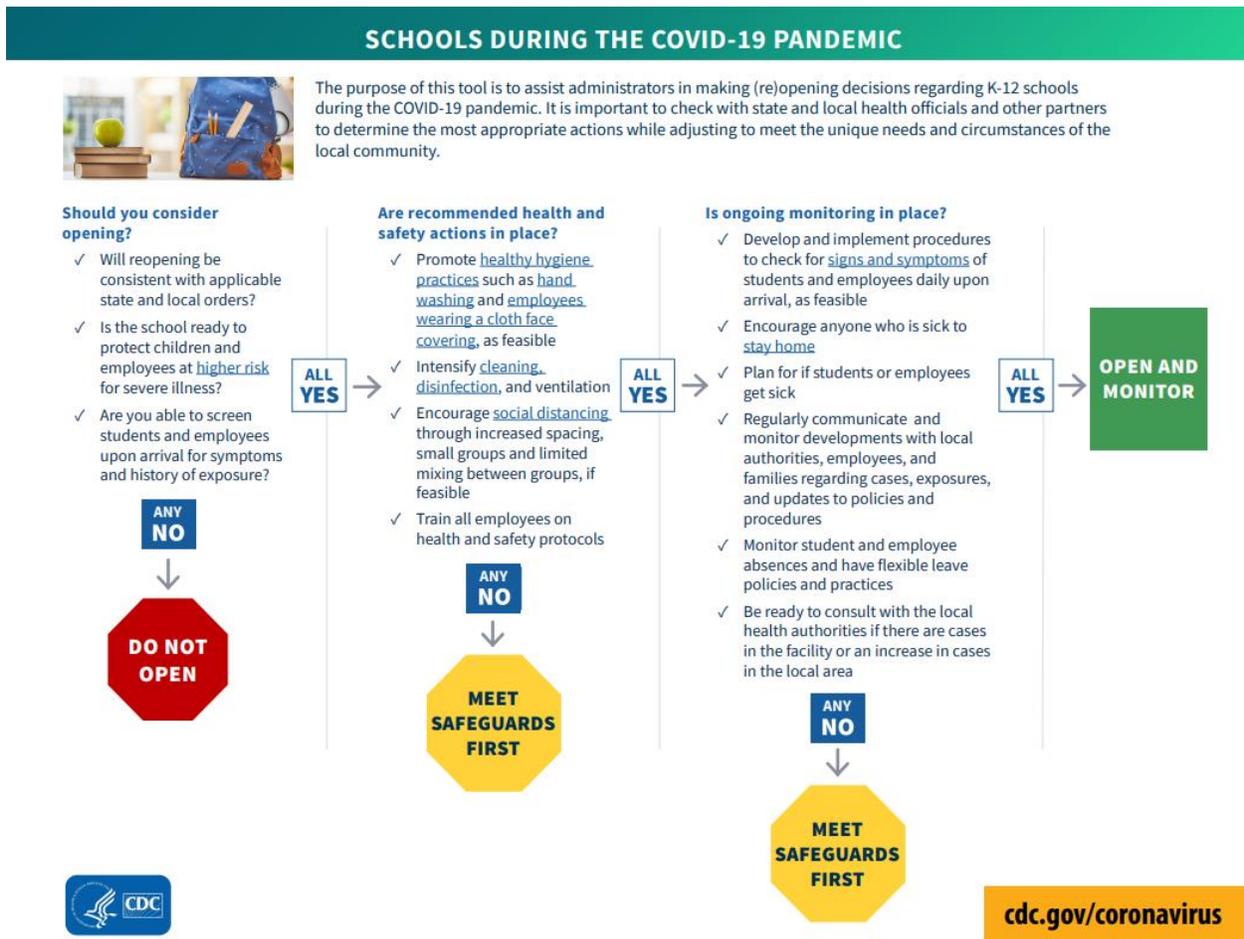
Effective communication with the school community, stakeholders and town officials is a critical component of any successful plan. Strong outreach to families, staff and community partners will aid in our ability to keep people healthy and safe. Not only must we be prepared to communicate changes in how instruction will be delivered, but also to properly educate staff, students, and families about necessary protocols to follow before students enter school. A centralized database of resources for families on the district website has already been established. Timely communication to families regarding the district response to COVID is essential.

Westbrook will:

- Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison.

- The school nurse and principal act as liaisons in each school and serve as a point of contact for COVID-19 related questions and concerns. Staff and families will be made aware of how to contact these individuals.
- Put systems in place to communicate regularly about the most up-to-date policies and protocols related to the considerations herein, for staff, students, and families.
- Make plans available in relevant languages of families in the community, as well as accessible to those with visual and /or hearing impairments.
 - Provide information and signage in Spanish, Portuguese, and English about the proper actions to stop the spread of COVID 19. Information will be posted on the district website as well as at the schools in locations such as staff rooms, school entrances, and lavatories, reminding students and staff about how to stay safe through hand washing, covering coughs and sneezes, and wearing masks.
 - CDC guidance regarding cleaning protocols and messaging regarding how to remain safe will be posted on the district website.
- Ensure the development of plans for ongoing two way communication with the school community (staff, families, and students) about any new policies and/or protocols prior to reopening, anytime there is a significant policy change, and upon re-entry if a school closes temporarily during the year.
- Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.
 - The school has a robust parent notification system, School Messenger, that can immediately notify parents and staff of changes as the year progresses.
 - All administrators are available by phone or email and contact information is available on the school website.
 - Parents who do not have access to email or the internet will be notified individually.
 - Students will be regularly reminded of ways to prevent the spread of the coronavirus through the use of school intercom messages, morning news and regular announcements.
- Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.

- Surveys were distributed to parents prior to the reopening of school to obtain information about their intent for their child to return to the classroom or continue to learn remotely. Provide opportunities for feedback on the strengths and weaknesses of the implementation of the reopening plan. Opportunities for focus groups and survey parents during the process will be provided.
- Phone calls and surveys via the School Messenger system will be utilized to collect additional information if needed.
- Notify staff and families about the latest travel advisories and remind them that people returning from states or countries that are on the travel advisory list must quarantine for 14 days. We want attendance at school to be a priority for our school community.
- Utilize the most up-to-date decision tree related to schools from the CDC should school classes be cancelled and a determination must be made about the approach to reopening. See below:



Facilities

Paramount in the minds of parents and staff is how the district is able to ensure that reopening schools can be accomplished in a safe and healthy manner. Westbrook administrators have been reviewing the challenges of balancing the return of all students while continuing to maximize opportunities for social distancing. Rethinking how we utilize classrooms, hallways, bathrooms, entrances and exits is reflected below in how we will respond to the state requirements for facilities while still providing high quality instruction for every child.

- Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.
- Assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space.
- Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.
- Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population

The Plant Operations Manager and his staff will work with School Principals to ensure that all of our schools meet distancing expectations, as practicable by adjusting the set up in all classrooms so that desks face in the same direction and are appropriately spaced apart, students will sit on only one side of tables. We will add sections of classes to ensure small class sizes and use additional spaces within the building to accommodate potential overflow. Portable desk shields have been purchased for staff and student individual use. Face masks have been purchased for all staff and students. A supply of clear face masks has also been purchased. A supply of face shields has been purchased for those who may be subject to greater exposure, such as those working with small children. Floor markings and signage throughout each building is being installed to direct flow of students in the hallways.

Signage will be posted in each school illustrating and promoting everyday protective measures such as the need for continued social distancing and other illustrative protections against coronavirus, including symptoms, prevention, proper use of masks, etc. For our population these will be in English, Spanish, and Portuguese.

- Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.

- Consider having training days and days to practice new protocols with staff only prior to having students enter the building.
- Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed.
- Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.

Training will be provided to all staff prior to student arrival. Our local Director of Public Health, School Nurses, District Physician and School Administrators will review steps that have been taken to protect the school community, new systems and procedures including social distancing, proper use of PPE, hand washing, traffic flow, recognizing and reporting symptomatic people, etc.

Our substitute service will also receive this important information and will ensure any substitute is aware of Westbrook policies and procedures.

- Outdoor instruction will be encouraged provided weather conditions are acceptable and student medical conditions are considered.

Building Administrators will build opportunities for outdoor instruction and/or breaks throughout the day.

- Wash stations and hand sanitizer dispensers will be purchased and distributed to schools for placement in high traffic areas.

The Plant Operations Manager or his staff will ensure all soap dispensers and paper towels are checked multiple times daily and filled when necessary. Hand sanitizer and/or wipes will be readily available, where handwashing in the classroom or scheduled bathroom breaks are not possible.

DPH [Guidance for Cleaning and Disinfecting of Schools](#) during COVID-19.

The Plant Operations Manager will oversee the reopening for each school building that specifically addresses high standards of cleanliness for all classrooms, bathrooms, hallways, and offices within each school. Additional staff will be hired to ensure high touch and shared surfaces such as door handles, handrails, restroom surfaces, desktops, and chairs, office equipment, etc. are addressed multiple times throughout the day. All attempts will be made not to have shared material, however those used by more than one group will be cleaned between each use and logged.

A listing of all products used, which comply with EPA and the State of Connecticut labelled to be effective against emerging viral pathogens, will be posted on the district webpage. Cleaning and hygiene protocols will be communicated to all staff and families.

Cleaning logs will be used in each building to track accountability.

- Comply with DPH [Return to Service Guidance](#) for Building Water Systems.

The Plant Operations Manager or his staff have continued to ensure that water flow has not been stagnant since original closure in March 2020.

- Comply with DPH [Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems](#) during the COVID-19 pandemic.
- Inspect building systems regularly to ensure they operate properly and address repairs and maintenance in a timely manner.

The Plant Operations Manager has a preventative maintenance schedule and will respond to any report of malfunctioning equipment in a timely manner.

- Increase the percentage of outdoor air that circulates into the system where possible.

The Plant Operations Manager will work with our current HVAC vendor to ensure compliance with fresh air flow in all spaces according to DPH guidance. Most filters used are MERV-8 and are changed frequently. Information regarding outdoor airflow will be communicated to all staff through their Building Administrator.

- Enable no touch usage of items such as doors, trash, and bathroom fixtures where possible. Prop open doors in accordance with fire and safety codes and remove trash lids.

The Plant Operations Manager will ensure any no touch items are in working condition. Doors stops will be installed where allowable and trash lids will be removed.

- Isolations rooms have been identified in each building.

Building Administrators will designate isolation rooms within each building. Sanitation will happen between each usage.

Daily Operations

- Cohorts are established in grades PK-8 and implemented where feasible at the high school level

Westbrook will:

- Implement the key strategy of establishing stable cohorts within the school population, when feasible.
 - develop a system for cohorting and logging for the purposes of contact tracing, if necessary, if there are interactions between different cohorts.
 - 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.
 - restrict the mixing of cohorts. Pay particular attention to eating times, open periods, recess and study halls.
 - assign classroom groups with teams of teachers and support personnel, and as much as possible restrict mixing between teams.
 - notify families of the cohorts so that they can use that information when scheduling any activities, carpools, or other engagement outside the schoolhouse.
 - when possible, have teachers of specific academic content areas rotate, instead of student groups.
 - maximize other safety precautions where cohorts may have contact, such as more closely monitored use of facial coverings, hand washing and sanitizing between cohorts.
 - when assessing the best approach to restriction of mixing teams, consider eating periods, open periods, and study halls.
 - where schools have different entrances, assign cohorts a specific entry and exit that remains consistent day-to-day. Consider a similar design for assignment of restrooms, classrooms, and outside space where it is possible to restrict primary use to a single cohort, or consistent group of cohorts.

Foot Traffic, Hallways, and Shared Areas:

Westbrook will:

- Limit face-to-face encounters by designating foot-traffic patterns — such as one-way hallways and staircases — and by designating entrance-only and exit-only doors, when feasible.
- Install markings on floors to illustrate foot-traffic expectations.
- Designate up and down staircases at the middle level

The Plant Operations Manager and Building Administrators will establish foot traffic patterns and establish entrance protocols to limit face-to-face traffic. Markings will be installed to illustrate new flow.

- Consider staggering passing in the hall by changing schedules around periods to ensure students change rooms, if necessary, at different times.
- Keep traffic moving in stairways and halls.

Child Nutrition

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

The Food Service Director will ensure compliance with all federal guidelines and local health official guidelines regarding the child nutrition program, including eligibility and meal pattern requirements. She will continue to serve as the determining official for eligibility and make available free and reduced-price meals to all eligible students. All documentation and claiming methods will comply with USDA and State regulations. The Food Service Director will proactively plan and prepare meal access on a daily basis. The Food Service Director and Building Administrators will determine the appropriate meal distribution method as appropriate. This could include a cafeteria pick up model, classroom delivery model or a combination based on established cohorts, social distancing requirements, scheduling, student traffic, staffing etc. All meals will be pre-ordered in the morning each day and served pre-packaged including utensils to avoid unnecessary contact. Each school will communicate strategies to families about school meal service and options. No self-service or ala carte options will be available until further notice. The Plant Operations Manager will ensure sufficient trash removal and cleaning will take place wherever meals are being provided. PPE for cafeteria staff will be provided by the district.

Should there be a school closure, meals will be provided at a central location as a grab and go prepackaged meal and accounted for appropriately.

Transportation

Westbrook gathered data from families to properly plan for the number of students expected to ride the bus and the number of parents deciding to transport their children. We understand

that the district has responsibility to provide transportation should the parent decide to return to bus transport of their child.

| | | |
|--|--|--|
|  <p>CONNECTICUT SAFE STATUS Vaccine available or effective treatments for COVID-19</p> |  <p>CONNECTICUT LOW STATUS Low transmission risk in the community of COVID-19</p> |  <p>CONNECTICUT MODERATE STATUS Moderate or more severe spread of COVID-19</p> |
| <p>Full Capacity on Bus Bus transportation can operate with no restrictions</p> | <p>Up to Full Capacity on Bus Bus transportation can operate up to full status with face coverings / mask requirements and loading and unloading restrictions</p> <div style="border: 2px solid red; padding: 5px; text-align: center;"> <p>This is the status for the beginning of school.</p> </div> | <p>Limited Capacity on Bus Bus transportation can operate with seating and spacing restrictions, face coverings / mask requirements, and loading and unloading restrictions.</p> <p>Reduced Number of Students and seating based on strict social distancing guidelines</p> |

Low Transmission Risk

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

Moderate Transmission Risk

- Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.

- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

Westbrook will:

- Assess whether a temporary monitor on student transportation at the beginning of the school year will best facilitate successful compliance with school health policies as these new protocols are implemented, particularly for younger students.
- Provide back-up masks if students do not have face coverings when boarding the bus or van.
- Develop clear expectations for drivers and bus monitors related to face coverings and other safety measures.
 - Include a plan for instances where a student is waiting, and illustrate symptoms associated with COVID-19 that are observable to the bus operator.
- Prohibit passengers to change seats during the route.
- Plan to increase cleaning and sanitizing for all vehicles and keep associated logs. Wipe down high touch areas in between first and second tier. The district will provide sanitizing product to the degree possible
- Effectively communicate cleaning protocols to all M&J staff, including measures to prevent harmful human exposure to chemicals.
- Prohibit eating on the bus; students must keep masks on.
- Allow windows to be open weather permitted to improve ventilation
- Communicate expectations before school by parents and at the end of school by teachers until the procedure becomes routine. No eating on the bus and students must wear masks and keep them on.

M & J will:

- Provide drivers with masks - cloth/quilted reusable masks as well as disposable ones. Drivers will be required to wear a mask at all times that students are on-board the buses. They also plan to supply the drivers with hand sanitizer and disinfecting wipes to maintain their immediate driving area in a clean and disinfected state.
- Drive with windows down, weather permitting, with students on-board to help with ventilation. Additionally, when the buses are parked at the bus depot, weather permitting, they will open the emergency doors and front doors to further improve ventilation.
- Keep the first row of seats open to allow for distance between the students and the drivers. This is subject to change based on the social distancing requirements between a no-spread and moderate spread scenario.

- Reach out to the school if a problem with compliance that drivers are unable to address on their own.
- Wipe down the high touch/traffic areas of the buses including the handrails and the tops of the seats between the two tiers in the morning and in the afternoon.
- Load the students from back to front in the morning and release them at school from front to back.
- Continue to look at bus routes to see if there can be improvement in the number of students on a bus and improved unloading procedures.
- Provide a school-purchased mask for students that have forgotten a mask.
- Communicate any difficulties with students wearing masks or not feeling well promptly with the School Principal or designee before arriving at the school.

Pick Up/Drop Off:

Westbrook will:

- Designate specific entrances/exits to school for students.
- Plan vehicle flow and logistics with our local state troopers and Westbrook constables, particularly if there are more family transport vehicles.
- Communicate arrival/departure procedures to limit unnecessary entrance of parents and guardians into the building.

Family or Guardian Transport:

Westbrook will:

- Encourage parents and/or guardians to transport their children to schools to reduce the number of students sitting in close proximity on the school bus. The schools will work with State Troopers and Westbrook Constables to identify the needs for different traffic patterns and foot traffic. For example, at Daisy Ingraham, students in preschool and kindergarten will enter and exit through doorways connected to their classroom or hallway.
- Consider encouraging carpooling of cohorted students.

Health Practices and Protocols

- Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.

- Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing,
 - frequent hand washing and use of hand sanitizer,
 - use of face coverings that completely cover the nose and mouth,
 - respiratory and cough etiquette, and
 - enhanced cleaning/disinfection of surfaces.
- Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.

Westbrook will:

- Expect students and staff to wash or sanitize their hands upon entry of the building or classroom and throughout the day.
- Teach and reinforce hand-washing with soap and water for at least 20 seconds
- Put systems in place to communicate the most up-to-date policies and protocols related to the considerations herein, for staff, students, and families. This information will be shared by principals' in message to families and on the website.
- Make plans available in relevant languages of families in the community, as well as accessible to those with visual and /or hearing impairments.
 - Provide information and signage in Spanish, Portuguese, and English about the proper actions to stop the spread of COVID 19. Information will be posted on the district website as well as at the schools in locations such as staff rooms, school entrances, and lavatories, reminding students and staff about how to stay safe through hand washing, covering coughs and sneezes, and wearing masks.

Immunizations and Health Assessments:

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

Westbrook will:

- Follow the state guidelines put out by the DPH and CSDE.

Screening for Illnesses

Westbrook will:

- Ask parents to screen students for symptoms consistent with COVID-19 before leaving for school, utilizing an electronic form to record answers to key questions

and to record student's temperature. If the school does not receive an electronic form from each student's family daily, a robotic call will be placed to families reminding them to complete the form.

- Screen students as they enter school consistent with state and local health guidance, which includes visual wellness checks. Any necessary follow-up temperature checks will be conducted in the School Health Office. Staff will observe students throughout the day and refer children who may be symptomatic to the school nurse. Students with temperatures over 100.0 degrees F or exhibiting symptoms of COVID-19 will be sent home.

Reporting Illnesses and Addressing Vulnerable Populations

Staying at Home

Students and staff must 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, sore throat, loss of taste or smell, etc.) All information about employee or student illness will be kept as a confidential medical record.

Westbrook will:

- Encourage faculty, staff, and students to stay home if they are sick. If an individual presents to school with "Sick Day Guidelines" symptoms, they will need to go home until clearance criteria is met.
- Continue to support students with acute or chronic health conditions. Absences will be handled on a case by case basis. Long term absences will be evaluated if criteria is appropriate for medical leave or other medical accommodations.

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.

Westbrook will:

- Collaborate with Administrative Assistants to record symptoms when students and staff call out for sick days
 - Health Office to record this in the student's electronic health record
 - Health office will monitor illnesses for communicable disease trends
 - Nurses will collect data and report trends to the nursing supervisor, principals, and superintendents

- Report to the administration, medical advisor, and Public Health Department if 10% of the student population, whether it is across a division or entire school population, calls out sick for similar symptoms.
 - This also applies to faculty/staff illness absences

Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance.

– Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home.

Westbrook will:

- Require that a daily Self-Assessment electronic form will be completed by students, parents and staff prior to arriving at school to identify fever and other possible COVID symptoms.
- Limit parents and visitors in the schools unless it is for a specific educational purpose, scheduled in advance, required by law or for a child’s individualized educational plan. Approved visitors and parents are also subject to the screening process.
- Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

Westbrook will:

- Post school-wide sick protocols, signs and symptoms of COVID, and temperature thresholds on the school website, through School Messenger, and in health offices.

Consistent with the applicable laws and school policies, offer options for school and work to staff and students with special health care needs (e.g., remote learning options, alternate or modified job responsibilities).

Returning to School

Follow the relevant public health guidelines in place at that time and communicate with the local public health official related to the return. Review LEA policies to ensure they are consistent with those guidelines. At present, CDC’s criteria to help inform when employees should return to work includes:

- If they have been sick with COVID-19
- If they have recently had close contact with a person with COVID-19

Westbrook will:

- Develop a return to school policy based on the most recent CDC guidelines.

Students with a temperature greater than 100.0 degrees F are not permitted in 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.

Social Distancing

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

Be prepared to adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission.

Westbrook will:

- Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.
- Provide face shields for staff who work with students who may require closer proximity or direct contact.
- School nurses will conduct health assessments for symptoms consistent with COVID-19.

Material Sharing

Westbrook will:

- Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. Plan in advance by determining if additional supplies are necessary. These materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies.
- Appropriately clean, disinfect, or sanitize materials at the end of each school day consistent with CDC guidelines.

Use of Face Coverings, Masks, and Face Shields

Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below.

- For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance.
- For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.

Be prepared to provide a mask to any student or staff member who does not have one.

Westbrook will:

- Request a medical note from a provider for students and staff who have a medical reason making it unsafe to wear a face covering.
- Provide a mask for any student or staff member who does not have one on any given day.

- Teach and reinforce the use of face coverings, avoid touching the face, and washing of hands for students and staff.
- Set clear guidelines regarding limited exceptions to the use of face coverings when other mitigating practices are in place and mask breaks throughout the day by taking students outside, at lunch, or at recess.
- Educate staff when face shields may be appropriate and should be worn for additional protection.
- Educate staff regarding the appropriate use of clear masks

Health Monitoring Plan

Westbrook Public Schools will work closely with the Health Department to monitor the level of transmission of COVID 19. We hope to remain in the green with traditional classroom instruction with little or no spread of the virus in our community. School schedules and/or protocols may change should we enter the “yellow” level with minimal or moderate community transmission. If there is a significant increase in local cases, based on guidance from the State of Connecticut and/or the Health Department, the school will likely revert to a Distance Learning Model.

|  |  |  |
|---|--|--|
| LITTLE or NO COMMUNITY TRANSMISSION Minimal/No spread of Virus (or Virus Contained) | MINIMAL OR MODERATE COMMUNITY TRANSMISSION Moderate Spread of Virus (requires possible adjusted schedule and adjusted transportation) | SUBSTANTIAL COMMUNITY TRANSMISSION High Spread of Virus (requires quarantine) |
| Instruction is 100% in-person | Instruction is 100% in-person or a possible 50/50% Hybrid | Instruction is 100% Distance Learning |
| Daily attendance rates monitored | Daily attendance rates monitored and shared with local health officials | Attendance for Distance Learning is monitored based on participation from home |
| Teaching and reinforcing of healthy hygiene | Concentrated reinforcement of healthy hygiene | Communication to home on healthy hygiene practices |
| Prevention measures in place | Heightened prevention measures in place | Strict prevention measures in place for essential personnel |
| Social distancing in place | Heightened social distancing in place with limitations in activities/events | Quarantine measures in place |
| Group gatherings/events limited; all events require approval | Group gatherings/events postponed | All group gatherings/events canceled |
| Remain prepared for | Active | Continued engagement in Distance Learning during |

| | | |
|---|--|--|
| Distance Learning while learning is in-person at school | Preparation for Distance Learning and/or short-term school dismissals resulting in possible Distance learning for two-week periods | extended school dismissals and/or closures for long periods |
| Cleaning and disinfecting in place | Intensified cleaning and sanitizing in place | Classroom and buildings sanitized and shut down |
| Regular communication with local health officials | Coordination of closure with local health officials | Order of closure from local health officials and/or Executive Order for closure from Governor's Office |

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

Planning and Distribution of Information

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

Westbrook will:

- Review the most updated guidance on monitoring for COVID-19 and develop protocols consistent with the applicable recommendations.

Containment Plan

Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans is 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 district 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” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. Students should remain supervised in the isolation room. For the purposes of

contact tracing, schools should log all persons who entered the room. The individual supervising the room must be equipped with proper PPE.

- Initiate recommended [CDC cleaning procedures](#) following a confirmed COVID-19 case.
- Review [CDC guidance](#) to ensure compliance with the most up-to-date information regarding containment.
- Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. Include input, where appropriate, from the local health department, school medical advisor and school nurse supervisor.

Westbrook will:

- Provide resources to staff and families regarding local community testing.

Cancellation of Classes, Remote Learning, and Reopening Plans

The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.

- Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.
- Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.
- Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.
- Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.

Future Planning for Virtual Distance Learning

- Be prepared to provide remote/virtual distance learning opportunities immediately upon cancellation of in-school classes.

During the SY 2019-20 state-ordered closure, Westbrook engaged in a robust distance learning (DL) program. Students and teachers, counselors and special needs support professionals provided continuous teaching and learning opportunities while administrators provided daily oversight of the same. The lessons learned through the three-month distance learning experience provide the foundation for this current DL plan. Much was learned regarding strengths and weaknesses within the two models of online teaching and learning.

Definitions

1. Synchronous learning takes place when students and teachers are working together and interacting in a digital space concurrently. An example of this would be when teachers and students are having a phone consultation or a video conference with the entire class at once in real time.
2. Asynchronous learning takes place when teachers post instructions and learning materials online. Students engage with class materials and complete work at their own pace within a given timeframe. An example of this would be when students are asked to log into Google Classroom to access posted assignments, complete the assignment and return it to the teacher through Google Classroom posting.

Going forward, Westbrook teachers will continue using both of these distance learning models and Westbrook's overall on-going plan to educate remotely will be a lynchpin in all three phases in order to remain current with DL practices and to achieve physical distancing within existing classroom sizes, cohort size guidelines as well as support required sanitization procedures (In-person learning, a hybrid of In-person learning with distance learning to reduce population size, and all distance learning in the event of COVID increase and closure).

At present, Middle School and High School students have access to district issued laptops, and are encouraged to use those devices to access the Westbrook virtual platform. Elementary School parents and students were provided with devices for use with distance learning as well. In the event that any student had a damaged or misplaced device, students were and continue to be supported by techsupport@westbrookctschoools.org.

All of the above information is available in one location at www.westbrookctschoools.org/covid19

Reopening in any modality (full in-person, hybrid or entirely DL) will include district encouragement to continue to practice the strengths of the distance learning program. During the In-Person phase, teachers will be supported to employ the technology integration strategies of the distance learning platform in the bricks & mortar setting. This will encourage teachers to access the CSDE Academic Hub resources as well as other preparation resources. It will also give students, during in-person learning, the ability to work with their teachers in the virtual modality. Westbrook's distance learning platform was designed to provide for continued progress through the curriculum. Lessons were not developed for distance learning. Rather, they were developed to keep pace with classroom curriculum delivery in the virtual medium; digitally through the Google Classroom platform.

Should the imperatives for in-person learning change due to increases in COVID contact tracing results, forcing Westbrook schooling to phase 2 or a hybrid of In-Person and virtual

learning, any/all off days for students will be virtual. See sections of the report referring to scheduling of on-off In-Person days.

Finally, should COVID contact tracing force schools into full class cancellations and the need for a return to remote learning, the MOU agreed upon school day and schedules will be followed. It is critical that the virtual learning day be scheduled in accordance with administrator expectations so that students have a clear sense of participating in a school day, no matter the modality.

Westbrook's Distance Learning plan also provides virtual support to students and families by scheduling support protocols for Guidance Counselors, School Psychologists, School Social Worker and School Administrators. Posted procedures for scheduling virtual and in-person appointments are available.

- Implement a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into a hybrid learning model.
- Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.

Academics

Special Education

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

Westbrook will:

- If parents/guardians choose not to send their child to school due to underlying health conditions, underlying disease treatments, or those with family members who are at-

risk, remote distance learning will be provided that includes IEP services to the greatest extent possible.

- Meet and create individualized plans for students with parent/guardian input. Planning and Placement Team (PPT) meetings will be scheduled to make revisions to plans as required.
- Share information with families of students where masks use may be challenging throughout the entire day. Special face masks will be provided to students and/or staff that may require it for instructional and safety purposes.
- Develop protocols for PPE and soiled clothing. Toileting and Activities for Daily Life (ADL) protocols will be in place for the safety of students and staff assisting students with these tasks.
- Develop protocols for students in community-based learning opportunities who require secondary transition services.
- Develop individualized plans for students who may exhibit significant behaviors that require de-escalation strategies and emergency safety protocols. Staff training will be provided in the use of emergency physical interventions and use of PPE.
- Collaborate with students/parents to develop a COVID-19 transportation protocol for each special needs student.
- Communicate with families of students with a high level of need to develop transition plans to assist special education students in their return to the school building. The use of social stories, visual cues, and other appropriate developmental strategies will be used to reinforce these new concepts and protocols.

English Learners (ELs)

- Understand that like all other students, English Learners are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continued to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs will continue.
- Comply with the requirement that eligible students in bilingual mandated schools are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation

may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue.

- Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 are provided through translation and/or interpretation.
- Provide English Learners who are also identified as students with disabilities supports for their EL needs, as well as services for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students have their language needs represented in their annual meetings about their IEP.

Westbrook will:

- Provide EL services by qualified Bilingual and TESOL teachers as stipulated in the student's individualized plan.
- Provide scheduled meeting times for ongoing collaboration between Bilingual and TESOL teachers, EL support providers and grade-level and content-area teachers. The schools will ensure that general education teachers embed accessibility tools such as scaffolds, explicit vocabulary instruction and differentiation supports into instruction.
- Communicate regularly with families of ELs regarding remote learning and returning to their school building. Bilingual teachers and Language Line Interpretation services will assist with translation and interpretation for families with limited English proficiency.
- Staff are trained and communicate with families about the rich asset of multilingualism that contributes to the school and broader community. The high school will continue to support the Seal of Biliteracy program for students exiting into the workforce and/or post-secondary education.
- Offer a year long, comprehensive professional development series for a cohort of middle and high school general education teachers on the implementation of sheltered instructional strategies.
- Establish a process for carrying out the required procedures for potential English learners and identified English learners including: a) ensuring adherence to the statewide identification procedures, b) continuing to provide parental notifications, c) adhering to annual English language proficiency assessment requirements and d) offering translation and/or interpretation to parents/guardians with limited English proficiency.
- Pay particular attention to the SEL needs of English learners, understanding that ELs may have unique, individual needs from each other and from their non-EL peers.

Family Support and Communication

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

Westbrook will:

Social-Emotional Learning (SEL) and Mental Health

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

Westbrook will:

- Survey students and/or parents on social/emotional level of functioning to identify those students who may require intervention and monitoring.
- Communicate with all families especially those families of students identified as struggling or at risk.
- Develop individual student plans to support specific students that have been disengaged.
- Provide professional development for staff in the beginning of the year on the importance of SEL as a foundational and necessary aspect of a highly functioning school community.
- Facilitate proactive circles in the classroom to foster a community of learners and address students social/emotional well-being.
- Spend the month of September to acclimate back to school by focusing on the whole child, reestablishing routines and relationships.
- Utilize Advisory period and Student Climate groups to provide social emotional learning lessons in the beginning of the school year.

- Consider staff in addressing SEL and mental health support by designing opportunities for them to connect with district school psychologists, counselors, social workers, and school nurses.

Athletics & After-school Programming

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

Westbrook will:

- Develop practices to address clubs, before and after school programs - when and how they may access school space
- Work with the YMCA to provide Before- and After-School Care for students at Daisy Ingraham, which is an important form of childcare to families, according to all safeguarding practices. Space will be limited.
- Park and Recreation programs TBD depending on health guidance.
- Athletics - see info later in this plan
- School Clubs: Under Consideration:
 - Virtual live online events via Google Meet
 - Recorded events assembled, edited, and distributed - via live stream or web
 - Live or pre-recorded radio broadcasting
 - In person small group that align with CDC guidelines
 - An audience whose attendance aligns with CDC guidelines possible

Athletics

- Athletics Programming will follow a plan for Westbrook student-athletes based upon CDC, NFHS & CIAC Resocialization Guidelines.
 - CIAC Resocialization Guidelines:
<http://www.casciac.org/pdfs/CIACResocializationofAthleticsGuidance.pdf>
- Consideration of the current phase in Governor Lamont's Reopen plan, preparedness of facilities to sanitize and maintain social distancing standards, current executive orders, opportunity equity, and continued consultation with the

Connecticut State Medical Society, Sports Medicine Committee will factor into CIAC's guidance of moving to low/moderate risk competition experiences.

Westbrook Public School District

Return to Practice and Play Plan

The Westbrook Public School District has created a plan to return student athletes to practice and play in the safest manner possible.

The following plan was developed in accordance with:

- The Center for Disease Control (CDC)
- The Governor's Executive Orders
- The State Board of Education
- The Connecticut Interscholastic Athletic Conference (CIAC)
- The Westbrook Board of Education
- The Superintendent of Schools
- The Westbrook Athletics COVID-19 Subcommittee
- The Westbrook Public Schools Health Advisory Team
- Regional Public Health and Local Public Safety Officials

The plan is divided into four (4) phases as defined and described by the CIAC: (with WPS implementation dates)

- **Phase I June 1 to TBD "High Risk"**
 - o Virtual Participation ONLY
 - o Student participation is voluntary
- **Phase II TBD + (4) Weeks "High Risk – In Person" - Conditioning only**
 - o Small group, in person, practice and conditioning with restrictions.
 - o No spectators. (including parents/guardians)
 - o Student participation is voluntary.
- **Phase III TBD "Low to Moderate Risk Competition"**
 - o Low/Moderate Risk Competition with restrictions.

- o No spectators (including parents/guardians)
- o Student participation is voluntary
- Phase IV August 31 to End “High Risk Competition”
 - o Low/Moderate/High Risk Competition with restrictions.

Westbrook while working with the CIAC provided guidelines and (4) stage plan will work off our own implementation dates for each stage per all available information, data and committees feedback and our communities needs and health and safety of our students and staff.

Westbrook is currently staying in Phase I and adhering to all virtual concept guidelines at this time and is in the planning stages with the Westbrook Athletics Covid 19 Subcommittee for a Phase II rollout to be determined. Phase II will commence as soon as all coaching staff are properly trained in new safety and cleaning procedures designed to keep our student athletes safe. This will include training in the use and wearing of PPE.

Westbrook is in consultation with School Districts statewide and locally including all members of our Shoreline Conference in developing our Athletics Resocialization plan.

Understanding the CIAC Four Phase terminology:

“Low, Moderate, and High Risk”

Risk, in this case, refers to the risk of virus transmission based on the nature of practice and play activities.

Low Risk: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between uses by competitors.

Examples: *Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, weightlifting, alpine skiing, sideline cheer, single sculling, cross country running (with staggered starts).*

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

Examples: *Volleyball*, baseball*, softball*, soccer, water polo, gymnastics* (if equipment can't be sufficiently cleaned between competitors), ice hockey, field hockey, tennis*, swimming relays, pole vault*, high jump*, long jump*, girls' lacrosse, crew with two or more rowers in shell, 7 on 7 football.*

**Could potentially be considered “Low Risk” with appropriate cleaning of equipment and use of masks by participants.*

High Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Examples: *Wrestling, football, basketball, boys' lacrosse, competitive cheer, dance.*

CIAC Stage Implementation and points of emphasis:

De-conditioning/Regression

The sudden closure of school and recreational activities has left student/youth-athletes without structured physical activity since mid-March. A safe return to interscholastic/youth athletic experiences must account for the de-conditioning which may have occurred during this prolonged departure from normal physical conditioning and skill development.

Prolonged inactivity can result in decreased cardiovascular function, decreased pulmonary function, muscle atrophy, and skill regression.

In addition, acclimation to the environment should be considered. The last time student/youth-athletes engaged in structured physical activity was during the cool weather month of March. Traditionally, student/youth-athletes progressively acclimate to physical activity in warmer weather over the months of April, May, and June. Returning to game play scenarios in late June or early July without a structured re-conditioning program could be dangerous for our young athletes. Now, perhaps more than ever, the likelihood for overuse injuries due to significant de-conditioning is high.

Pre-participation Physical Exams

In accordance with CIAC bylaws, sport physicals are valid for 13 months. In collaborating with the Connecticut State Medical Society, Sports Medicine Committee, we feel yearly sport physicals to assess injury risk and receive health guidance from doctors are critically important. Again, the coronavirus is a health pandemic and our student/youth-athletes have not engaged in structured physical activity since mid-March. It is in the best interest of student/youth-athlete health and safety to maintain our practice of requiring annual sports physicals. **CIAC board of Control has moved the 13-month expiration date to 15 months due to the backlog of sports physical appointments with physicians. CIAC will revisit this exception in September. **If you can secure a physical appointment please do so and be diligent to secure one.**

Face Coverings

In accordance with CDC guidance, "face coverings are not intended to protect the wearer, but rather to reduce the risk of spreading COVID-19 from the person wearing the mask

(who may not have any symptoms of disease).” (CDC Consideration for Youth Sports, 2020) “Face coverings may be challenging for players (especially younger players) to wear while playing sports.” (CDC Consideration for Youth Sports, 2020) “Face coverings should be worn by coaches, youth sports staff, officials, parents, and spectators as much as possible.” (CDC Consideration for Youth Sports, 2020)

Recognizing the benefits and potential concerns of using face coverings during conditioning and physical activity, the CIAC, in collaboration with the Connecticut State Medical Society, Sports Medicine Committee, recommends:

- i. Cloth or disposable face coverings should be worn throughout each phase when not engaging in vigorous activity, such as when sitting on the bench, during chalk talk, interacting with an athletic trainer, etc.
- ii. Medical grade face coverings are not necessary. Cloth or disposable face coverings are acceptable.
- iii. Face coverings should not be worn when engaging in high intensity aerobic or anaerobic workouts, distance running, or swimming.
- iv. Plastic shields covering the entire face (or attached to a helmet) shall not be allowed during contests. Their use during practices increases the risk of unintended injury to the person wearing the shield or teammates. (2020 NFHS Guidance for Opening up High School Athletics and Activities, 2020)
- v. Coaches, officials and other contest personnel should always wear cloth face coverings. (Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.) (2020 NFHS Guidance for Opening up High School Athletics and Activities, 2020)

Health Screening

All staff and students are required to self-screen for any observable illness, including cough or respiratory distress, and to confirm temperature below 100 degrees Fahrenheit. (Rules for Operating Summer Schools during COVID-19, 2020) The coach or activity supervisor must verify that each participant has self-screened upon arrival. The screening form in Appendix I is a sample checklist that may be used by coaches/activity supervisors to maintain a record of participants’ self-screening for potential symptoms.

Testing and Contact Tracing

As student/youth-athletes return to physical activity, a system of contact tracing and notification should be established in the event that a participant tests positive for COVID-19. In the event that a student/youth athlete discloses that he/she has tested positive for COVID-19, administration and the local department of health should be immediately notified.

Transportation

We will consider social distancing requirements for contests and events for the fall. “Social distancing (as required by the state or local health department) will need to be maintained during transportation.” (2020 NFHS Guidance for Opening up High School Athletics and Activities, 2020) We will consider options that may include, but are not limited to regional play, reduced game schedules, weekend jamborees, sub-varsity jamborees, parent transportation, etc.

CAS-CIAC Grid of Resocialization Stages

Team practices are not permitted until the CIAC has declared a start to the fall sports season. Movement from stage to stage will be announced by the CIAC in collaboration with the Connecticut State Medical Society, Sports Medicine Committee. Tentative start dates identified in the grid are solely for the purpose of understanding potential timeframes under best case scenarios. Westbrook will adapt these target dates through our planning process. This grid assists with understanding the responsibilities of all stakeholders.

As we advance to each stage and more information develops/changes updates and detailed plans of execution will be made available.



Per CIAC standing pre-covid regulations NO CAPTAINS PRACTICES!

CIAC By-Law: 4.5.D. CAPTAIN’S PRACTICE (DEFINITION)

The term “Captain’s Practice” usually means the team’s captain organizing and conducting practice sessions for that sport without adult supervision. The CIAC does not in any way sanction, encourage or condone “Captain’s Practice” in any sport.

· ***“Captain’s Practice,” depending on the member school’s involvement, may be a clear violation of eligibility rule II.D. (Season limitations) or certainly a violation of the spirit of Rule II.D.***

- There is also a serious practical consideration. CAS counsel advises that if it can be demonstrated that a school is allowing “Captain’s Practice,” the liability responsibility for an injured athlete may be quite serious; that the threat of a negligence suit would lie heavy.

OTHER:

We will have a COVID – 19 Coach/Athlete Monitoring Process Form/Tracking

We will have a detailed process and execution plan for Phase II

We will have coaches & athletics staff take the free 30 minute National Federation of High Schools (NFHS) *COVID-19 for Coaches and Administrators*. * (The Athletic Director has completed)

The Athletic Director participates in weekly statewide CIAC athletic director zoom calls for updates, planning (March 2020 - Aug 20, 2020).

Any student who has visited the state of CT travel ban list cannot return to play until they have completed a fourteen-day quarantine and show no symptoms.

Shoreline Conference athletic directors will collaborate on policies and procedures.

PHASE 1: CIAC Resocialization *WHS Only*

Highest Risk Virtual Stage: June 1 – ongoing.

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|-----------------------|---|
| Implementation Date | · Highest Risk time in CT (executive orders) |
| Allowed in Attendance | · None |
| Gathering Limitations | · All virtual – no in person meetings or instruction; Coaches - virtual |
| Facilities | · Closed |
| Screening | · Not applicable with closed facilities |
| Face Covering | · Follow executive orders |

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| Hygiene Practices | · Follow executive orders & CDC guidance. |
| Hydration/Food | · Not applicable with closed facilities |
| Travel | · Follow executive orders |
| Locker Rooms | · Closed |
| Athletic Training Room | · Closed |
| Weight Room | · Closed |
| Athletic Equipment | · Not applicable with closed facilities |

****As of 7/10/2020 Westbrook is still operating under Phase 1 – virtual stage.**

PHASE 2: CIAC Resocialization:

WHS Only

**** Strength & Conditioning Program with detailed documentation will be created****

High Risk In-Person & Virtual Stage: July 27 - August 27 (4 week minimum)

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| Implementation Date | · Small groups, in-person contact while maintaining virtual coaching options (CIAC OOS rules apply). Consideration of the current phase in Governor Lamont's Reopen plan, preparedness of facilities to sanitize and maintain social distancing standards, current executive orders, opportunity equity, and continued consultation with the Connecticut State Medical Society, Sports Medicine Committee will factor into CIAC's guidance of moving to low/moderate risk competition experiences. |
| Allowed in Attendance | · Athletes, coaches, medical staff |

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| <p>Gathering Limitations</p> | <ul style="list-style-type: none"> · Workouts should be conducted in cohorts of the same 5-10 students working out together weekly to limit exposures. · Cohorts should not meet more than 3 times per week. Activities should focus on physical reconditioning of athletes, acclimation to exertional activity in warmer weather, and individual skill development. · Workouts should not exceed 60 minutes. No team practices. · There must always be a minimum distance of 6 feet between each individual. Physical contact such as high-fives, fist bumps, and hugs are prohibited. · Vulnerable individuals should not supervise or participate in any workouts during Phase II. |
| <p>Facilities</p> | <ul style="list-style-type: none"> · All activities are limited to outdoor areas. · Adequate cleaning schedules should be created and implemented for all athletic facilities. |
| <p>Screening</p> | <ul style="list-style-type: none"> · All staff and students are required to self-screen for any observable illness, including cough or respiratory distress, and to confirm temperature below 100 degrees Fahrenheit. (WPS Guideline) · The coach or activity supervisor must confirm self-screening by all activity participants, upon arrival. Records of self-screening for each person should be recorded and stored (see sample Appendix I). · Any person with positive symptoms reported should not be allowed to participate, should self-isolate, and contact their primary care provider or other health-care professional. |
| <p>Face Covering</p> | <ul style="list-style-type: none"> · See face coverings section of this guidelines document. |

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| Hygiene Practices | <ul style="list-style-type: none"> · Wash your hands with soap and water for at least 20 seconds or use hand sanitizer, especially after touching frequently used items or surfaces. Hand sanitizer should be plentiful and available to individuals as they transfer from place to place. · Sneeze or cough into a tissue, or the inside of your elbow. Avoid touching your face. · Appropriate clothing/shoes should always be worn to minimize sweat from transmitting onto equipment/surfaces. · Athletes must be encouraged to shower and wash their workout clothing immediately upon returning to home. · Disinfect frequently used items and surfaces as much as possible. |
| Hydration/Food | <ul style="list-style-type: none"> · All students must bring their own water bottle. Water bottles must not be shared. · Food should not be shared. · Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized, except for water bottle refill stations. |
| Travel | <ul style="list-style-type: none"> · Resocialization to physical activity should remain local, within a designated town/region. |
| Locker Rooms | <ul style="list-style-type: none"> · CLOSED. · Students should report in appropriate attire and immediately return home to shower after participation. |
| Athletic Training Room | <ul style="list-style-type: none"> · No students are allowed in the athletic training area unless the trainer is present. |
| Weight Room | <ul style="list-style-type: none"> · CLOSED. · All activity and conditioning is limited to outdoor areas during phase II. · |

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| Athletic Equipment | <ul style="list-style-type: none"> · Athletic equipment (towels, clothing, shoes, or sports specific equipment) cannot be shared between athletes. · Resistance training should be emphasized as body weight, free weights that do not require a spotter, resistance bands, or plyometrics. · All athletic equipment should be cleaned after each individual's use and prior to the next workout. |
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PHASE 3: CIAC Resocialization: *WHS Only

**Low / Moderate Risk Competition Stage: August 17 = OSW Football,
August 27 other Fall Sports. (targeting official CIAC practice start dates)**

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| Implementation Date | <ul style="list-style-type: none"> · The date to begin low/moderate risk activity, including competition, will be determined by CIAC, in consultation with the CT State Medical Society, Sports Medicine Committee, based on successful conditioning of athletes through small group in-person training and skill development, the current phase in Governor Lamont's Reopen plan, preparedness of facilities to sanitize and maintain social distancing standards with individuals from other towns in attendance, current executive orders, and opportunity equity for all participants. Implementation will be a minimum of 4 weeks after in-person conditioning and skill development has begun. |
| Allowed in Attendance | <ul style="list-style-type: none"> · Phase II plus officials, event staff, security, and limited media |

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| <p>Gathering Limitations</p> | <ul style="list-style-type: none"> · Lower and moderate risk practices and competitions may begin. Competitions and practices may include up to 25 people indoors and 50 people outdoors. · During practice/conditioning, athletes should remain grouped in smaller cohorts for purposes of spread mitigation and contact tracing strategy. · Competition schedules should be limited to within a town or local region to mitigate potential spread and maximize contact tracing capability. · When not directly participating in practices or contests, care should be taken to maintain a minimum distance of 6 feet between each individual. · Consider using tape or paint as a guide for athletes and coaches. · Vulnerable individuals should not supervise or participate in any workouts during Phase III. |
| <p>Facilities</p> | <ul style="list-style-type: none"> · Phase II plus · Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, weight room equipment, bathrooms, athletic training room tables, etc.). · Hand sanitizer should be plentiful and available to individuals as they transfer from place to place. · Consider strategies to prevent groups from gathering at entrances/exits to facilities to limit crossover and contact, including staggering starting/ending times. |
| <p>Screening</p> | <ul style="list-style-type: none"> · Phase II plus · Officials, medical staff, and media should self-screen prior to attending an event. |
| <p>Face Covering</p> | <ul style="list-style-type: none"> · See face coverings section of this guidelines document. |
| <p>Hygiene Practices</p> | <ul style="list-style-type: none"> · See Phase II |

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| Hydration/Food | <ul style="list-style-type: none"> · See Phase II |
| Travel | <ul style="list-style-type: none"> · Inter/Intra league play may resume. · Schools must consider transportation restrictions when scheduling contests. |
| Locker Rooms | <ul style="list-style-type: none"> · TBD. Based on further guidance. |
| Athletic Training Room | <ul style="list-style-type: none"> · TBD. Based on further guidance. |
| Weight Room | <ul style="list-style-type: none"> · Weight equipment should be wiped down thoroughly before and after an individual's use of equipment. Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered. · Appropriate clothing/shoes should always be worn in the weight room to minimize sweat from transmitting onto equipment/surfaces. · Maximum lifts should be limited, and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar. |

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| Athletic Equipment | <ul style="list-style-type: none"> · There should be no shared athletic equipment (towels, clothing, shoes, or sports specific equipment) between students. · Students should wear their own appropriate workout clothing (do not share clothing). Individual clothing/towels should be washed and cleaned after every workout. · All athletic equipment, including balls, should be cleaned after each individual's use and prior to the next workout. · Individual drills requiring the use of athletic equipment are permissible, but the equipment should be cleaned prior to use by the next individual. · Athletic equipment such as bats, batting helmets and catchers gear should be cleaned between each use. · Other equipment, such as hockey helmets/pads, wrestling ear guards, football helmets/other pads, lacrosse helmets/pads/gloves/eyewear, field hockey protective gear, eyewear, goalie equipment should be worn by only one individual and not shared. · Physical contact such as high-fives, fist bumps, and hugs should not be allowed. |
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PHASE 4: CIAC Resocialization

WHS & WMS

High Risk Competition: Aug. 31 – end of AY (regular season of practice, scrimmages & games)

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| Implementation Date | <ul style="list-style-type: none"> · The date to begin all competition, including high risk sports, will be determined by CIAC, in consultation with the CT State Medical Society, Sports Medicine Committee, based on successful integration of low/moderate risk competition, the current phase in Governor Lamont's Reopen plan, preparedness of facilities to sanitize and maintain social distancing standards with individuals from other towns in attendance, current executive orders, and opportunity equity for all participants. Implementation will be a minimum of 4 weeks after low/moderate risk competition has begun. |
| Allowed in Attendance | <ul style="list-style-type: none"> · Phase III plus spectators and vendors. |

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| Gathering Limitations | <ul style="list-style-type: none"> · Higher risk practices and competitions may begin. Competitions are not limited in number, provided they abide by all Connecticut executive orders. · When not directly participating in practices or contests, care should be taken to maintain a minimum distance of 6 feet between each individual. · Consider using tape or paint as a guide for athletes and coaches. Scheduling can return to normal practices. |
| Facilities | <ul style="list-style-type: none"> · See Phase III |
| Screening | <ul style="list-style-type: none"> · TBD based on updated guidance and executive orders at the time of entering Phase IV. |
| Face Covering | <ul style="list-style-type: none"> · See face coverings section of this guidelines document. |
| Hygiene Practices | <ul style="list-style-type: none"> · See Phase III |
| Hydration/Food | <ul style="list-style-type: none"> · See Phase III |
| Travel | <ul style="list-style-type: none"> · See Phase III |
| Locker Rooms | <ul style="list-style-type: none"> · TBD. Based on further guidance. |
| Athletic Training Room | <ul style="list-style-type: none"> · TBD. Based on further guidance. |
| Weight Room | <ul style="list-style-type: none"> · See Phase III |
| Athletic Equipment | <ul style="list-style-type: none"> · See Phase III |

Co-Curricular Theater and Music

There is an increased risk of Covid19 spread when singing, blowing into instruments, and vocal projection. While there is no official safe distance for the above performers, 16 feet has been suggested by multiple sources. The longer people sing/project airflow and the more time people spend in a room together doing such activities, the greater the risk of transmission.

Recommendations: Theatre / Music

- Virtual live online performances via googlemeet / zoom
- Recorded performances assembled, edited, and distributed - via live stream or web
- Live or pre-recorded radio broadcasting
- In person small group that align with CDC guidelines
- An audience whose attendance aligns with CDC guidelines possible
- WHS & WMS will have a plan for each program that meets social distancing guidelines based upon production and student size.

Career And Technical Education

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

Westbrook will:

- School personnel will adhere to DPH Guidance for Cleaning and Disinfecting of Schools.

Staffing And Personnel

Certification and Personnel Planning

- Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic.

Westbrook will:

- Adhere to ADA compliant survey methods. Board Counsel provided the Business Manager, Lesley Wysocki, with an ADA compliant survey related to personnel for the purpose of determining whether individuals would have difficulty returning to work. Ms. Wysocki is following up with individual employees who responded that there would be difficulty for the purpose of identifying accommodations and what additional staffing may be needed by the district.
- Assess how to engage a full roster of staff, including potential substitute plans, and whether stipends or changes in substitute pay is required to support the needs of the school.

- Work with Kelly Services to ensure there will be substitutes available for teaching this fall.
- Consider hiring building substitutes for consistency in each school.

Professional Development

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

Westbrook will:

- Work with the PDEC committee to identify the training needs of certified and with the business office for non-certified staff related to health and safety protocols; perform such training prior to the first day of classes.
- Utilize on-line training when possible.
- Invite Health Director Zach Faiella to provide professional development on how the schools and health department will work together and what decisions are made by the Westbrook health department during the pandemic and what guidance is provided by the Connecticut Department of Public Health.
- 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 via media. Consider repeating this training during the first months that school reopens, and as needed.
- Ensure training is provided to substitutes via Kelly Services.
- Provide continued training in distance learning with both synchronous and asynchronous modes of instruction.
- Provide professional development and planning opportunities for teachers regarding hybrid learning environments.
- Provide resources to staff to support their mental health and wellness.
- Encourage staff members and teachers with concerns about individual risk factors to talk to their healthcare provider to assess their risk for working in an environment where social distancing might be difficult to maintain.
 - review and consider revising policies and procedures related to student and employee absences to ensure that policies do not incentivize coming into school even if sick (e.g., “perfect attendance” policies).
 - work with board counsel to properly apply and communicate any applicable leaves available for employees should they become sick, or have to quarantine due to exposure to COVID-19.

Resources and Works Consulted:

Center for Disease Control and Prevention. (Updated May 19, 2020) “Considerations for Schools”. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Center for Disease Control and Prevention. (Updated March 12, 2020) [CDC cleaning procedures](#)

Center for Disease Control and Prevention. (Updated March 12, 2020) [CDC guidance](#) “Quarantine of You Might Be Sick”.

CIAC Resocialization Guidelines:
<http://www.casciac.org/pdfs/CIACResocializationofAthleticsGuidance.pdf>

Connecticut State Department of Education. (June 29, 2020) *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together*

Connecticut State Department of Education. (June 29, 2020) *Connecticut LEA Reopening Template*

Department of Public Health [Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems](#)

National Federation of High Schools: The “Guidance for Opening Up High School Athletics and Activities” (May 15, 2020) https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf

Special Thanks to East Hampton Public Schools, Cromwell Public Schools, Old Saybrook Public Schools, and Windsor Locks Public Schools for sharing their plans so generously.

Cromwell Public Schools: Covid-19 School Re-Open Plan

East Hampton Public Schools: Reopening Our Schools

Old Saybrook Public Schools: Return to Practice and Play Plan

Windsor Locks Public Schools: WLPS ReOpening Plan to Learn and Grow Together