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REGIONAL SCHOOL DISTRICT NO. 1
Canaan, Cornwall, Kent, North Canaan, Salisbury and Sharon

Reopening Plan 2020



Based on Guidelines from the Connecticut State Department of Education

July 24, 2020

Introduction

A Message from the Interim Superintendent of Schools

The announcement that all schools would open to full capacity this fall came as a surprise to many of us. By the end of the last school year, most educators began their summer convinced that Connecticut schools would open in the fall by following a hybrid schedule, which would allow a reduced number of students in schools on alternating days. However, after discussions with and input from thousands of individuals including parents, educators, epidemiologists and healthcare professionals, Governor Lamont and the Commissioner of Education, Miguel Cardona made the decision that, based on the current public health situation in Connecticut, it is best for all students to be back in school together this fall. However, to ensure that all precautions are in place to mitigate the spread of Covid-19 and to plan for alternative educational models should the public health data change; the Connecticut State Department of Education developed and distributed a set of [guidelines](#) that include specific requirements regarding all aspects of school building management and educational programming. These guidelines instruct schools to plan for three scenarios that involve varying levels of in-school participation depending on the spread of the virus. All Connecticut schools are expected to submit a plan by July 24, 2020 that is aligned with these guidelines to ensure the safe reopening and continued operation of schools throughout the 2020-2021 school year.

To meet this request by the State Department of Education and to quickly focus planning efforts, Region One administrators, teachers and community members formed a Reopening Advisory Team and have worked together since June 29 to prepare this document; a plan that will guide each of our seven schools as they prepare to open their doors safely for all students. The Advisory Team task groups have worked collaboratively to develop guidelines that provide coherence and efficiencies as appropriate on a Regional level, but that also allow for flexibility to adapt as needed in each individual school.

While this plan is complete with regard to the information requested by the Connecticut State Department of Education, additional planning remains to be done to ensure the completion of communication plans, building modifications, PPE purchases, curriculum and professional learning plans, extracurricular activity plans and health and hygiene protocols. As they say, ‘the devil is in the details’ and I am sure that we will be working well into the summer to ensure that we have addressed all of the items on our Reopening School “to do” list.

It has been nothing short of a rewarding experience to work with the Reopening Advisory Team to prepare this plan. The depth of caring for our students, staff and families as well as the positive “can do” attitude on behalf of all of the Team members has been remarkable and inspirational. We are fortunate to have so many confident, experienced, and committed individuals in our community. I take this opportunity to thank everyone on the Reopening Advisory Team and to those members of our community who may not be officially on the Team, but who have contributed to its efforts.

All members of the Region One staff will continue to work hard this summer and throughout the year to keep everyone safe while providing the highest quality education possible. We will remain strong, flexible, caring and vigilant. It is our pleasure to serve all of our students and their families and we look forward to seeing everyone in the fall.

Sincerely,
Lisa B. Carter
Interim Superintendent

Reopening Our Schools - Table of Contents

Region One Priorities	5
State of Connecticut Guidelines and Expectations.....	6
Keeping Schools Open.....	7
Region One Student Expectations.....	8
Region One Adult Expectations.....	9
Region One Model for Learning.....	12
Covid-19 Cases in School.....	15
Region One Committee Focus Areas.....	16
Region One Reopening Task Groups.....	17
Guidance for Local Planning.....	18
Communications.....	19
Health & Wellness.....	22
Operations, Facilities, and Food Service.....	32
Transportation.....	38
Curriculum, Instruction, Professional Learning and SEL.....	40
Athletics and Extracurricular Activities.....	55
Technology.....	56
Pandemic Response	58
Fiscal Responsibilities	60
Additional Resources.....	63

Region One Priorities

Region One Schools in collaboration with the Reopening committee have identified four priority areas that must be in place to reopen.

	<p>Safety of Students and Staff</p> <p>Schools will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any increased cases of Covid-19</p>
	<p>A Flexible and Equitable Approach to Education</p> <p>Schools will be prepared to reopen with instructional schedules and models that are flexible. It is understood that this model is based on current transmission levels, understanding that the year may start with one model and as the situation changes with regard to health and safety, Region One will be prepared to transition to a new schedule and model that will allow our students to continue to learn at high levels</p>
	<p>Attention to Social and Emotional Well-Being for All</p> <p>Schools will reopen understanding that the Covid-19 pandemic has created a wide variety of traumatic experiences and varied levels of stress for staff, students and families. Region One educators will have access to professional learning and support to help them to practice self-care and to meet the social and emotional needs of our students and their families.</p>
	<p>Strive to Meet Grade Level Achievement Expectations</p> <p>Curriculum, instruction and assessment will be monitored at the local and regional levels to provide the support needed to ensure continuity of practice appropriate to the setting in which learning will occur. Region One educators will continue to closely monitor student performance using multiple data sources to provide opportunities for students to achieve the expectations outlined in our curricula.</p>

State of Connecticut Guidelines and Expectations

from ADAPT, ADVANCE, ACHIEVE: Connecticut's Plan to Learn and Grow Together

Region One staff, board and community members have created a plan for full reopening in the fall with the understanding that health developments may influence decisions to transition to a different instructional model. Thus, we have balanced our planning with contingency plans to provide robust blended learning or remote blended learning for all grades in the event that a school, district, or the Region has to cancel or limit in-person classes due to health precautions. Region One educators have made use of the guidance on standards for quality blended learning that has been made available on the CSDE website. We have adhered to the State's guiding principles from a Regional perspective to ensure the level of consistency expected by the Connecticut Department of Education; however we have used our discretion to address the specific needs of each of the schools in the Region.

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

Consistent with the guidance from the Connecticut State Department of Education, as Region One schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles:

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. Considering the challenges to the physical safety, social emotional well-being, and the mental health

needs of our students when they are not in school.

Main Operational Considerations

	<p>Cohorting Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12.</p>		<p>Transportation: Schools should plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wear face coverings. Plans must be developed to activate increased social distancing protocols based upon community spread.</p>
	<p>Social Distancing and Facilities: Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time.</p>		<p>Face Coverings: All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions including when teachers are providing instruction</p>

Keeping Our Schools Open



Keeping our schools open is everyone's responsibility!

Region One Schools will rely on the cooperation of families, students, and staff members to reopen and stay open on a traditional schedule.

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

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

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

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

Region One Student Expectations



Keeping our schools open

	<p>Stay home when you feel ill.</p> <p>Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p>
	<p>Morning health check by parents required.</p> <p>In order to prevent transmission among the school population, parents are expected to screen students before leaving for school. Check to ensure temperature is below 100.0° Fahrenheit and observe for symptoms associated with COVID-19 outlined by public health officials.</p>
	<p>Face coverings or masks required.</p> <p>Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students with medical conditions for whom it is not safe to do so. "Mask Breaks" will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.</p>
	<p>Social distancing required.</p> <p>Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials will not be allowed.</p>
	<p>Frequent hand washing or hand sanitizing expected.</p> <p>Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>
	<p>Students may not change buses.</p> <p>Students will be expected to ride their assigned bus to school in the morning and home in the afternoon every day. Face coverings or masks should be in place prior to boarding the bus.</p> <p>Parents are strongly urged to drive their children to school each day.</p>

Region One Adult Expectations



Keeping our schools open

	<p>Stay home if you feel ill.</p> <p>Teachers, staff, and volunteers must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p>
	<p>Morning health self- check required.</p> <p>In order to prevent transmission among the school population, teachers, staff, and volunteers are instructed to self-screen before leaving for school. Check to ensure temperature is below 100.0° Fahrenheit and observe for symptoms associated with COVID-19 outlined by public health officials.</p>
	<p>Face coverings or masks required.</p> <p>Teachers, staff, and volunteers must wear face coverings or masks that completely cover the nose and mouth while inside the school, with exceptions only for those with medical conditions for whom it is not safe to do so. “Mask Breaks” will be provided during the day. Teachers will be allowed to remove masks during direct instruction with permission and greater social distancing. Schools will have backup disposable masks available for teachers, staff, and volunteers.</p>
	<p>Social distancing required.</p> <p>Teachers, staff, and volunteers must maintain social distancing to the greatest extent possible. All adult meetings (e.g., staff meetings, professional learning meetings, IEP/504 meetings) will be conducted virtually.</p>
	<p>Frequent hand washing or hand sanitizing expected.</p> <p>Teachers, staff, and volunteers and staff must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>

Region One Adult Expectations

Keeping our schools open is everyone's responsibility!

Keeping our schools open



Region One Schools are committed to **In-Person Learning**, meaning a full reopening, following all guidelines and expectations of the State and maintaining health standards in accordance with the Torrington Area Health district. However, if there is surge of COVID-19, an increase of local cases, or the occurrence of in-school cases, the learning models may need to be adjusted as a result. Learning models that include Hybrid Learning and/or Distance Learning will only be implemented by Region One Schools if required by the State of Connecticut or the Torrington Area Health District.

When our students return to school with our In-Person Learning Model, Region One Schools will do everything possible to make the school experience similar to what it has been in the past. While some aspects of school will fundamentally look different when students and staff first return this fall, our goal will be to achieve a sense of normalcy over the course of the school year as the situation allows and if/when safety concerns are alleviated. Throughout the year, we will be prepared to adjust plans based on health indicators and guidance from state and local health officials (see chart below).



Minimal/No Spread of Virus (or Virus Contained) 100% Student Attendance in School	Moderate Spread of Virus (requires adjusted schedule) 50% Student Attendance with Alternating Attendance Days	High Spread of Virus (requires quarantine) All Students Engaged in Distance Learning
Schools operating up to 100% capacity, students with underlying medical conditions may engage in remote learning	Schools operating at reduced capacity (50%), with reliance on hybrid model of alternating cohorts of students in school and one day (Wednesday) of all students engaged in distance learning	School buildings closed, 100% distance learning
Face coverings/masks for students and staff while inside school buildings Identification/isolation of sick students/staff	Face coverings/masks for students and staff while inside school buildings Identification/isolation of sick students/staff	Students practice State-mandated safety precautions at home
Cohorting of students used, particularly in Grades K-8, restrictions on group activities	Cohorting of students used, particularly in Grades K-8, with restrictions on congregating, and possible staggered start/stop times	Students at home

Maximize spacing of seating as feasible	Maximize spacing of seating up to six feet or more when feasible with reduced class sizes	Students at home
Increased cleaning and sanitization protocols	Specific and increased cleaning and sanitization protocols	Buildings closed; Deep cleaning prior to reopening
Extracurricular activities, including most sports, are offered with appropriate protective measures as defined by the CIAC, the CDC, and state and local health officials.	Indoor extracurricular activities suspended Sports and other outdoor activities may continue as per CIAC and CSDE recommendations	All extracurricular activities, including sports, suspended
Buses up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders	Buses at reduced capacity (50%), face coverings/masks in place during transit, controlled loading/unloading of riders, spaced seating for riders	Bus transportation suspended

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

Priorities and requirements identified in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* served as the basis for the Region One “Reopening our Schools 2020” planning guide.

**Region One Model for Learning
Fall 2020**



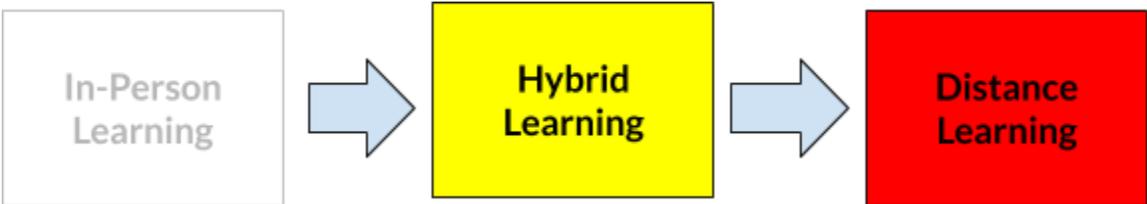
The In-Person model of learning that will be in place for the reopening of the schools is described below:

IN PERSON LEARNING Traditional Schedule with Health & Safety Expectations. All students attend every day.*

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

*** REMOTE LEARNING PARALLEL TRACK.** Some students engage in distance learning due to medical concerns, illness, quarantine, or other reasons, with support from the school.

Students with health concerns, illness, or quarantine order will participate in a **Remote Learning Parallel Track** in which the student learns at home **with parent support in place**. This track aids in a return to school at the appropriate point after illness or quarantine, or when families decide that their children will re-enter.



Should health and safety conditions change, Region One schools are prepared for two alternate educational scenarios:

- HYBRID LEARNING REDUCED SCHOOL POPULATIONS** - As a result of surge in COVID-19, smaller groups of students return to school.

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

Kindergarten through Grade 8 Schools

- 50% of the students in school on a given day
- Two cohorts - A and B
- Schedule is AA/Cleaning Day /BB or AB/Cleaning Day/AB

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort A or Cohort B	Distance Learning for all students Planning/ Professional Learning Day for teachers Deep cleaning in schools	Cohort A or Cohort B	Cohort B

Grades 9-12

Monday	Tuesday	Wednesday	Thursday	Friday
Housatonic Valley Regional High School will operate with 50% of the students in the building. The details of the schedule will be determined by the Principal in collaboration with the Leadership Team. As required by the guidance from the State, HVRHS will prioritize students with significant learning needs and students who did not effectively engage in distance learning in Spring 2020.				

2. **DISTANCE LEARNING** Short Term Closure (2-5 days, 2 weeks, etc.) or Long Term Closure
 Students engage in Distance Learning with materials and support from the school and support from parents. Classroom learning and instructional activities are shared through contact with the teacher. Distance Learning will include a blend of synchronous (in person) and asynchronous learning (done at some time during the day) .

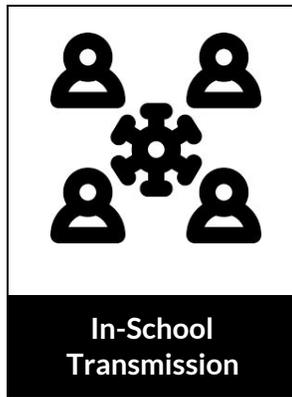
Monday	Tuesday	Wednesday	Thursday	Friday
Distance Learning for 100% of students	Distance Learning for 100% of students	Distance Learning for 100% of students Teacher Preparation Time	Distance Learning for 100% of students	Distance Learning for 100% of Student

Region One Schools will follow a traditional school schedule while monitoring the level of transmission of COVID- 19 with the assistance of the Torrington Area Health District. Ideally, all of the towns in Region One will remain in the “green” level with little or no community transmission. School schedules and/or protocols may be adjusted if the community enters a “yellow” level with minimal or moderate community transmission. If there is a substantial surge in local cases, based on guidance from the State of Connecticut and/or the Torrington Area Health District, the school(s) will likely close and 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 to athletics, extracurricular and childcare as approved by the Superintendent and school Principals	Group gatherings/events postponed	All group gatherings/events canceled
Remain prepared for Distance Learning while learning is in-person at school	Active Preparation for Distance Learning and/or short-term school dismissals resulting in possible Distance Learning for two-week periods	Continued engagement in Distance Learning during extended school dismissals and/or closures for long periods
Cleaning and disinfecting in place	Intensified cleaning and sanitizing in place	Classroom and buildings sanitized and shut down
Regular communication with local health officials	Coordination of closure with local health officials	Order of closure from local health officials and/or Executive Order for closure from Governor's Office

Note: All plans are subject to change/adjustments per advice from the State DOE and public health officials.

COVID-19 Cases in School



If a student or staff member who has been present in school has a confirmed diagnosis of COVID-19, the School Nurse will notify the building Principal, who will then immediately contact the Superintendent. In all cases, everyone involved will maintain confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

The Superintendent of Schools will notify the local health officials (Torrington Area Health District) and CSDE immediately.

The Torrington Area Health District will assess risk of further transmission in the school.

Decisions are made concerning:

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

The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials (Torrington Area Health District) and the CSDE. Board of Education members and town officials will be notified of closure immediately.

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

All communications to the school community including staff and families are made through the Region One Central Office together with the Principal of the school(s) that is/are closing.

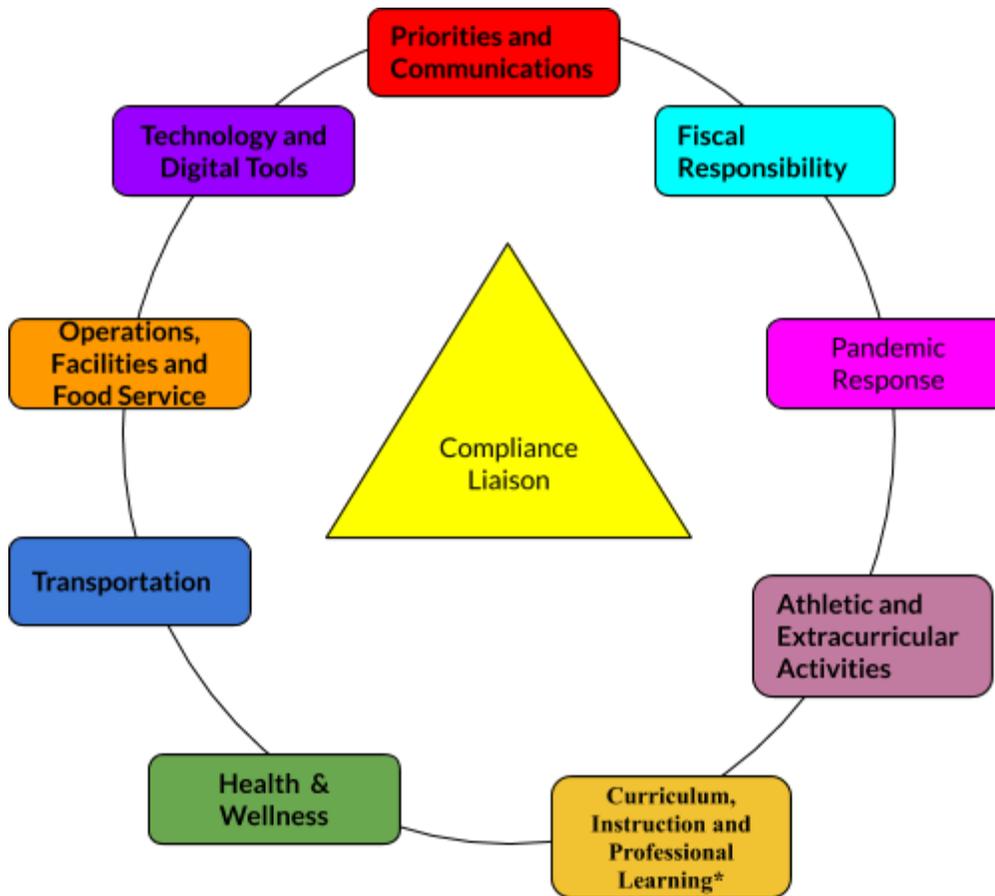
During school closures, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

In the event of a confirmed case in the school building:

Assess risk with local health officials.

Plan for a short (2-5 days) or longer (10 days) closure to clean, disinfect, and contract trace in consultation with the Torrington Area Health District.

Region One Reopening Committee Focus Areas



*Includes Social-Emotional Growth

This section of the document, “Reopening Our Schools 2020,” includes the requirements for reopening in each of the focus areas presented above. All of the focus areas have been addressed by the Region One Reopening Committee to create this Reopening Plan. This information will be shared with all Region One schools to allow for specific planning by the building-level School Reopening Committees.

Compliance Liaison: The Superintendent of Schools has appointed the Principals in each building to serve as COVID-19 Health & Safety Compliance Liaison and COVID-19 Response Leader. They will be supported by Jacquie Rice, Chief of Service for the Salisbury Volunteer Ambulance Service and a member of the HVRHS Math Department. She will ensure that all administrators and nurses are kept up to date with Covid-19-related information. The Liaisons, along with the Superintendent of Schools, and Ms. Rice will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance. The Liaison, along with the Superintendent of Schools, will support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Torrington Area Health District.

Region One Reopening Task Groups

Compliance Liaison - School Principals - supported by Jacquie Rice			
Communication	Technology and Digital Tools	Operations, Facilities, and Food Service	Transportation
Lisa Carter Janet Carlson Ian Strever Pat Mechare Scott Fellows Jill Pace Tina Bunce Catherine Tatge	Jill Pace Scott Fellows Mike Ellington Pam Sangster Beth Johnson Leslie Klish Lexie Juch	Sam Herrick Steven Schibi David Valcin Bill Hurley Jeff Lloyd Michelle Mott Sal Apicella Bob LaBonne Andrea Wilson Betsy Maury Heather Dineen Glen MacGillvray	Sam Herrick Marty Lindenmeyer Michelle Christen Alicia Roy Leslie Sheldon

Compliance Liaison - School Principals - supported by Jacquie Rice				
Health & Wellness	Pandemic Response	Athletic and Extracurricular Activities	Curriculum, Instruction and Professional Learning	Fiscal Responsibility
Martha Schwaikert Dr. Suzanne Lefebvre Devon Sheehan Scott Fellows Jill Pace Jacquie Rice Doug Cahill Theresa Graney Letitia Garcia-Tripp Shannon Freese Mary Cadman Lindsley Colligan Lori Foley	Lisa Carter Scott Fellows Jill Pace Devon Sheehan Patricia Mechare Stephanie Magyar Carrie Olsen Fran Chappell Tina Bunce	Anne MacNeill Lisa Carter Mike Ellington	Scott Fellows Jill Pace Karen Manning Mary Kay Ravenola Carl Gross Melissa Bachetti John Conklin Deb Morin Beth Foulds Allison Bryant Nur Abdulhayoglu Shannon Freese Sara Cousins Donna Begley Celina Huber Bethany Keck David Moran Jacqueline Fenn Lindsley Colligan	Sam Herrick Lisa Carter Scott Fellows Jill Pace Cindy Webb Sue Bucceri

Planning Framework:

In each section of this *Guidance for Local Planning*, the presentation is the same.

- First, “**Requirements & Non-negotiables**” are listed. These are the items that the CSDE has said must be included in the plan to reopen schools safely in the fall. In addition, Region One task groups have added information based on additional guidance from the CSDE or based on the specific needs of Region One that were not included in the CSDE guidelines.
- Following that, there are three levels of local planning for each of the potential phases that are likely during the year. Minimal Spread is the main focus of the process with room to consider adjustments that would need to be made to move a moderate spread phase or to totally remote learning.
- The information is presented in accordance with the categories that have been identified by the CSDE:
 - Communications
 - Health & Wellness
 - Daily Operations, Facilities and Food Service
 - Transportation
 - Curriculum, Instruction, Professional Learning and Staffing (Includes SEL)
 - Athletics and Extracurricular Activities
 - Technology
 - Pandemic Awareness
 - Fiscal Responsibility

The guidance provided outlines the expectations from a Regional perspective and will be implemented according to the specific needs of each school district in Region One.

A. Communications

1. General Communications

a. CSDE Requirements

<p>Requirements & Non-Negotiables</p>	<ul style="list-style-type: none">● Region One schools will communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families as follows:<ul style="list-style-type: none">○ use multiple communication methods (mail, e-mail, phone calls, text messaging, social media, and school websites). All policies and protocols will be clearly marked with version and date, as they may change over time.○ A COVID-19 landing page will be created for each school's website so that communication and guidance can be updated regularly.<p>All communications will be easily accessible, including but not limited to being visible on the main landing page of the schools' websites.</p>● Region One schools will make communication plans available in the relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.○ Each school principal will ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols prior to reopening, any time there is a significant policy change, and upon re-entry, if a school closes temporarily during the year. This communication will include feedback and consultation regarding the implementation of those policies.○ Region One schools will manage expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.○ Region One will put a plan in place to describe how the community will be notified of any changed policies, the need to cancel classes, or other changes or restrictions.○ In collaboration with the Superintendent, Region One schools will prioritize gathering information from families prior to reopening as follows:<ul style="list-style-type: none">○ assess whether certain families will choose not to participate and instead continue with remote learning and○ identify the number of students who plan to ride the bus.● The Superintendent will work with principals to ensure the distribution of information and regular communication about the actions school communities can take to stop the spread. This includes posting signs in highly visible locations (e.g., school entrances, staff areas, and restrooms) that promote everyday protective measures, and providing instruction related to properly washing hands and properly wearing a cloth face coverings. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one's mouth/nose/eyes).● School staff will broadcast regular announcements related to stopping the spread on school intercoms, and ensure related resources (e.g., messages and videos) are distributed when communicating with staff, students, and families (such as on school websites, in emails, and on school social media accounts).● Each school will place signs near sinks reminding students and staff to wash hands before and after using the restroom.
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	<ul style="list-style-type: none"> • Each school will post free CDC print and digital resources (available in several languages) from the CDC’s communications resources main page. • All schools will comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.
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b. Region One Strategy:

	<i>Actions</i>
Minimal Spread	<ol style="list-style-type: none"> 1. Videos will be produced - one about the opening of school and one about health and hygiene topics. These videos will be sent to families and to all staff and will be posted on school websites and social media prior to the opening of school. <ol style="list-style-type: none"> a. Janet Carlson, communications consultant, and Principals will work together to ensure that the videos reflect the uniqueness of Region One’s schools. b. Virtual community meetings will be held in each school district: <ol style="list-style-type: none"> i. Each community will have its own meeting (Superintendent, Principal, Board Chair and Assistant Superintendent) to be completed by the second week in August. The Reopening Plan will be presented with time for Q&A. ii. Each school staff will have its own meeting similar to the community meetings. 2. Each school (and RSSC) will have a COVID-19 landing page that will include this plan, recordings of meetings, and anything specific to the school related to COVID-19.. 3. All versions of the reopening plans will include the date of implementation so that the most current plan can be identified. (Outdated plans will be removed from the sites.) 4. All materials will be translated into Spanish. Celina Huber (EL Coordinator) will facilitate this work. 5. Two way communication will be fostered through the ability of individuals to contact the Central Office staff, principals, and (potentially) BOE members. Feedback will be solicited at regular intervals through the use of surveys and telephone calls to ensure that our communication meets the needs of the community. 6. The Superintendent will provide any information provided by the CSDE to the building principals, who will be responsible for communicating with the building staff and families. Principals’ communications will occur through email, social media, school webpages, and CATV6. 7. Regular, monthly communication from principals will keep members of the local communities apprised of current status of the policies. 8. Regular quarterly communication from the Superintendent/Central Office will keep members of the community apprised of the current status of the policies. 9. Decisions about the closing of schools will be communicated to the community through social media, webpages, and the AlertNow system. 10. A survey of families will be conducted to determine which families are planning to send their children to school and the conditions under which they might send their children to school. 11. Schools will comply with Title 1 requirements in those schools that are designated as Title 1 schools. 12. Parent and community meetings will be held to provide information. Subsequently, three or four fora for questions and answers about Safety and Hygiene and Curriculum and Instruction will be held.. Parents will be encouraged to submit their questions to a specific email box (at each school covid19questions@school.org).
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. The Superintendent and each building principal will communicate the date on which the hybrid

	<p>model will be implemented, including the specific plan for determining which students will be in school on which days (i.e., to which cohort each student has been assigned).</p> <p>2. “Minimal Spread” items 5-10 apply.</p>
High Spread	Change Required
	<p>1. The Superintendent and each building principal will communicate the date on which the full distance learning model will be implemented.</p> <p>2. “Minimal Spread” items 5-10 apply.</p>

2. Notice of Risks

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> Region One employees and will receive the latest CDC guidance, including additional risks associated with comorbidity and risk factors. This information will also be posted in public areas. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html
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b. Region One Strategy:

	Actions
Minimal Spread	<p>1. CDC posters will be placed throughout all school facilities to provide the latest CDC guidelines. This information will also be provided on each school (and RSSC) website and disseminated through social media.</p> <p>2. Parents who are making a decision to keep their children at home will be asked to sign a document indicating their decision. Principals and secretaries will be charged with working with families who do not submit the signed form and do not report to school.</p>
	Change Required
Moderate Spread	<p>1. CDC posters will be placed throughout all school facilities to provide the latest CDC guidelines. This information will also be provided on each school (and RSSC) website.</p> <p>2. Parents who are making a decision to continue to keep their children at home will be asked to sign the document indicating their decision. Principals and secretaries will be charged with working with families who do not submit the signed form and do not report to school.</p>
High Spread	Change Required
High Spread	N/A

3. Compliance Liaison

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse). All school staff and families should know and have the contact information of the designee. This role can be
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	assigned to an administrator or someone with the authority to address compliance issues.
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b. Region One Strategy

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. Each principal will serve as the first line Compliance Officer in the school. 2. The Administrators team (Superintendent/Assistant Superintendents) are the second line. 3. Jacquie Rice, Salisbury Ambulance Leader and EMT, will serve as a primary contact for school personnel.
Moderate Spread	Change Required
	No change from “Minimal Spread”
High Spread	Change Required
	No change from “Minimal Spread”

B. Health and Wellness

1. Medical Professional

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> • The Superintendent must ensure that a nurse or other medical professional is available to each school in their district to manage positive and suspected cases, including overseeing testing and tracing.
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b. Region One Strategy

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. Each school has the appropriate number of nurses to staff the health room and the isolation room.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Verify that each school has an appropriate number of nurses to staff the health room and the isolation room.
High Spread	Change Required
	N/A

2. Health and and Virus Mitigation Strategies

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> • Region One will ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, we will
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	<p>assess the best approach to communicating the information for the age group, and will set aside time at the beginning of the school year, and frequent reminders during the school year, to review the new policies and protocols.</p> <ul style="list-style-type: none"> ○ All in-person or video training that covers social distancing, cleaning protocols, and hygiene practices will be provided to and attended by all students and staff. ● Adequate supplies will be provided in all schools, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans. ● All staff and students will be educated and trained in the standard public health practices, to help them make appropriate decisions and comply with school health policies and practices. These practices include, but are not limited to: <ul style="list-style-type: none"> ○ 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. <p>The CDC has more detailed information on this topic. Related to schools as workplaces, the Occupational Safety and Health Administration (OSHA) has also provided important measures for control and prevention that should be communicated to the school community.</p> <ul style="list-style-type: none"> ● Each Principal will ensure that frequent reminders are provided to students and staff of the importance of these precautions. Consider weekly refreshers on the key public health strategies. <ul style="list-style-type: none"> ○ For example, encourage all staff and children to cover coughs and sneezes with tissues or the corner of the elbow. Dispose of soiled tissues immediately after use. ● In conjunction with the considerations outlined above concerning classroom and hallway social distancing rules, 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.
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b. Region One Strategy:

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. Students will be educated and engaged in the new expectations related to all public health policies and protocols <ol style="list-style-type: none"> a. Video guidance before school year begins, school provided (see <i>Communications</i> p. 19) b. Lesson plans for teachers. 2. Schools will use the best approach for communicating the information for each age group, and time has been set aside at the beginning of the school year and throughout the school year to review the new policies and protocols. Frequent reminders will occur throughout the year.

3. In-person guidance about safety and hygiene will be provided to students and staff at the start of in-person schooling and weekly during the school year.
4. School and Central Office administrators will familiarize all school staff and students with the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:
 - a. social distancing,
 - b. frequent hand washing and use of hand sanitizer,
 - c. use of face coverings that completely cover the nose and mouth, and
 - d. respiratory and cough etiquette, and enhanced cleaning/disinfection of surfaces.
5. The school facilities manager or custodian will ensure that adequate supplies are provided, 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.
 - a. Building administrator, health staff, and custodial staff will order needed supplies starting Summer 2020
6. The Principal in each building will ensure that parents and students sign the Region One Reopening Plan Cover Page indicating that they understand and will comply with the safety requirements.
7. The Principal will remind staff and students to maintain social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.
8. Teachers will provide weekly refreshers on the key public health strategies to their students (e.g., all staff will remind students about the necessary health precautions, to cover their coughs and sneezes into their elbows and to ensure that soiled tissues will be discarded immediately after use).
 - a. Any changes in protocols will be forwarded to teachers by the Principal to be incorporated into the weekly updates.
 - b. Teachers and administrators will address individual students who fail to follow the guidelines to ensure that they understand the need to do so.
9. When more than one adult is required in a classroom, staff will work in consistent teams to minimize cross-contamination across student groups. We will keep the same group of adults and students together each day when possible.
10. Preparations have been made for times when social distancing may be particularly difficult, including but not limited to:
 - a. Accommodating students with special health care needs or disabilities whose learning (e.g., direct instruction) or other needs (e.g., assisting with toileting or ambulation) may require closer proximity and/or direct contact.
 - b. Conducting health assessments or screenings when there is a suspicion that symptoms exist or there was exposure (e.g., the school nurse listening to lung sounds).
11. Region One provides checklists for the cleaning protocols for specific spaces in the school building (restroom, classroom, hallway, stairwell, health office), along with guidance on how frequently protocols are to be followed and how staff should respond to an emergency cleaning need.
12. Region One will provide posters for all classrooms and shared spaces for health protocols.

**Moderate
Spread**

Change Required

	<ol style="list-style-type: none"> 1. Continue weekly reminders about the health-related measures delivered to families and students 2. Reexamine protocols and practices and make necessary changes per CSDE or DPH recommendations. 3. Maintain signage and determine the need for increased signage in the building. 4. 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.
High Spread	Change Required
	<ol style="list-style-type: none"> 1. Principals will continue weekly communication about health and hygiene.

3. Health Guidance – Symptoms, Testing and Containment

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> ● Region One has reviewed the most updated guidance on monitoring for COVID-19 and developed protocols consistent with the applicable recommendations. <ul style="list-style-type: none"> – As of the date of this document, CDC guidance provides that schools and childcare programs are not expected to daily screen students, or staff to identify cases of COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and follow up on next steps. – While daily screenings by school staff are not required, we have prepared so that if, at the recommendation of state and local departments of public health, screenings are initiated based on local factors such as a confirmed case or known exposures, or if a staff member or student presents with obvious symptoms. <p><u>Staying at Home</u></p> <ul style="list-style-type: none"> ● Region One will notify students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. They must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough. The Equal Employment Opportunity Commission (EEOC) has provided guidance that confirms that, during a pandemic, it is permissible to ask employees if they are experiencing symptoms of the pandemic virus (such as fever, chills, cough, shortness of breath, or sore throat.) Employers must maintain all information about employee or student illness as a confidential medical record separate from employee’s personnel file. ● Plans are in place to educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. ● Region One has established and communicated school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. <ul style="list-style-type: none"> ○ 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. Examples include a check-list for parents or a web-based application such as Connecticut How We Feel.
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	<ul style="list-style-type: none"> ● Region One has developed 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. <ul style="list-style-type: none"> ○ The school Principal and the nurse will follow Region One 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: <ul style="list-style-type: none"> ■ 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 Local Education Agency (LEA) with specific responsibilities, ■ Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. ● Consistent with the applicable laws and school policies, Region One will offer options for school and work to staff and students with special healthcare needs as possible (e.g., remote learning options, alternate or modified job responsibilities). ● We have identified an “isolation room” (besides the health office) in each building 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. ● Region One will initiate recommended CDC cleaning procedures following a confirmed COVID-19 case. ● Administrators (building and Central Office) will review CDC guidance to ensure compliance with 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.
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b. Region One Strategy:

	<i>Actions</i>
Minimal Spread	<ol style="list-style-type: none"> 1. Staying home from or leaving school: <ol style="list-style-type: none"> a. 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. <ol style="list-style-type: none"> i. Each school will communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home (100°F). Staff or students who have a temperature greater than 100 degrees are not permitted into the school.

	<ul style="list-style-type: none"> ii. All staff and students (or their parents and guardians) must perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Principals will communicate this expectation and provide parents with a checklist or a web-based application (such as Connecticut How We Feel) to screen for the symptoms consistent with COVID-19 that require keeping their students at home. iii. Each school will educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ol style="list-style-type: none"> 2. The Principal and the school nurse will receive reporting about all absences. <ul style="list-style-type: none"> a. Each school will maintain all information about employee or student illness as a confidential medical record. 3. Students who exhibit Covid-like symptoms should report to the nurse immediately to be screened and then be placed in an “isolation room” (besides the health office) until a parent or guardian arrives. Students should remain supervised in the isolation room. <ul style="list-style-type: none"> a. When conducting screening, the nurse will follow these protocols: <ul style="list-style-type: none"> i. Use touchless or disposable (preferred) or oral thermometers with single-use disposable covers or adequate disinfection between individual uses. ii. The health screener must wear a face mask and face shield while performing this action. b. For the purposes of contact tracing, schools must log all persons who entered the room. The individual supervising the room will be equipped with proper PPE. c. A consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19. Include input, where appropriate, from the local health department, school medical advisor and school nurse supervisor has been developed. 4. Consistent with the applicable laws and school policies, school staff and families will engage in a dialogue with the Principal in each building regarding special healthcare needs (e.g., remote learning options, alternate or modified job responsibilities). 5. Follow the Region One 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. (See Pandemic Response on p. 61) 6. Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case. 7. CDC guidance will be regularly reviewed to ensure compliance with most up to date information regarding containment. 8. Returning to School 9. The Principal should follow the relevant public health guidelines in place at that time (as disseminated from the Superintendent) and communicate with the local public health official related to the return. Review school policies to ensure they are consistent with those guidelines. 10. Provide resources to staff and families regarding local community testing, as well as the contact information for 211.
Moderate Spread	Change Required
High Spread	<p style="text-align: center;">Change Required</p> <ol style="list-style-type: none"> 1. Remind staff weekly of the need to accurately report illness.

- 2. Regular communication with home to remind parents and guardians of the continued need to report student absences to the school.

4. Personal Protection

Use of Face Coverings, Masks, and Face Shields



Face Covering

A cloth, paper, or disposable face covering that covers the nose and mouth; may or may not be medical grade



Face Shield

A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face



Clear Plastic Barrier

A clear plastic or solid surface that can be cleaned and sanitized often

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> Region One has established policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> 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. Region One has procured adequate supplies of face masks and shields to provide a mask to any student or staff member who does not have one.
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b. Region One Strategy:

	Actions
Minimal Spread	<ol style="list-style-type: none"> Region One will require the use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ol style="list-style-type: none"> 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. For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. Students and staff who cannot wear a face mask must have a health care provider's note. Other face protection mitigation strategies will be investigated (e.g., face shields, plexiglass partitions) to protect the student, staff members and others.

	<ol style="list-style-type: none"> i. The maximal level of possible mitigation will be explored on a case-by-case basis, potentially through communication with the students' health care provider. ii. Investigate types of masks and face shields that might be usable by students who cannot wear a traditional mask (or other levels of mitigation). <ol style="list-style-type: none"> 2. Region One will ensure that masks are available on-site for students or staff who may need one. 3. Region One will ensure that face shields are available on-site for students or staff who may need one due to assignment. 4. Region One will provide guidance to students and families around mask use and care. 5. Students who have cloth masks that become dirty will be provided with a new mask and, through the nurse's office, will bag the cloth masks to transport home for cleaning. 6. Each school will develop a procedure for mask breaks for students and staff.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Consider additional layers of mitigation required of students and staff.
High Spread	Change Required
	N/A

5. Protecting High Risk Educators

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> • In cases where close contact between educators and students is highly likely (such as when interacting with certain students with disabilities who cannot socially distance), schools must provide educators with surgical masks and face shields.
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b. Region One Strategy:

	Actions
Minimal Spread	<ol style="list-style-type: none"> 1. The district will provide necessary PPE (surgical masks and face shields) based on the disability of the students who cannot socially distance. <ol style="list-style-type: none"> a. Region One schools will follow health care providers orders for those students who may not be able to be in the school building (individual health plan). Teachers will follow these orders when accommodating the learning needs of the student. 2. Region One school staff will monitor IEP and 504 plans to determine any needed changes based on students ability to learn at home or in the building. 3. The district will provide the required training about medical requirements of the students to allow for their learning needs.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Consider additional layers of mitigation on an as needed basis.
High Spread	Change Required
	N/A

6. Materials Sharing

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> ○ 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.
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b. Region One Strategy

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. Schools will supply parents and caregivers with lists of necessary supplies for their student(s). Accommodations will be made for students whose families cannot afford those supplies. <ol style="list-style-type: none"> a. Each school will develop a supply list and share with families in mid-August 2. All schools in the region will ensure that they have adequate supplies of the materials necessary for all students to participate in learning experiences without the need to share supplies. There may be minor curricular changes necessary to allow this to occur. 3. Individual containers (for each student) will be provided for school-based materials.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Individual materials can be sent home with students. 2. Make plans for a potential move to “red”.
High Spread	Change Required
	N/A

7. Non-Covid-Related Health Screening

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> ● Immunizations: Guidance from the Department of Public Health was issued dated June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations. ● Health Assessments: Guidance from the CSDE was issued dated June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school.
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b. Region One Strategy

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. We will follow the Guidance from the Department of Public Health that was issued on June 17, 2020, emphasizing the importance of protecting students by staying up to date

	<p>on immunizations, but allowing for flexibility and assistance to families who may have had difficulty accessing a health-care provider during the COVID-19 pandemic.</p> <p>2. We will follow the Guidance from the CSDE was issued dated June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school, particularly in being flexible with students and parents who may have difficulty accessing their health care provider during the COVID-19 pandemic.</p>
Moderate Spread	<p style="text-align: center;">Change Required</p> <p>1. Follow any updated DPH/CSDE recommendations for immunizations and health assessments.</p>
High Spread	<p style="text-align: center;">Change Required</p> <p>N/A</p>

8. Visitors and Attendance Monitoring

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> Region One has developed consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs.
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b. Region One Strategy

	<p style="text-align: center;">Actions</p> <p>1. Each school will be disseminating a plan for the use of facilities before and after school. No one will be permitted into the building except students and employees, except in the case of an emergency.</p> <p>2. As appropriate, individual schools will determine the requirements necessary for continuation of after school child-care based on the health and safety guidelines described in this plan.</p> <p>3. Each building will determine the ways in which parents can drop off or pick up materials for students.</p>
Moderate Spread	<p style="text-align: center;">Change Required</p> <p>1. Reconsider the continuation of extra-curricular activities based on State, CIAC guidelines.</p>
High Spread	<p style="text-align: center;">Change Required</p> <p>1. Buildings closed to staff and students.</p> <ol style="list-style-type: none"> Some teachers whose instruction is dependent on demonstrating how to use equipment (i.e. Ag Ed, Tech Ed) will be allowed in the building to work from their classrooms. Teachers with limited connectivity may also be allowed to work from their classrooms.

C. Operations, Facilities and Food Service

1. Using Cohorts:

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> Region One will maintain stable cohorts, as possible, to help to mitigate the risk of spreading COVID-19. A “cohort” is a group or team of students and educators with consistent members that stay together throughout the school day. The purpose of cohorting is to limit the number of students who are exposed to or may be diagnosed with COVID-19 if there is community transmission in a school.
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b. Region One Strategy:

	Actions
Minimal Spread	<ol style="list-style-type: none"> In all Pre-k-8 school buildings, the Principal will work with the Leadership Team to create cohorts that are formed by homeroom in the elementary grades (K-3 or 4) using data collected from parents and caregivers in August. In all Pre-k-8 school buildings, the Principal will work with the Leadership Team to create cohorts that are formed by academic groupings/homeroom in middle school grades maintaining the least amount of “mixing” as possible using data collected from parents and caregivers in August. Cohorting will be difficult at HVRHS. The Principal will review the schedule with the Leadership Team to make cohorting adjustments where possible. Whenever possible, teachers will rotate to identified area(s) for each cohort instead of student groups Where cohorts must be mixed, teachers will maximize safety precautions such as more closely monitored use of facial coverings, hand washing, and sanitizing between cohorts.
Moderate Spread	Change Required
Moderate Spread	<ol style="list-style-type: none"> Reconfigure cohorts based on allowed building occupancy, keeping in mind the needs of families.
High Spread	Change Required
High Spread	N/A

2. Student Meals

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> Region One Schools that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, will 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.
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	Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim.
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b. Region One Strategy:

	<i>Actions</i>
Minimal Spread	<ol style="list-style-type: none"> 1. Each school Principal will work with the Region One food service consultant to determine the safest and most efficient food delivery system for individual schools. <ol style="list-style-type: none"> a. All schools in Region One will choose one of the following two food service options: <ol style="list-style-type: none"> i. Cafeteria Option: <ol style="list-style-type: none"> 1. Students will be seated in the cafeteria maintaining six feet social distancing. 2. Students in service line will maintain social distancing of 6 feet and wear facial coverings until seated 3. Student meal payment will be managed via the point-of-sale system used in each school. ii. Classroom(s) Option: <ol style="list-style-type: none"> 1. Students will be seated in the classroom maintaining six feet of social distancing. 2. Develop a system for waste removal, reusable materials, and proper cleaning and sanitation of classroom areas. 2. Students who participate in distance learning will have access to lunch on a grab and go basis.
Moderate Spread	Change Required
	No Change required from “Minimal Spread”
High Spread	Change Required
	<ol style="list-style-type: none"> 1. Schools will deliver meals to families through a sign-up and delivery procedure.

3. Facilities Management:

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> ● Region One has developed the policies and protocols related to facilities and operations with the understanding that schools may need to react quickly to changing conditions. <ul style="list-style-type: none"> ○ School administrators, under the supervision of the Superintendent, will communicate cleaning and hygiene protocols as recommended by the CDC. These protocols will be adhered to by all school staff. ○ Signs on how to “Stop the Spread” will be posted in all school buildings in easily seen locations. ○ All areas of operations must be cleaned, disinfected and/or sanitized, as per CDC guidelines. ○ Door handles, desks, and other high contact areas should be given special attention. ○ Cleaning logs should be kept to ensure and track cleaning compliance.
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	<ul style="list-style-type: none"> ○ Reinforce to staff and children that regular hand washing with soap and water for at least 20 seconds should occur frequently throughout the day.. ○ Alcohol-based hand sanitizer will be provided at every school entrance and in every classroom. ● Each school will maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Desks will face in the same direction (rather than facing each other), or students will sit on only one side of tables, spaced apart. ● Region One has assessed 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. ● Region One has planned to maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing will be increased beyond six feet. For teachers who stay seated, a physical barrier may be an effective option. ● Each building will ensure that all water and ventilation systems are safe to use after a prolonged shutdown. ● All schools will comply with DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19. ● All schools will comply with DPH Return to Service Guidance for Building Water Systems. ● All schools will ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. ● Region One will comply with DPH Guidance for School Systems for the Operation of Central and non- Central Ventilation Systems during the COVID-19 pandemic. ● Region One has developed a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. Many Career and Technical Education (CTE) courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. Include a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle. Include a process for collection, sanitation, and logging of equipment and tools.
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b. Region One Strategy:

	<i>Actions</i>
Minimal Spread	<ol style="list-style-type: none"> 1. In each school building: <ol style="list-style-type: none"> a. The Principal and the custodial staff will plan and then monitor traffic flow outside and inside of the building as well as room use in each school building. <ol style="list-style-type: none"> i. Markings on floor will define traffic patterns and social distancing. ii. Stagger arrival of students by defining entrances according to grade level, arrival mode, etc. iii. Specials/Unified Arts classes to be held in the cohort homeroom(s) [In the PK-8 schools] iv. Common areas (e.g., outdoor playscape) should be used by individual cohorts and properly disinfected after use. b. The Principal and the custodial staff in each building will ensure access to hand sanitizer dispensers; individual cohort access recommended where appropriate. c. The Principal and the nurse will select a space to be used as an isolation room in

	<p>the building (not the nurse’s office) for students who exhibit COVID-19-like symptoms</p> <ol style="list-style-type: none"> d. The custodial staff will show compliance with DPH Guidance for Cleaning and Disinfecting of Schools, DPH Return to Service Guidance and Guidance for School Systems for the Operation of Central and non- Central Ventilation Systems by creating checklists that are visible to all staff. <ol style="list-style-type: none"> i. Review individual school floor plan and identify a schedule for cleaning and disinfecting all locations e. The custodial staff in each building will post signage for “stopping the spread” accessible for students with disabilities and in languages appropriate to the student population. f. The Principal will ensure that no visitors are allowed in the building with the exception of emergency situations. g. The building will not be open for outside use with the exception of childcare services and extracurricular activities that involve the enrolled students. <ol style="list-style-type: none"> 2. The Principal, custodial staff and teachers will follow these guidelines for each classroom: <ol style="list-style-type: none"> a. Maximization of social distancing of 6 feet or as much as possible at all times b. Desks facing in the same direction. c. Use of outdoor instruction as often as possible. 3. All staff and students will maintain social distancing and face coverings in all common areas (e.g., cafeteria, teacher’s lounge, workrooms) 4. Develop and implement a plan for cleaning and disinfecting shared equipment in shops or labs, before and after each use. If a CTE course teacher assigns tasks to students who assist in cleanup at the end of class, the students will be trained in all safety processes and procedures. In each room will be a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle. A process for collection, sanitation, and logging of equipment and tools is included in the plan.
Moderate Spread	<p style="text-align: center;">Change Required</p> <ol style="list-style-type: none"> 1. Review processes and procedures and adjust as needed. 2. Prepare for possible shift to full distance learning.
High Spread	<p style="text-align: center;">Change Required</p> <p>N/A</p>

4. Supplies Procurement

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> None at this time – Region One custodial staff will use guidance from the Massachusetts Department of Education as noted below.
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Purchasing Guidance – from the Massachusetts’ State Department of Education

DISPOSABLE MASKS -Initial recommended quantities per 100 individuals per group per school

Group	Quantity per 100 per group	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	12-week Supply at 25% Attendance	Assumptions
Students	100 masks per week	1,200	600	300	1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).
Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per teacher.
School nurses and health providers	1,000	12,000	6,000	3,000	10 disposable masks per week per school nurse.

MATERIALS FOR STAFF MEMBERS WHO MAY BE IN HIGH-INTENSITY CONTACT WITH STUDENTS OR HANDLING WASTE MATERIALS

Initial recommended quantities calculated per 1 staff
(e.g. nurses, custodians, and some special education teachers and other staff)

Item	1-week Supply for 1 Staff	12-week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 pairs disposable nitrile gloves per week, per staff.
Disposable Gowns	10	120	10 disposable gowns per week, per staff.
Eye Protection	2	n/a	2 re-usable eye protection per staff total.
Face Shields	2	n/a	2 reusable face shields per staff total.
Waste Disposal Medium	1	n/a	1 unit per staff total.
N-95 Ventilating Masks* <i>Note: N-95 masks are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures</i>	10	120	10 N-95 masks per week, per staff.

*KN-95 Ventilating Masks can be substituted for N-95 masks if they have been tested for filtration effectiveness (MDPH Comprehensive Personal Protective Equipment (PPE) Guidance, May 21, 2020)

BUILDING SUPPLIES

Item	1-week Supply for one building	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	Assumptions
Hand Sanitizer	1/3 gallon/classroom	4 gallons/classroom	2 gallons/classroom	1/3 gallon of hand sanitizer per classroom, per week at 100% attendance.
Disposable Nitrile Gloves	20	240	240	20 disposable nitrile gloves (pair) per week, per custodial staff member at 100% attendance.
Waste Disposal Medium	1	n/a	n/a	1 disposal medium per school building.

b. Region One Strategy:

	<i>Actions</i>
Minimal Spread	<ol style="list-style-type: none"> Sam Herrick, the Region One Business Manager, will collaborate with all custodial staff in the Region and facilitate the Purchase of PPE supplies through the Region One Central Office to meet the needs of each individual school.
Moderate Spread	Change Required
	No Change from “Minimal Spread”
High Spread	Change Required
	N/A

5. Bathroom Protocols

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> Region One will comply with DPH guidance for cleaning and disinfecting of schools during COVID-19. All schools will maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Turn off and avoid use of hand dryers.
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b. Region One Strategy:

	Actions
Minimal Spread	<ol style="list-style-type: none"> The Principal and the custodial staff in each building show compliance with DPH Guidance for Cleaning and Disinfecting of Schools as it pertains to bathroom cleanliness. The custodial staff in each building will review individual school floor plans and identify the best way to assign, and access bathrooms. The custodial staff will ensure the display of signage on the bathroom doors that identifies maximum occupancy. The custodial staff in each building will block off sinks, stalls, etc. to maximize social

	distancing.
Moderate Spread	Change Required
	No Change required from “minimal spread”.
High Spread	Change Required
	N/A

D. Transportation

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

Protective strategies for bus transportation should align with the forthcoming tiered system established by DPH to assist leaders define the decision-making approach applied to individual school districts.



Safe Status

Bus transportation can operate with no restrictions.



Low Status

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



Moderate Status

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

a. CSDE Requirements

Requirements & Non-Negotiables	<p>Low Transmission Risk</p> <ul style="list-style-type: none"> • Region One will operate busses at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. • Region One will require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth prior to boarding the bus and during transit, and that must be kept in place until they are completely off the bus. • Passengers will 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. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> • Region One’s transportation protocol requires busses to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. • Bus passengers will be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. • All passengers will be required to wear a face mask or cloth face covering that completely covers the nose and mouth prior to boarding the bus, during transit and that must be kept in place until they are completely off the bus.
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- Passengers will 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.

b. Region One Strategy:

	<i>Actions</i>
<i>Minimal Spread</i>	<ol style="list-style-type: none"> 1. A survey will be conducted to determine which students will be driven to school at the start of the school year. 2. <u>Bus Transportation</u> <ol style="list-style-type: none"> a. Bus transportation can operate up to full capacity with face coverings/mask requirements and loading and unloading restrictions. b. All Region One students on buses are required to wear masks (with the exception of those students who have provided a note from their physician stating they are unable to wear a mask for medical reasons). c. Face masks must be in place (over mouth and nose) <u>before boarding the bus.</u> If a student does not have a mask, one will be provided to them by the driver. If a student refuses to wear a mask, the student will not be allowed on the bus unless the student has a documented medical condition. Masks must be worn during transit. d. Students will be expected to ride the same bus to school in the morning and home in the afternoon every day. e. There will be no late busses provided. This will be reassessed in January. f. Students will load the bus from the back row to the front row with the exception of PK-1 students in the front rows in assigned seats. g. Students will unload the bus from front row to back row. h. Students will not be allowed to change seats during the route. i. Students must face forward at all times. j. Each school will create a seating chart on each bus and provide it to each parent/guardian. k. Social distancing will be followed at all bus stops and all parents at bus stops are expected to wear masks. l. The Principals will develop and implement plans for loading and unloading buses to maintain appropriate safe distancing. Additional time may be needed. m. The District will develop clear expectations for drivers and bus monitors related to face coverings and other safety measures. Bus drivers will follow the same health protocols as district employees. n. Transportation employees will clean the driver compartment and high-touch points using approved cleaning materials in accordance with CDC and Environmental Protection Agency (EPA) guidelines. Every bus will be cleaned daily with approved cleaning materials according to CDC guidelines. In the event of a bus swap, employees must clean the driver's compartment and all high-touch surfaces. o. The bus company will provide additional training relating to cleaning, masks and social distancing.

	<p>p. The district will adhere to State guidelines at all times.</p> <p>3. <u>Parent/Guardian Transportation</u></p> <p>a. Principals will determine if a staggered drop off and pick up time will be needed for parent transport and communicate the plan to affected parents and guardians.</p> <p>b. The Principals and Facility Director will plan vehicle flow and logistics for bus and parent pick up and drop off.</p> <p>c. Principals will develop arrival and departure procedures that limit unnecessary entrance for parents/guardians into the building. There will be no contact between parents/guardians and school personnel or students while dropping off and/or picking up students during the day. No visitors are allowed in the schools.</p>
Moderate Spread	<p style="text-align: center;">Change Required</p> <p>1. The number of students will be reduced.</p> <p>2. Routes and seating plans will be reviewed and revised based on the number of students attending school on each day</p>
High Spread	<p style="text-align: center;">Change Required</p> <p>N/A</p>

E. Curriculum, Instruction and Professional Learning (Includes Social/Emotional Awareness)

1. Priority Access for Special Student Populations Requiring Learning Recovery Support

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> ● Region One Schools have developed a consistent policy for their approach to priority access. Where possible, and consistent with the public health and safety requirements, in-person programming will prioritize students who require the most learning recovery support. Region One schools will also prioritize their obligations for services when determining access to in-person educational opportunities. Each school will assess and then determine how to safely accommodate students with special health care needs. Students most in need of learning recovery support include, but are not limited to: <ul style="list-style-type: none"> ○ Students with special needs; ○ Students who are English Learners; ○ Students who have had limited to no access to devices to engage in virtual distance learning, or; ○ Students who otherwise did not access educational materials despite the LEA's providing the opportunity.
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b. Region One Strategy

	Actions
Minimal Spread	<p>1. All teaching staff will review student data available in Educlimber.</p> <p>2. K-12: Review attendance spreadsheets from 2019-2020 online learning engagement to identify students in need of learning recovery support that were of concern during</p>

	<p>distance learning.</p> <ol style="list-style-type: none"> 9-12: Engage in “just in time” assessment and review of student learning to allow students to make adequate progress in their coursework by beginning the year with on-level instruction. K-12: Provide learning recovery support to identified students during available periods during the day when teachers are made available. K-12: Make available (and/or required) access to high quality online resources such as Khan Academy, ALEKS, Gizmos, CT Learning Hub materials for remediation as needed. Utilize a referral process for identified students involving teachers, counselors and administrators to determine learning recovery support for those students. Use available screening programs to further identify students needing learning recovery support in ELA and Mathematics.
Moderate Spread	<p style="text-align: center;">Change Required</p> <ol style="list-style-type: none"> Prioritize identified students for in-person learning; that is students with IEPs, 504 plans, English Learners, and students who did not successfully participate in distance learning during the 19-20 school year should be prioritized for in-school learning. Require identified students (in need of learning recovery) to engage in a minimum of twice-weekly “live” support with teachers and paraprofessionals .
High Spread	<p style="text-align: center;">Change Required</p> <ol style="list-style-type: none"> Teachers will conduct pre assessment of student learning to determine necessary instruction/remediation (“just in case” assessments).

2. Supporting the Social & Emotional Wellbeing of Students and Staff

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> A plan has been developed to re-engage all students, staff and families. We have determined strategies to identify and engage populations and specific students that have been disengaged. Staff will be trained to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. Resources: <ul style="list-style-type: none"> Leveraging the Power of SEL as You Prepare to Reopen and Renew your School Community. COVID-19 Resources for Families and Educators. Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework
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b. Region One Strategy

	Actions
Minimal Spread	<ol style="list-style-type: none"> School Counselors and the Assistant Superintendents will prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements by providing all staff with trauma-based training. Region One Schools will begin the school year with a focus on building community.

	<ol style="list-style-type: none"> a. SEL strategies will be implemented to support all students. b. Individual school and class schedules will be adjusted to provide time for embedded SEL instruction. c. Routines, norms, and expectations will be taught to all students (in-class and virtually). <ol style="list-style-type: none"> 3. Region One teachers and counselors will use information regarding students who were disengaged last year (at each school location) and/or also those with significant learning needs to prioritize contact with one or more teachers, administrators, or counselors each week. Staff will be mindful of the need to coordinate contacts with each family/student in a given week. 4. An SEL Committee has been formed and is currently developing lessons, activities, and prompts that can be used across grade bands and be integrated into all curricula. The expectation is that teachers will integrate those activities regularly in the first 15-16 days of school. The Committee will also begin to develop activities to assess and create activities to meet adults' social-emotional needs. 5. SE activities, work, and opportunities for learning are planned for the beginning of the school year and throughout the year for the adults; including mindfulness (ways to find "strength" or "peace"). 6. An instrument that can "take the temperature" of the faculty and parents/caregivers on a regular basis will be pursued to help identify and address SEL needs. 7. Teachers will have access to local mental health providers for short-term work (this may start later in the year). Teachers will be reminded of the Employee Assistance Plan that is part of our Health Insurance Plan. 8. Teachers will be provided with opportunities for small group activities to meet their SE needs, (e.g., "coffee chat", wellness check, discussions about important issues, and lessons that directly address mental health).
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Reinforce SEL activities with students during initial on-line experiences to ensure their well-being (both physical and mental) are being attended.
High Spread	Change Required
	<ol style="list-style-type: none"> 2. Begin at-home learning with additional SEL checks on students, families, and staff, particularly those who may have been disengaged last spring.

3. Staffing and Personnel

a. CSDE Requirements

Requirements & Non-Negotiables	<p>The employment of appropriately certified, authorized and/or permitted educators remains crucial to the success of all students. To assist this goal, all LEA-based forms have been adopted to accommodate the timely processing of temporary authorizations and requests including Durational Shortage Area Permits (DSAPs), 90-Day Initial Certificates, Charter School Educator Permits (CSEPs), Long Term Substitute Authorizations, Emergency Coaching Certificates and Resident Educator Certificates. For additional information about processing these forms remotely, please see the following CSDE educator certification newsletter.</p>
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	<ul style="list-style-type: none"> • Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. • Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. <p>Additional resources: EdSight Active Endorsement Search Tool</p>
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b. Region One Strategy

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. All teachers will teach within their certification area. 2. Staffing needs will be analyzed for each school in all areas of employment. 3. Staff health will be supported through flexible sick leave policies (available under ADA, FFCRA and EFMLA) for when they are sick or caring for a sick family member. 4. The Assistant Superintendents will develop a plan for substitute acquisition either within each building or from the substitute list that has been developed. Plan includes provisions to pay building substitutes to attend the same training sessions on safety protocols as teachers. 5. Regular meetings will be held between the Superintendent and the Presidents of the 7 Faculty Associations and the other unions to determine the need for any MOAs. 6. A process of guided and interactive conversations between teachers and building-level administration will be available to all teachers to determine options for accommodations.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Monitor staff absences and adjust allocation of substitutes or building staff as necessary to cover classes as necessary. 2. Make decisions about the number of distance-learning teachers needed and how they will be assigned. Consider the use of Regional Distance-Learning teachers when enrollments in one school do not warrant a teacher be specifically assigned to distance learning.
High Spread	Change Required
	<ol style="list-style-type: none"> 1. Distance learning may be provided by grade level partner, content specific regional partner or a substitute. Arrangements made will be on a case by case basis.

4. Teaching and Learning Considerations

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> • None at this time • Additional Resources <p>CSDE Sensible Assessment Practice.</p>
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b. Region One Strategy

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. Region One Schools will begin with a focus on building community. <ol style="list-style-type: none"> a. SEL strategies will be implemented to support all students. b. Individual school and class schedules will be adjusted to provide time for SEL. c. Routines, norms, and expectations will be taught to all students (in-class and virtually) and will be consistent throughout each building. d. Teachers will be aware of cultural competence and understanding. 2. Teachers will ease into academic content. The first unit should not only be engaging, but also allow students to have a high probability of success in learning the material (in-class and virtually). At the high school level, the determination of the units will be vetted by the Department Chairs. 3. Region One Schools will adjust benchmark assessment schedules in order to prioritize in-person administration. 4. SRBI/Intervention will proceed as it has in the past. Teachers will be expected to report students who may require remediation to (a) Department Chairs (at the High School) and (b) SRBI Teams (all schools). 5. Guidance will be provided to teachers and families about the expectations for learning regardless of the model (in-school, hybrid, full distance). 6. Professional Learning needs, particularly in the area of distance learning and social-emotional learning will be determined during the opening days of school with differentiated options to ensure that teachers have adequate fluency with the required technology, best practices in distance learning, blended learning, and assessment literacy. 7. Time will be provided at the beginning of school for teachers to determine priority standards for courses and work collaboratively with colleagues to develop the first unit. 8. Each school's administrator and Leadership Team will work together to ensure that there is an understanding of the workload under the new schedule to ensure that teachers have time to manage that work. 9. The PDEC will critically examine the teacher evaluation process. 10. Teachers will move into grade-level curriculum early in the school year, employing "just-in-time " remediation rather than "just-in-case" remediation.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. At the start of distance learning, there may be a need for additional SE time in each class (both live and distance) to ensure the students' physical and mental well being are met. 2. Weekly PL opportunities offered to all staff on Wednesdays to meet their needs for continued learning in SEL, instruction, and assessment.
High Spread	Change Required
	<ol style="list-style-type: none"> 1. Weekly PL opportunities offered to all staff to meet their needs for continued learning in SEL, instruction, and assessment. 2. Intense focus on students with the most pressing learning needs and those who might not engage in on-line learning. Attendance monitored strictly.

5. Planning for the Resumption of Full Distance Learning

a. CSDE Requirements

Given the current state of the planning requirements and the history of the virus, each district must have a virtual learning plan that anticipates virtual learning taking place in their districts for the entire 2020-2021 school year.

<p>Requirements & Non-Negotiables</p>	<ul style="list-style-type: none">● All schools have a plan for parents and students who may temporarily choose not to participate in the return to school. There are defined requirements when participation of a student in the schoolhouse is limited due to a verified medical reason. However, parents and guardians may also voluntarily choose for students to temporarily engage in learning from home for a variety of other reasons. Temporary support options are in place at all schools for students who continue remote learning from home.● Consider how retired teachers and/or teachers who voluntarily identify as “high risk” or otherwise need to be accommodated outside of the school house may support operational needs via remote learning, including but not limited to the following:<ul style="list-style-type: none">○ Working with students (virtually) who are unable to attend school;○ Developing and implementing district professional development (PD) (virtual or in person);○ Assisting with continued PD to train teachers who need assistance with best practices for virtual teaching and learning.○ Serving as online tutors for those who need additional assistance.● A hybrid plan has been developed 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.● Region One will notify and consult with the CSDE immediately if the it is contemplating class cancellations.● Region One’s plan assumes that any decision about school closure, reopening, or cancellation of school events will be made in coordination/collaboration with local health officials, and with the advice of the school medical advisor (if any) and school nurse supervisor.● We have anticipated that recommendations for the geographic scope (e.g., a single school, multiple schools, the full district, regionally), whether it will be partial or total, and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.● Our communication plan includes clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.● Our plan has prioritized ongoing educational opportunities when drafting the plan for shutdown.● Our plan ensures that materials for continuity of learning must be made available to allow for school sessions to continue remotely.● Our plan ensures that we are prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.● The plan for extended absences will be communicated to parents or guardians in the event of a second extended closure. Particular attention must be placed on communicating the distribution of food and devices or learning materials. Materials must be modified for use by students who are differently abled or multilingual.● Additional Resources
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	<ul style="list-style-type: none"> ○ Plan to Reimagine CT Classrooms for Continuous Learning. ○ COVID-19 Resources for Educators
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b. Region One Strategy:

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. A plan has been established to allow a student in the fully in-school model to choose to participate remotely. Those students could continue remote learning through both moderate and high spread. 2. Identify “high risk” teachers who can help from home to teach students who chose full distance learning, or as tutors for those who need extra help (virtually). 3. Professional learning activities are planned for the beginning of the school year to acquaint teachers with available learning technologies and best practices in distance learning, including introduction to UDL.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Each school will plan for and communicate the structure and expectations for a hybrid model with the school community. Individual schools will determine the groupings of students who will attend school in-person vs. virtually each day. <ol style="list-style-type: none"> a. PK-8: The school building will be operational with students in-building on Mondays, Tuesdays, Thursdays and Fridays. Wednesdays will be distance learning days for all students while buildings receive additional deep cleaning. Total student population will be subdivided to ensure a dramatically reduced number of students in the building on any given day but respecting family needs as much as possible. b. 9-12: The structure of the day is to be determined as soon as data is available on the number of students who attended school in-person during Minimal spread. 2. The recommendations for the geographic scope (e.g., a single school, multiple schools, the full district, regionally), whether it will be partial or total, and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community. 3. The communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown have been disseminated to school staff and will be reviewed at the beginning of the school year and throughout the year. Specifically, expectations for faculty, students and parents will be disseminated via the schools’ websites, the regional website, local media, and social media outlets. 4. Throughout this document are the plans for ongoing educational opportunities during the shutdown. 5. The Technology Subgroup has made arrangements so that materials for continuity of learning will be available to allow for school sessions to continue remotely even with little or no notice. So, we have prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. 6. The plan for extended absences continues throughout the year and is communicated to parents or guardians. Students will have devices with them at all times (grades K-12)

	<p>and those materials that must be modified for use by students who are differently abled or multilingual will be produced by the Special Education Department based on student's IEP requirements and by the EL Coordinator, who will continue to provide services.</p> <ol style="list-style-type: none"> 7. The Superintendent, in consultation with district medical personnel and Jacquie Rice, will be charged with making and communicating decisions. 8. The Technology Task Group has begun to examine capacity, coverage, and connectivity at home, in school, and in the community. While we have areas of the Region in which there is no cell phone or spotty internet access, our technology team is investigating alternatives, including a way for students to park at the High School to have internet access. 9. Communication to parents and stakeholders the conditions that determine access to online resources and what the conditions are that will trigger the full return to distance learning, should it be required, will be made through the Superintendent's Office and communicated through the school website, the local media, and social media. If appropriate we will also use the AlertNow system to ensure that parents and students receive updated information. 10. The technology staff will determine what online resources will be used and budget for subscriptions. 11. The building administration will review the district Emergency Operations Plan in accordance with lessons learned from 2019-2020 12. Using information from staff, students and families experiences this spring, Region One recognizes the need to: <ol style="list-style-type: none"> a. Maximize opportunities for live instruction. b. Summarize assignments at the beginning of the week. c. Be cognizant of the amount of work that is being assigned by grade. d. Provide for 24/7 access, self-pacing, and relevant and meaningful lessons to all students, with teachers available during specified times. e. Coordinate the distribution of assignments and predictability of workload for students. f. Ensure engaging and challenging work are favored over busy work.
High Spread	Change Required
	<ol style="list-style-type: none"> 1. All distance learning guidelines apply for 100% of the staff and students.

6. Professional Learning

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> ● Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing training as changes occur in recommendations and public health data. ● Our plan assures that we are assisting with continued PD to train teachers who need assistance with best practices for virtual teaching and learning (p. 6). ● We continue to identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes (p. 10, p. 27).
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	<ul style="list-style-type: none"> • We will consider designating 1-2 people in each building to serve as trainers (p. 10). • Our opening of school plan: 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 (p. 10). • Training will be provided to substitutes or others who may enter the school outside of the first day or typical calendar start (p. 10). • Our plan is flexible such that we are 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 (p. 20). • Our training for staff includes [the] use of emergency physical interventions and use of PPE (p. 33). • Our opening of school training will prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements (p. 39). • We have a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. Any CTE course that assigns tasks to students who assist in cleanup at the end of class will ensure that the students are trained in all safety processes and procedures. CTE teachers will ensure a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle and a process for collection, sanitation, and logging of equipment and tools (p. 42) is included in their student discussions. • We have prioritized mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Ongoing training will occur as changes occur in recommendations and public health data (p. 45).
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b. Region One Strategy

	<i>Actions</i>
Minimal Spread	<p>Staff Learning</p> <ol style="list-style-type: none"> 1. Provide required health and safety training for all staff, including substitute teachers who may be working in our district during the 2020-21 school year. 2. Provide site-specific health and safety training for all staff. 3. Provide guidance and/or training to all staff on reporting absences (especially those that may be Covid-related), required quarantining, etc. 4. Monitor changes in recommended practices and retrain as needed with guidance from on-site medical staff, DPH, CDC, and/or CSDE, 5. PDEC Committee to look at needed trainings and determine prioritization of back to school Professional Learning Days, synchronous vs. asynchronous models (where choice exists), specific needs for teachers and students beginning in a distance learning model, etc. 6. Provide training to teachers about distance learning tools and strategies that can be used in any teaching environment (including programs such as GoGuardian and Securly). 7. Provide training on assessments for all applicable staff. 8. Identify a common set of digital tools for each school and/or discipline that have been through the IT Approval Process. The list of approved software and applications can be found at: http://www.region1schools.org/main/student-data-privacy.

	<ol style="list-style-type: none"> 9. In the event that new software or applications are desired for use, Region One staff will follow the IT Approval Process to request that software or application be reviewed. Staff will discuss software and application needs with building technology staff and await approval prior to use. 10. Define the consistent usage expectations of the tools within each school. For example, in Google Classroom, post assignments on the Classwork page because assignments can be grouped under headings or in Seesaw define how Activities will be used versus Announcements. Publish information to families. 11. Have all teachers generate a list of applications that they are currently using and whether they will continue to use them. 12. Have teachers generate a list of extensions to share across the district. <p>Student and Family Learning</p> <ol style="list-style-type: none"> 13. Provide training to students and families for health and safety requirements, including universal precautions, mask-wearing, attendance and illness notification, handwashing, movement in and around the building, expectations for bus, etc. (prior to the beginning of school; combination of in-person and virtual preferred) 14. Provide requirements to families regarding specific procedures for illness and absences during this time. 15. Provide guidance and/or training to families about handling and management of school-provided devices (Chromebooks, iPads, laptops) to include expectations and norms. 16. Conduct multiple in-person (limit to 10 or based on the size of the venue) and on-line training sessions for parents/caregivers on the Learning Management System being used (Google Classroom and/or Seesaw). Small groups for in-person sessions will be used to ensure that social-distancing and other State requirements are followed. Sessions will be recorded and posted to all school and RSSC websites in an obvious place. 17. Provide on-line training for students and caregivers on all programs that students will be expected to use in classes. 18. Work with area providers and school counselors to provide trauma and SEL training for all staff prior to the start of school. 19. Ensure alignment between staff learning of Health and Safety Protocols and the guidance provided to students and caregivers.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Provide additional training for families on an as-needed/help desk basis for technical support during Distance Learning. 2. Use the Wednesday Distance Learning day to provide access to additional training for staff (strategies for distance learning, synchronous vs. asynchronous instruction, digital engagement, SEL in a digital format, etc.)
High Spread	Change Required
	<ol style="list-style-type: none"> 1. Continue professional learning as needed to support all staff.

7. Special Education:

a. CSDE Guidelines

<p>Requirements & Non-Negotiables</p>	<ul style="list-style-type: none"> • Our preparations included 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. • All of our planning has treated 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, individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input will be pursued, including blended learning schedules if needed. • We will not make programming decisions based on a student’s disability category. However, the nature and/or severity of a student’s disability may require unique considerations. Protocols should consider the student’s developmental level and skills.
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b. Region One Strategy

<p>Minimal Spread</p>	<p>Actions</p>
	<ol style="list-style-type: none"> 1. Put academics aside for the first (to be determined) amount of time. Allow students to just share, be together, and process social/emotional concerns and information. 2. Initial intake/screening to homogeneously group student SEL needs (i.e., high, moderate, low). 3. Initial intake to homogeneously group student academic (i.e., reading/writing, mathematics, etc.) needs. 4. The three learning recovery groups may be those who are functioning as expected, those who are in danger or showing minimal regression, and those that are not close to expectations. A rubric may need developing for teachers to be able to refer the students to any of these groups. Then, School Psychologist and/or ALPSS Clinician can confirm upon closer look into each student’s situation. 5. Offer an additional class for social-emotional instruction (modeled similarly to the current ALPSS/Bridges Community class) to students with special needs who are not in either of those cohorts. 6. Offer additional opportunities, or utilize the current academic labs/resource rooms, that will help support students academically. This requires additional staffing (Recovery Tutors) to provide intensified instruction for the various needs. 7. Intensify counseling time for students who are in need. 8. Increase self-contained or resource room teaching or remote services if students included in the general education setting are not accessing the curriculum met in that setting and to mitigate transmission risk with push-in services. 9. Utilize SEL modules for the Community classes/Resource rooms so that students who are in need can enter/exit that class according to the unit(s) in which they need support.

	<ol style="list-style-type: none"> 10. Consider utilizing project based learning so that students can be learning from any setting. 11. Incorporate authentic SEL lesson plans so that it is not seen as contrived and irrelevant to the student. 12. Provide ongoing training for the necessary staff who work with students most in need of significant support.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Improve engagement among students with highly engaging lesson plans. Teachers need to be given more time to explore various applications and techniques and also work with Instructional Coaches to improve their current practices. Communicate to parents/students that the time allotted for teacher PD during the day on Wednesdays is to be used for that and students need to use this time to work independently. 2. See description of #s 1-11 in the Minimal Spread section (above).
High Spread	Change Required
	<ol style="list-style-type: none"> 1. Hold (at least) weekly meetings with students that allow them just to talk about what's going on in the world, anxieties they may be facing, situations that have arisen in the class, etc. Communicate with the parents by a form letter (and also each case manager to reach out to each family) how these SEL "hangout sessions" are helpful to each child (See #1 in Minimal Spread.) 2. See description of #s 1-11 in the Minimal Spread section (above).

8. English Language Students

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> • Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue. • Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. • Communicate with parents and guardians that have limited proficiency in English in
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	<p>a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.</p> <ul style="list-style-type: none"> ● Provide ELs who are also identified as students with disabilities, supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.
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b. Region One Strategy

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. Assess language proficiency at the start of the year to get an accurate proficiency level for all ELs; Progress monitoring through Pearson TELL throughout the year. 2. Work with students individually using a pull-out model to mitigate transmission risk. 3. Collaborate with classroom teachers to ensure understanding of grade level curriculum. 4. Provide information for students and parents in both English and native language. 5. Schedule EL instructor to visit one building per day (if possible based on number of students in each building). 6. Include opportunities for PL for EL instructor. 7. Assess potential EL students early in the school year.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Provide individualized virtual sessions through Google Meet to avoid traveling between buildings for weekly instruction; progress monitoring remotely through Pearson TELL. 2. Collaborate with classroom teachers to ensure understanding of grade level curriculum through Google Meet. 3. Provide information for students and parents in both English and native language. 4. Determine how required assessments can be implemented in distance learning. 5. Provide services to any student whose registration information indicates any language other than English.
High Spread	Change Required
	<ol style="list-style-type: none"> 1. Provide individual virtual sessions with students through Google Meet for weekly instruction (meet with students 1-3 times per week based on need); progress monitoring remotely through Pearson TELL. 2. Collaborate with classroom teachers to ensure understanding of grade level curriculum through Google Meet. 3. Provide information for students and parents in both English and native language.

9. Physical Education, Arts, and Extra Curriculars

a. CSDE Requirements

<p>Requirements & Non-Negotiables</p>	<ul style="list-style-type: none"> ● For interscholastic athletics and activities, consult the guidance provided by CIAC. ● Develop plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.
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b. Region One Strategy

	<p>Actions</p>
<p>Minimal Spread</p>	<p>1. Physical Education</p> <ol style="list-style-type: none"> Provide physical education through a combination of in-classroom instruction and activities tailored according to available spaces, restrictions on gatherings, and use of shared equipment. Provide professional development for revising curriculum and instruction to align with necessary modifications due to changes in the instructional space, blended learning, and alternative physical fitness activities. Focus on activities, fitness, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness, utilizing alternative environments, land-based activities, and individual sports/activities such as mindfulness, tai chi, meditation, taekwondo, fitness-based activities, step aerobics, Pilates, yoga, individual sports, strength development, target activities, backyard games, dance (creative/modern dance, aerobic dance, traditional dance), power walking, orienteering, geocaching, outdoor education, hiking/reading trail signs, hoop games, track and field, singles racket games, etc. Support social-emotional learning through classroom instruction and utilizing appropriate games and activities. Match the instructional design to the available space; use stations, marked off areas, and staggered participation to ensure separation and distancing between students during activities. For example, the use of hula hoops on the ground or floor provide visual cues for maintaining distance to engage in learning. Plan for regular cleaning and disinfecting of all indoor and outdoor facilities, playscapes, and equipment between use by students. Consider reorganizing and prioritizing the sequence of units to provide content and learning opportunities that can be delivered outdoors in appropriate weather and other content delivered later in the year through a blended approach in homerooms or online. Repurposing gymnasiums to serve as classrooms may limit the ability to deliver some physical education content especially in the skill-building area. Cognitive and affective content and limited skill/fitness content could be delivered in an alternate space such as a classroom. If health and hygiene measures limit locker room use, this may affect hygiene needs associated with vigorous physical activity, which may limit the ability to fitness train and/or test. However, fitness/training concepts can still be taught through didactic instruction and reinforcing skill development and individual fitness goals. Loss of water fountain usage could affect physical activity delivery as hydration is important for student health and safety. Allow students to use

	<p>personal water bottles and provide water bottles as needed. Guard against sharing water bottles.</p> <p>j. Educators can incorporate additional opportunities for movement in and/or out of the classroom through stretching, seated yoga, and walking outdoor classrooms.</p> <p>2. Arts and Music Education</p> <p>a. Consult the resources provided by the Connecticut Arts Administrators Association.</p> <p>b. For handling musical instruments, consult the National Association for Music Education’s COVID-19 Instrument Cleaning Guidelines.</p> <p>c. Provide sufficient instructional minutes to support standards-based curriculum, student learning expectations, and district goals.</p> <p>d. Add to class time for materials and tools to be distributed by teacher only or area designated for individual storage and to allow for proper cleaning of materials.</p> <p>e. Strive to maintain current program of studies and course offerings, within safety precautions.</p> <p>f. Maintain proper spacing of at least 12 feet when students are singing or performing wind instruments by scheduling large ensembles in auditoriums, outdoors, cafeterias, gyms or other large spaces. Focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments.</p> <p>g. Schedule large ensembles into smaller groups throughout the day. Shift curriculum focus to solo and small ensemble work. Shift from a concert format to a recital format. Create virtual performance experiences and assessments.</p> <p>h. Further guidance related to chorus instruction will be shared as it is released.</p> <p>i. Maintain small homogeneous groupings of instruments for lesson instruction.</p> <p>j. Continue full access to beginning instrumental music.</p> <p>k. Provide individual art supply kits for each student, or plan for increased sanitization between all uses.</p> <p>l. Include tech devices as options for photography at home, storage of photos and exporting image files.</p> <p>m. Use on-line apps or platforms for student work (e.g., SeeSaw, Artsonia, Google Classroom, Flip Grid, SmartMusic, Sound Trap, Acapella, museum collections, painting/drawing platforms), video displays (e.g., YouTube), and slides (e.g., Google Slides, PowerPoint).</p>
Moderate Spread	Change Required
	1. TBD based on meetings with specials teachers.
High Spread	Change Required
	1. Will follow distance learning plans developed for “Moderate Spread”.

F. Athletics and Extracurricular Activities

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> • Follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess. • Develop plans for the implementation of a physical education, fine arts, and music activities that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.
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b. Region One Strategy

Minimal Spread	Actions
	<ol style="list-style-type: none"> 1. High School Athletics <ol style="list-style-type: none"> a. The Region One Athletic Director will follow CIAC Guidelines (meeting with coaches to determine how to proceed with preseason practices; screening, social distancing and cleaning will be in place). b. The Middle School Regional Program Committee will discuss the ability to safely operate that program in the fall. 2. Robotics <ol style="list-style-type: none"> a. The training season will proceed as scheduled while implementing screening, social distancing and cleaning. A tote will be provided to each team member with materials to keep individual materials assigned to each student. b. Away event procedures TBD.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. High school Athletics <ol style="list-style-type: none"> a. Likely suspended contingent upon CIAC recommendations. Virtual Coaching may be possible. b. Middle School Athletics would be suspended. 2. Robotics <ol style="list-style-type: none"> a. Could continue with online training September through December. b. The assigned equipment totes will be sent to students via school buses to be used during online training/practice. c. The First Robotics season starting in January will be cancelled. In school events may be substituted.
High Spread	Change Required
	<ol style="list-style-type: none"> 1. High School and Middle School Athletics will be suspended. 2. Robotics could continue with online training September through December. <ol style="list-style-type: none"> a. The First Robotics season starting in Jan will be cancelled. b. First Robotics organization will determine the competition status c. Robotics Mentors will supply equipment and supplies <ol style="list-style-type: none"> i. A tote will be provided to each team member with materials for online training

G. Technology

1. Support a Robust Blended Learning Program
 - a. CSDE Requirements

<p>Requirements & Non-Negotiables</p>	<ul style="list-style-type: none"> ● Provide training opportunities for families on device use and access to school platforms. Plan ways to engage in person at the beginning of the school year, following all health and safety rules, since the target audience may not be able to access training online.
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b. Region One Strategy:

	<p style="text-align: center;">Actions</p>
<p>Minimal Spread</p>	<ol style="list-style-type: none"> 1. Provide guidance and/or training to families about handling and management of school-provided devices (Chromebooks, iPads, laptops) to include expectations and norms. <ol style="list-style-type: none"> a. Norms and practices to be developed by the school technologist in each building. 2. Conduct multiple in-person (limit to 10 or based on the size of the venue) and on-line training sessions for parents/caregivers on the Learning Management System being used (Google Classroom and/or Seesaw). Small groups for in-person sessions will be used to ensure that social-distancing and other State requirements are followed. Sessions will be recorded and posted to all school and RSSC websites in an obvious place. <ol style="list-style-type: none"> a. Principals and/or teachers will conduct this training through the month of September 3. Provide on-line training for students and caregivers on all programs that students will be expected to use in classes. <ol style="list-style-type: none"> a. Training may be provided/created by Region One staff or by connecting to resources available from the software or application. 4. Survey parents and caregivers of new students who register for school about their Internet access and needs for devices. 5. Ensure that 8th grade data about access is provided to the High School. 6. Utilize existing data from surveys done in the spring. Solicit feedback from teachers about the distance learning already done. What students/families had Internet access challenges? 7. Make available to parents the locations of free internet access available outside of schools, including existing outside wifi at schools. 8. Students and caregivers will be trained on how to record their attendance in distance learning. 9. Identify a common set of digital tools for each school and/or discipline that have been through the IT Approval Process. The list of approved software and applications can be found at: http://www.region1schools.org/main/student-data-privacy. 10. In the event that new software or applications are desired for use, Region One staff will follow the IT Approval Process to request that software or application be reviewed. Staff will discuss software and application needs with building technology staff and await approval prior to use. 11. Define the consistent usage expectations of the tools within each school. 12. Provide training to teachers about distance learning tools and strategies that can be used in any teaching environment (including programs such as GoGuardian and Securly). 13. Have all teachers generate a list of applications that they are currently using and whether they will continue to use them. 14. Have teachers generate a list of extensions to share across the district. 15. Determine that each school has a plan in place for 1-1 tech use. (They do.)

	<ol style="list-style-type: none"> 16. Ensure that students who need technology for distance learning will have access to that technology (based on building). 17. All students are going to bring devices home nightly. Expectations for appropriate device handling, usage, and charging will be provided to families. 18. Primary students will receive intensive instruction in technology early in case we need to switch early in the year.
Moderate Spread	Change Required
	<ol style="list-style-type: none"> 1. Districts will determine the students who have not accessed the on-line LMS. 2. Provide families and caregivers with updated procedures for accessing technical support. 3. Students and caregivers will be provided reminders about how to record daily attendance from home. 4. Create times each day during which parents/caregivers and students can access school- or other community-based Internet access to download information from LMS to devices. 5. Provide optional live/virtual refresher training to families on digital tools.
High Spread	Change Required
	<ol style="list-style-type: none"> 1. Create times each day during which parents/caregivers and students can access school- or other community-based Internet access to download information from LMS to devices. 2. Staff with poor internet/connectivity can request permission to enter the building to work using technology.

2. Support PowerSchool Data Collection and Management

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> ● Actively monitor staff and student absenteeism and track the reasons for their absences to identify any trends that would suggest spread of illness such as COVID-19. <ul style="list-style-type: none"> ○ Explore the ability to code student and staff absences with specific symptom codes within programs such as PowerSchool, fever or COVID-related symptoms are examples, compared to routine sick days. ○ Create a communication system for staff and families for self-reporting of symptoms, and for families to notify the school of known or presumed cases consistent with applicable privacy and confidentiality laws. See Reporting Illnesses and Addressing Vulnerable Populations section describing EEOC guidance.
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b. Region One Strategy:

	Actions
Minimal Spread	<ol style="list-style-type: none"> 1. Ensure that absence codes are available in PowerSchool and Aesop to allow monitoring of absenteeism. 2. Ensure general collection of data to be housed on Educlimber.

	<p>3. Provide access to platforms that support a three-tiered model of SRBI (Scientific Research-Based Intervention), SRBI resources, and MTSS (Multi-Tiered System of Support) behavioral resources. (i.e., FastBridge, iReady [Pupil Services]).</p> <p>4.</p>
Moderate Spread	Change Required
	<p>1. Ensure that teachers are trained in how to take attendance of students who are engaged in distance learning.</p>
High Spread	Change Required
	<p>1. Ensure that teachers are trained in how to take attendance of students who are engaged in distance learning.</p>

H. Pandemic Response

1. Cancellation of Classes

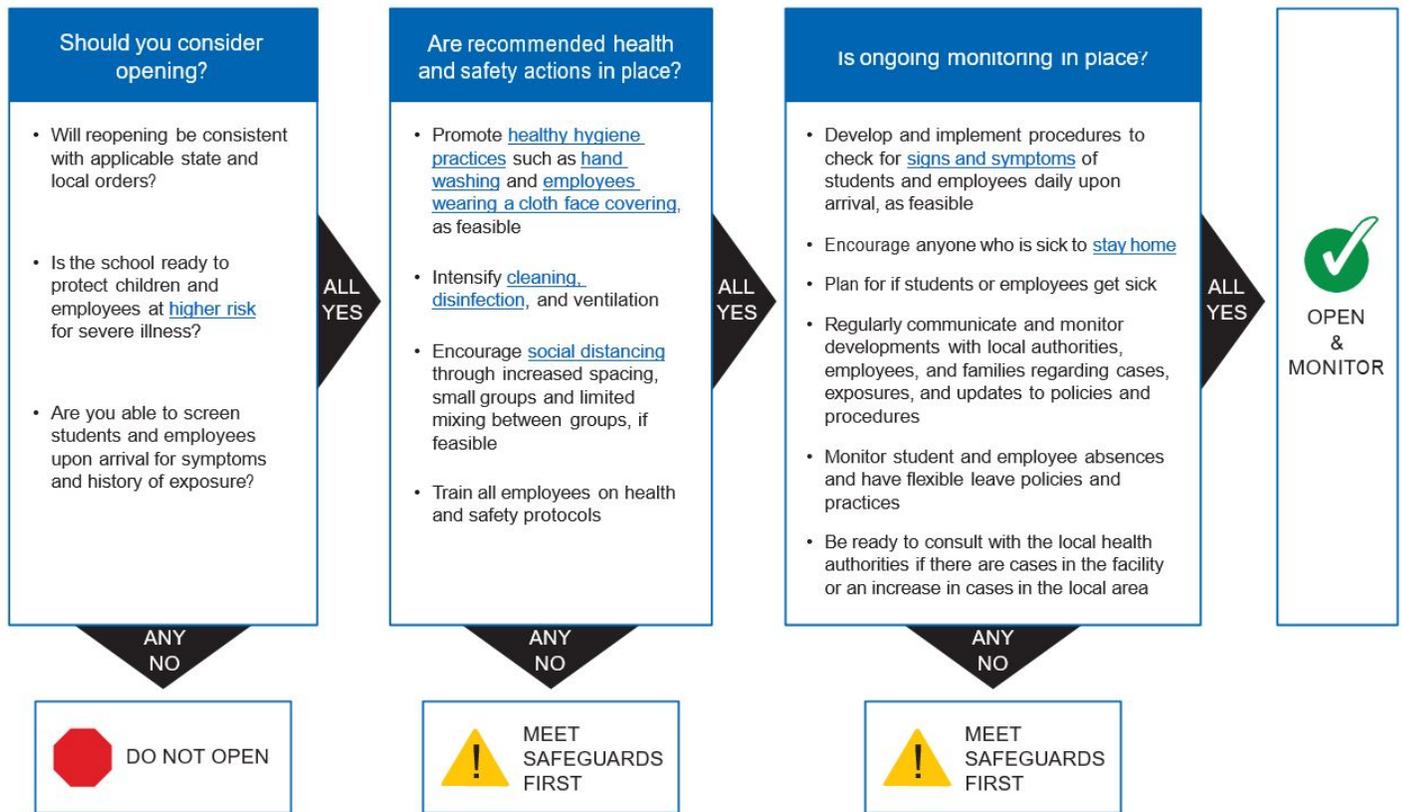
a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> ● 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 a Region One School is contemplating class cancellations. ● Assume that any decision about school closure, reopening, or cancellation of school events will be made in coordination/collaboration with local health officials, and with the advice of the school medical advisor (if any) and school nurse supervisor. ● Anticipate that recommendations for the geographic scope (e.g., a single school, multiple schools, the full district, regionally), whether it will be partial or total, and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community. ● Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. ● Prioritize ongoing educational opportunities when drafting the plan for shutdown. ● Materials for continuity of learning must be made available to allow for school sessions to continue remotely. ● Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. ● Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. Particular attention must be placed on communicating the distribution of food and devices or learning materials. Materials must be modified for use by students who are differently abled or multilingual.
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b. Region One Strategy:

Minimal Spread	Actions
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	<ol style="list-style-type: none"> 1. If a student presents with COVID like symptoms at home or at school, a health care provider visit and a COVID test or a health care provider’s note are required in order to return to school. If the health care provider recommends a COVID test, the student and their siblings must stay home until the test results are returned. <ol style="list-style-type: none"> a. If a student tests positive, he/she and the siblings may return once they have two confirmed negative tests or have quarantined for 14 days. The students in the cohort may return to school once school reopens . b. A staff member with COVID-like symptoms will be required to have two negative tests before returning to work. 2. If there is a confirmed, positive COVID-19 test, school may be closed for two to five days for cleaning and contact tracing, based on recommendations from the CDC, CSDE and Torrington Area Health District. <ol style="list-style-type: none"> a. The Superintendent will authorize the Principal to close school based on the recommendation of the Torrington Area Health District and the CSDE. <ol style="list-style-type: none"> i. The Principal will alert all staff, students and parents and caregivers about the school closure, and the proposed length of the closure. ii. The Principal will alert parents with respect to the protocol for returning to school. iii. The school will undergo deep cleaning and sanitization during the closure period. b. Distance learning will begin immediately using the curriculum and digital tools developed and recommended by Region One staff. <ol style="list-style-type: none"> i. Students will be required to bring devices home with them to access digital learning tools ii. School lunches will continue for those students receiving free and reduced lunch on a grab and go basis. c. Distance learning will continue In the case of extended absence due to more than one positive Covid-19 case. 3. A decision on moving from <i>Minimal</i> to <i>Moderate</i> will be made based on the percentage of illness in each school after discussion with CSDE, DPH, and the school medical advisor.
Moderate Spread	<p style="text-align: center;">Change Required</p> <p>No Change from “Minimal Spread”</p>
High Spread	<p style="text-align: center;">Change Required</p> <ol style="list-style-type: none"> 1. A decision on moving from <i>Moderate</i> to <i>High</i> will be decided by the State Department based on community spread. Schools will begin distance learning for all.



I. Fiscal Responsibilities

1. Funding Considerations:

a. CSDE Requirements

Requirements & Non-Negotiables	<ul style="list-style-type: none"> None at this time.
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b. Region One Strategy

	Actions
Minimal Spread	<p>1. Securing Funding and Planning</p> <ol style="list-style-type: none"> a. The Region One Business Manager will develop funding scenarios to support the multiple areas that may require increased funding, including but not limited to student equipment, protective materials and cleaning supplies, increased staffing and physical changes to school buildings to enhance health and safety measures. He will use a regional approach to help streamline securing items. b. The Business Manager, the Superintendent and the Assistant Superintendents will ensure that the Region maximizes access to available federal funding first through application for Elementary and Secondary Education Emergency Relief funds and Coronavirus Relief funds, then through application to the local municipality for FEMA and Coronavirus Relief Funds. They will follow the guidance on accessing these funding sources available on the CSDE’s website.

- c. The Business Manager, the Superintendent, the Assistant Superintendents and the Principals will maximize the use and combining of current federal program funds, as permitted, for which federal waivers have been secured to support individual school priorities.

2. Funding Priorities

- a. The Superintendent, the Assistant Superintendents and the Principals will assess how funds can best support efforts to provide equity and access to all students. As schools develop spending plans for the year, Principals will review and consider the [state level priorities established by the Commissioner of Education](#). This includes:
 - i. Equitable Access to Technology:
 - 1. Survey families to collect information about devices and connectivity in their homes to support blended learning.
 - 2. Update policies for school-owned devices. Consider allowing broader use to address families' need for telehealth access and other state agency support if school devices are the only ones in the household.
 - 3. Prepare for the possibility a student, class, or school will require robust blended learning at some time during the school year.
 - 4. Assess if funding would be appropriate to support training adult family members more effectively in accessing Internet and digital resources used for blended learning opportunities.
 - ii. Equitable Access to High Quality Online Curriculum Including Necessary Supports
 - 1. Use funding to support further development, in consultation with state-provided resources, of high quality online curriculum, including necessary supports.
 - 2. Unlike the initial wave of the pandemic during spring 2020 where there was little time to prepare, schools should be well equipped to Provide robust learning opportunities to students in the event additional class cancellations occur during the 2020-21 school year.
 - iii. Education Recovery and Reopening Schools
 - 1. Ensure fiscal and budgetary planning includes support for education recovery, including but not limited to funding for staffing for extended day/after school remedial programming; summer school or extension of the school year; and additional instructional supplies/equipment.
 - iv. Social-Emotional Well-being
 - 1. Review the detailed content of this document related to social-emotional learning (SEL) needs of students, staff, and the school community, and plan financial support for a heightened need.

3. Reserving Funds:

- a. The Superintendent, the Assistant Superintendents and the Principals will, where possible, reserve and plan funding to support the school boards'

	<p>contingency plans to support students in cases of class cancellations, including but not limited to the required budgeting to provide meals, address digital access issues, engage in robust blended learning, and support SEL.</p> <p>4. Contracting, Insurance Policies, and Internal Protocols:</p> <p>a. The Superintendent, the Business Manager and the Principals will assess with board counsel if contracts need revisions to align with the district’s approach to reopening. Also, consider any other insurance policies, internal processes, and money-handling policies to determine if changes, additional spending controls, or available budget balancing strategies will be necessary.</p>
Moderate Spread	Change Required
	No Change from Minimal Spread
High Spread	Change Required
	No Change from Minimal Spread

Additional Resources:

CDC

[CDC Considerations for Schools](#)

[CDC Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)

[CDC Cleaning & Disinfecting Guidance](#)

[CDC Symptoms of Coronavirus](#) [CDC What You Do If You Are Sick](#) [CDC Quarantine & Isolation](#)

[CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#)

[CDC When and How to Wash Your Hands](#)

[CDC Planning for K-12 Schools and Child Care Programs](#)

[CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs](#)

[CDC Schools Decision Tree for Schools Reopening](#)

[CDC Guidance Keeping Students Healthy While School's Out](#)

[CDC Communications Resources](#)

[CDC COVID Print Resources, Multiple Languages](#)

[CDC COVID PSAs](#)

[CDC COVID Videos](#)

[CDC COVID Social Media Toolkit](#)

[CDC Child Posters, Multiple Languages](#)

[CDC What you Need to Know About Handwashing VIDEO](#)

CSDE

[Connecticut LEA School Reopening Template](#)

[COVID Resources for Educators](#)

[State Level Priorities: Sustaining Local School District Capacity & Providing Equity and Access to a High Quality Education for All Children](#)

[Attendance Guidance and Ensuring Student Engagement during School Class Cancellations Due to COVID-19](#)

[Improving Attendance by Addressing School Health Assessments and Immunizations](#)

Plan for [Reimagining CT Classrooms for Continuous Learning](#)

[Sensible Assessment Practices 2020-21 and Beyond](#)

[Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement](#)

[edSight Active Endorsement Search Tool](#)

Other

DPH: [Guidance for the Cleaning and Disinfection of Schools during the COVID-19 Pandemic](#)

DPH: [Return to Service Guidance for Building Water Systems](#)

DPH: [Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems during the COVID-19 Pandemic](#)

[U.S. Equal Employment Opportunity Commission COVID-19 Guidance](#)

[CIAC Resocialization of Interscholastic Athletics and Activities Programs Guidelines](#)

[NAFME COVID-19 Instrument Cleaning Guide](#)

[School Re-Entry Considerations: K-12 Physical Education, Health, Education & Physical Activity](#)

[Leveraging the Power of SEL as You Prepare to Reopen and Renew](#)

[Partner Resources](#) (multiple languages)

[Return to the Table of Contents](#)